Culture Sensitivity and Language Learning: A Tertiary Level Scenario

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ABSTRACT

This study is concerned with the existing methods and approaches that are in action at the tertiary level. It attempts to assess the suitability of the current methods that are used in different private universities of Dhaka from the perspective of post-methods. In the post-method era, the traditional methods/approaches are thought to be dead, and a method is only considered suitable when it is context sensitive. Our learners, even after studying English for twelve years, fail to acquire sufficient mastery over English. This may happen because of the somewhat inappropriate choice of methods by the teachers. Many a times, teachers of our country execute a given method without judging the context. As a result, a mismatch between the context and the method being implemented becomes obvious and when the learners come to a university, the mismatch may continue. This study aims to see the present situation and suitability of the methods implemented at tertiary level. In other words, the study aims to find out if the methods are context sensitive. It will provide future researchers a good understanding of the conditions of different methods and approaches. The results of this study can be used to make necessary modifications and enhancements in those approaches.

The study uses interviews (semi-structured) to collect data. The findings show that the teachers of private universities in Dhaka make a conscious effort to contextualize features of different methods and approaches and implement them accordingly. At the same time, the teachers need to be aware of a few key issues which the researcher discussed as recommendations, for example, the status of English in Bangladesh, need for local

materials, need for "needs analysis" etc. to improve the teaching standard of English of the private universities of Dhaka.

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Chapter 1: Introduction

1.1 Introduction:

Richards and Rodgers (2001, p. 247) believe that "by the end of twentieth century", ESL methods lost their position in the "mainstream language teaching" because the theorists started to question the suitability of the ESL methods in different context. Methods and approaches play a very important role in a learner's language learning process. Many ESL methods and approaches came into being as the focus of language teaching shifted from structure to communication. A method that fails to cater to the learners' needs is replaced by new methods. Researchers like Cangarajah, Holliday, and Freire have always claimed that ESL methods often try to take the form of universal method and marginalize the role of teachers and context. Moreover, Methods also consider learners as "passive recipients" (Richards & Rodgers, 2001, p. 247). Often theorists neglect "the knowledge and experience" (Can, 2009) the teachers have from their experience. And this may lead language teaching practices to sheer "failure" (Qiao, 2008). Many researchers, by the end of twentieth century claimed methods to be dead and from then onwards, the era is referred to as the "post methods era" (Richards and Rodgers, 2001, p. 247) where there is no such thing called the best method. In many scenarios, it is seen that teachers of the East adopt the Western methods without evaluating the suitability of the method. These methods fail to cater to the need of our learner thus, making the learning process ineffective. For example, Burnaby and Sun (cited in Howard, 1996) found out that communicative approach to language teaching failed to succeed in China because the Chinese learners have different "instructional goals, educational traditions, social

attitudes, available facilities and materials, and teachers' skills" than western learners. So, teacher needs to take the context into account and adapt features of methods and approaches accordingly.

Learning is "situation specific" and choice of an appropriate method depends upon "what happens between people in the classroom" (Holliday, 1994, p. 161). "Process of learning" is something that needs "to be worked through in the situation in which teaching learning" (ibid, 1994, p. 161) takes place. The context of one classroom varies from another and it is "not possible to generalize" (ibid, 1994, p. 161) the classroom context.

1.2 The Problem Defined:

Learners of our country, starting from their early childhood, are exposed to English. Hoque (1986, cited in Khan & Akhter, 2011, p. 8) says that despite devoting "the considerable amount of time" to English, "the general proficiency and achievement" of our high school graduates "is unsatisfactory and disproportionately low". The teachers of our country often use set methods and approaches adopted from the West to teach English to the learners and overlook the local context. Till 1998, National Curriculum & Textbook Board (NCTB) of Bangladesh designed textbooks around an imported method, Grammar Translation Method. However, after 1998, NCTB decided to follow communicative approach, another imported approach, for "improving the quality of ELT" (Sarwar, 2008). When the students, enter into universities, they get exposed to communicative approach again, but still fail to achieve the desired level of proficiency. The reason maybe attributed to the textbook design; teachers have to follow the textbook

to teach English to the learners. A research conducted by Khan & Akhter (2011) analyzed 300 sample writing from students of 10 universities in Bangladesh and found that the teachers followed an ineffective approach, "writing as a product", which is one of the reasons for poor performance of our learners. Holliday believes that the TESEP teachers (teachers except for Britain, North America and Australia) "should be able to grow an appropriate technology which fits her or his own situation." (1994, p. 166).

Uncritical adoption of different methods results in ineffective learning which is why it is time for the teachers of our country to rethink the issue of direct implementation of the BANA (Britain, North America and Australia) methods. Our context relates to Holliday's statement regarding a bottom-up appropriate pedagogy. Therefore, it may be concluded that our teachers may think of developing a bottom-up culture sensitive pedagogy to suit the needs of their learners.

1.3 Significance of the study:

From the very beginning, many methods have been proposed for effective language teaching. Richards and Rodgers (2001, p. 245) assert that methods having "detailed specification of content, roles of teachers and learners, and teaching procedure and techniques" confine language teaching to a set of systematic rules. Western methodologies developed for "'ideal' teaching learning situations" (Holliday, 1994, p. 11) are mainly adopted by the TESEP teachers (teachers except from Britain, North America, Australia) with a belief that a method that has seen success in countries like Britain, North America or Australia will surely be a success in their countries as well.

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They tend to assume that that a method that has been successful in the West will most likely be effective for their learners as well. But adoption of western methods has not been able to generate an effective language teaching environment in Bangladesh. Although NCTB textbooks try to ensure exposure to a communicative approach towards teaching, the goal (communication) remains unachieved in the Bangladeshi context because "there is no significant communication or use of L2 (English) in the everyday life of people" (Hamid, 2006, p. 84). Nowadays, most of the private universities of Bangladesh also opt for a communicative approach because they consider "CLT as a panacea" (ibid, 2006, p. 85). Their language teaching method remains the same where the emphasis is mainly on communication. Therefore, this study will be useful for future researchers and practitioners to get an idea of the methodological scenario of the private Universities of Dhaka. The study is believed to be a stepping stone for further research in this field.

1.4 Objective of the study:

This research aims to find out how the existing methods are currently implemented at present, at tertiary level. It also tries to assess how appropriately the teachers deal with different issues pertaining to teaching and learning, and whether they, if needed, develop their own methods or not

1.5 Methodology:

The methods employed for this study are:

- o Teachers' interview.
- o Library and internet research to study the theoretical development of culture sensitive pedagogy.

1.6 Limitations of the study:

During the period of data collection, there was political unrest in the country. The research being a part of the academic requirement of an undergraduate degree in English, had time constraints. So, the researcher had to confine the survey to five selected private universities. The research findings would have been more representative if a few more universities could have been covered. Also the findings would have been more representative if the data could have been related to a few classroom observations from the selected universities. However, the small samples from the five universities were analyzed in details to present the actual scenario of the ESL methods in action in a few private universities in Dhaka.

1.7 Conclusion:

This chapter discusses the general impact of ESL methods on teaching and the problems associated with the methods. The study aspires to find out the present execution of methods and how teachers make adjustments between the methods according to the needs of the learners. It will facilitate future researchers to evaluate current state of ELT methodology existing in private universities of Dhaka City. The chapter also discusses

the methodology (teachers' interview) being adopted and the limitations (time constraint, relating the findings with classroom observation) the study has.

Chapter 2: Literature Review

2.1 Definition of Methods and approaches

Many developing countries adopt "external teaching and learning methods" due to "modernization pressure" and advancement in world's "competitive market" (Qiao, 2008). Definition of method varies from era to era, people to people, researcher to researcher. Richards and Rodgers, revising Anthony's view defined methods in relation to approach, design and procedure. According to Anthony (1963: cited in Hashemi, 2011, p.139) "method contributes to the systematic teaching of the materials". Richards and Rodgers, to link theory and practice, developed a model where methods can be explained in terms of approach, design and procedure. "A method is theoretically related to an approach, organizationally determined by a design, and practically realized in procedure" is what Richards and Rodgers (2001, p. 20) define method as. Brown (2000, cited in Bell, 2003, p. 326), to define method, states "virtually all language teaching methods make the oversimplified assumption that what language teachers "do" in the classroom can be conventionalized into a set of procedures that fit all context". Pennycook (1989) criticized method to be "articulated in the interests of unequal power relationship" where the education mainly serves the interest of the dominant class. Furthermore, Kumaravadivelu (1994, cited in Bell, 2003, p. 326) defined methods to "consist of a single set of theoretical principles derived from feeder disciplines and a single set of classroom procedures directed at classroom teachers". It means methods are just set of conventionalized rules which do not take the context into account. All these criticisms

gave rise to a need for a "culture sensitive pedagogy "which addresses the cultural context of learners and teachers" (Phuong-Mai *et al*, 2006).

2.2 A Brief Overview of ESL Methods

Thanasoulas (2002) says that language learning first was associated with the learning of Latin and Greek 17th, 18th and 19th century in the western countries. Grammar translation method, a deductive method to language learning which aimed to make the learners "scholarly", was replaced with Direct Method, a method aiming for "oral proficiency", where "an inductive approach to grammar" (Thanasoulas, 2002) teaching was followed. This method was later on was discarded and replaced by the Audiolingual Method where language was taught through rote "memorization" (Richards and Rodgers, 2001), "repetitive drills", "immediate reinforcement of correct responses" (Thanasoulas, 2002). After this method the focus shifted to "psychological factors in language learning" (ibid, 2002) and thus the four "designer methods", a term coined by David Nunan (1989, cited in ibid, 2002) - Total Physical Response, Silent Way, Community Language Learning and Suggestopedia came into existence. Widdowson's (1978, cited in Larsen-Freeman, 2004, p. 121) realization of student's inability to use language even after knowing the structures brought Communicative Language Teaching or CLT into existence where the emphasis is on the "process of communication rather than just mastery of language forms" (Larsen-Freeman, 2004, p.125-126). After the CLT approach, approaches like cooperative learning, task based language teaching, content based learning etc. came

where the "priority" was "process over predetermined linguistic content" (Larsen-Freeman, 2004, p.137).

2.3 The post-method era

Globalization process in the 1990s seized the attention in "political, economic and cultural debates" and "educational policies and practices" (Qiao, 2008) were also not free from its effect. Richards and Rodgers (2001, p. 248) say that often methods and approaches are "promoted as all purpose solution to teaching problems that can be applied in any part of the world and under any circumstances". This very promotion gives the methods and approaches the appearance of universal methods suitable for learners all around the world. "Attempts" of introducing "Communicative Language Teachings" in a country with "different educational traditions from those in which CLT was developed" is considered as "Cultural Imperialism" (Richards and Rodgers, 2001, p. 248). This implementation is the result of assumptions that practices of CLT are "correct" and the practices of target culture needs "replacement" (ibid, 2001, p. 248). So, it can be said that the idea of an universal method is a myth. Importation of "educational theories from the west" (Qiao, 2008) often ignores the "context", the "starting point" (Richards and Rodgers, p. 248) of language teaching.

Though all the methods that came into existence from the early 60's and so on had "different characteristics in terms of goals" and "assumptions" regarding learning "a second language", they shared a common belief which is "through changes and improvements in teaching methodologies" the process of language learning can be improved. And because of the search for the "best" method, language learning methods

and approaches have improved over time. Failure of catering to the needs of the learners gave rise to new methods and approaches. However, by the 1990s, the view of "newer and better approaches and methods" as the "solution to problems in language teaching" (Richards and Rodgers, 2001, p. 16) was discarded by many. And from then onwards the "post-methods era" (ibid, 2001, p. 247) has been prevailing. Post-method era aims for a method "flexible and adaptive to learner's needs and interests" (ibid, 2001, p. 247) and considerate towards the context.

2.4 Context sensitivity and language learning:

Pennycook (1989) disagrees with the idea of methods being "disinterested". He believes that it is a "prescriptive concept that articulates a positivist, progressivist, and patriarchal understanding of teaching" (p. 589). Canagarajah points out how technologically advanced "center" imposes methods and materials on "periphery" to preserve "postcolonial values, dominance of the western" (cited in Thornbury 2009). So, when the western practices are implemented without any alteration "to improve compatibility with the host culture" the results can be "very negative" and the implemented methods and approaches may even face "total failure in some countries" (Qiao, 2008). Kennedy & Kennedy (1998, cited in Qiao, 2008) to prove the culture sensitivity of practices said that even the "logical" ideas in a "generating culture" can not be transferred "automatically" into a culture that hold values different than that of the generating culture.

Kumaravadivelu (2006, cited in Can, 2009) describes methods not to be founded on the realities of classroom. Teachers believe it to be "artificially transplanted" in their

classrooms". Theorists, hardly being language teachers themselves, underestimate the knowledge and experience of the teachers (Clarke, 1994, cited in Can, 2009). Kumaravadivelu (2006, cited in Can, 2009) discusses Allwright's (1994) warning to the language teachers about the "uncritical acceptance of untested methods". Holliday's belief is that methods created in "BANA" (Britain, Australia and North America) context may not be suitable in other contexts. He advocates for a culturally sensitive pedagogy which takes the local context into account. This statement is supported by Jiaying Howard (1996) through the example of an automobile car and a camel mentioned in his paper "Looking beyond Methodology". She said that an automobile car might be an efficient way of traveling in the United States but a camel is the most efficient way of traveling in some parts of Gobi Desert. Pennycook (1989), to express the same notion, says that we will have to strive for a pedagogy that considers the "sociopolitical context of education" (p. 590).

Qiao (2008) made two contexts responsible for the need of a culture sensitive pedagogy. The first one, according to him, being "simple importation" of theories experienced a "certain degree of failure" and another reason he affirmed was "each culture has the right and should fight to be different". Pennycook (1989) also supported this idea and said that the "form of knowledge" that was thrust upon the teachers "under the guise of scientific objectivity" should be opposed by them (p. 612).

Due to expansion of "linguistic boundaries" and appearance of "regional thinking and revival of ethnic and regional culture" (Kramsch & Sullivan, 1996, p. 200) there was a

need for local teaching. Kramsch & Sullivan (1996), relating the political motto "Think globally, act locally", to language teaching, came up with the slogan "global thinking, local teaching" (p. 200) , a term originally coined by Berman (1994). Bisong (1995, cited in ibid, 1996, p. 201) believes English Language to be appropriated by teachers and learners in ways which are out of control of the English-speaking world. It serves individual and social needs around the world. So there is a need for a pedagogy that takes into account both the local and global needs. "Methodologies and materials" of "Europe or United States" which are considered to be "authentic" might not be appropriate and can not be applied in the same way in Malaysia or Switzerland (ibid, p. 200). Qiao (2008) explains "global thinking, local teaching' to be "the new pedagogy" which is "not Western wine in Eastern bottle". It completely emphasizes on "local market, local needs and therefore local methodologies".

There has been a tendency to import practices and policies from the west. A study conducted by Yong-Ihm (2002: cited in Qiao, 2008) showed that 100% kindergarten teachers in Korea prefers a "western child-centered educational philosophy". The results of the study showed that there was a difference between the teacher's beliefs and practice. Though they aimed at a western child centered approach, their practices remained traditional. Walker & Dimmock's study (2000: cited in ibid, 2008) showed that teachers' appraisal in Hong Kong schools was put into practice through western approaches which became the reason for loss of experienced staffs. Nguyen et al. (2006) reported in the *Economics* ('Roll over Confucius' 25 January 2003) that parents in China "shunned" schools following western based learning to "retain traditional educational

method". Western learning ideals being very much different from Confucian learning culture "may NOT be appropriate" (Phuong-Mai *et al*, 2006, p. 4) for CHC (Confucian heritage culture) learners. Due to the variation in "historical and cultural dimension", it is claimed by Qiao (2008) that "one size doesn't fit all" and therefore, each culture should develop approaches according to "its own particular situation".

The whole notion of one best method was refuted by Prabhu (1990) who said "the perception of good and bad methods is misguided" (p.161). Prabhu's (1990, p. 161) idea of "no best method" inspired researchers to substitute the notion of "an alternative method" with "an alternative to method" (Kumaravadivelu, 2006, cited in Tosun, 2009, p. 4). This "alternative to method" is the base of post methodology. Post methodology believes that it is now time for a context sensitive pedagogy where the techniques will be developed based on its suitability with the context. And only when there is a context sensitive method, the learning process will be effective and useful for the learners.

However, it does not mean context sensitive pedagogy or post method pedagogy undermines the knowledge of existing methods and approaches. Richards and Rodgers (2001, p. 252) consider the knowledge of methods and approaches to be useful because it provides valuable initial knowledge to the inexperienced teachers.

2.5 Factors relating to context sensitivity:

One can never tell others "how to learn a foreign language without really trying" (Brown, 1994, p. 1). Brown (1994) describes language learning process as a "complex process" where "infinite number of variables" (p. 1) or factors are responsible for the learning.

Few of the variables are discussed below:

1. **Cultural beliefs/ preferences/ Vs cultural imperialism**: Bowers and Flinders (1990, cited in Singh, p. 19) say that not every cultural groups value the same types of knowledge. The groups "reflect differences in cultural views of reality". For Example, Kramsch & Sullivan (1996, p. 203) discusses the Vietnamese students and their cultural beliefs. They form closer ties with their peers and consider the entire class as a "family". A Vietnamese student described the class by using the metaphor of "one body" and said that when the other students are separated he feels as if his right arm has been cut off. So group work in this case being different from the cultural views of Vietnamese will be perceived differently.

Jacqueline Jordan Irvine (1990, cited in Singh, 14) says that students from all background bring with them a "distinctive set of cultural values, beliefs" which might be inappropriate in the institutional context. Pai and Alder (2001, cited in Singh, p. 22) gave the example of Navajos cultural belief. Navajos believe in group harmony. So, in an institution where student's "individual competence, achievements, and involvement" are rewarded a Navajo learner's cultural values "come into conflict" (ibid, 2001, cited in Singh, p. 22) with the institutional goals. Here comes the issue of the target culture dominating the local culture.

Kumaravadivelu (2003, cited in Can, 2009) says 'methods consider language teaching as culture teaching emphasizing "monoculturalism" '. Cook (1988) and Judd (1983) (cited in Pennycook, 1989, p. 593) see the imposition of English as "loss of indigenous languages and maintenance of social elites" (Pennycook, 1989, p. 593). This imposition of language brought adoption of methods practiced in the west and gave teachers little scope for "freedom and flexibility" (Pennycook, 2001, p. 556) in decision making. Bisong (1994, p. 131) in his paper says though English was established as the "official language of Nigeria", it could not displace or replace any of the "indigenous languages" because the notion of English to be an "imperial language" changed and for so, teachers and theorists are now moving towards a pedagogy which is "local" (Pennycook, 2001, p. 539) and gives scope to the teachers to make "their own pedagogic decisions" (ibid, 2001, p. 556)

2. **Diversity:** Educational institutions are "culturally and ethnically" (Singh, p. 20) diverse. Ignoring this diversity increases "student fears and alienation". Patricia Schmidt (2005, cited in Singh, p. 20) from numerous studies found that "current and future teachers" do not maintain "relationships with people from different ethnic, cultural, and lower socioeconomic backgrounds" and most of "their knowledge about diversity has been shaped by media stereotypes". Continuously ignoring the diversity eventually may result in "poor literacy development" and "high dropouts" (Singh, p. 20). For making learning "appropriate and effective" for diversified class, Geneva Gay (2010, cited in Singh, p. 21) opted for a culture

sensitive pedagogy where "the cultural knowledge, prior experiences, and performance styles of diverse students" are taken into consideration.

3. **<u>Learners' beliefs and preferences:</u>** Learners have their own "learning style" and "opinions about how their instructions should be delivered" (Lightbown and Spada, 1999, p. 59). Allwright (2005, p. 220) says that some learners hate understanding "grammatical explanation" and discussion regarding "themselves, "or not being corrected for every mistake". These are not "inherent and observable properties" so if the there is a mismatch between learners preference and belief with the method applied by the teacher the progress can be "negatively affected" (Lightbown and Spada, 1999, p. 59). The Confucian Heritage Cultural Learners or the CHC learners believe their teacher to be "models for correct behavior" and learners rarely "dare to question a teacher" (Phuong-Mai *et al*, 2006, p. 5). But in a western group learning situation learners question their teacher's knowledge by "using their collective knowledge" (Phuong-Mai *et al*, 2006, p. 5). So group learning oriented methods like CLT are not culturally appropriate methods for language teaching in a CHC context.

4. **<u>Institution:</u>** Holliday believes that institution can be a factor for making pedagogy culturally sensitive or hindering from being so. Institution often set educational principles. Institutional system that are "endowed with 'power' are able to control and regulate political dimension of language teaching" and the teachers are forced to negotiate with student's need while they operate "under

their restrictive constrain" (Rivers, p. 103). TESEP English language teachers are not any different and often need to choose methods considering how well they "fit in the structure of a host institution" (p. 93).

5. **Learners' Self-Esteem:** Learner's self-esteem is an important factor in language learning process. To test the role of self –esteem in language learning process, Adelaide Heyde (1979, cited in Brown, 1994, p. 137) conducted a study on American College students where "self-esteem correlated positively with performance on the oral production measure". Researchers like Gardner and Lambert (1972), Brodkey and Shore (1976), and Watkins *et al.* (1991) consider self-esteem to be "an important variable" and measured self-esteem in "language learning" (Brown, 1994, p. 137) studies they conducted. Phuong-Mai *et al* (2006, p. 7) in their article discussed the study of Susan Shrik (1982, cited in Agelasto, 1998) conducted in China. From the study, it was found that learners prevented themselves from sharing "personal ideas" in fear of losing face which might ultimately result in a "serious personal damage". To avoid getting their self esteem hurt, they "keep their mouth shut" (Phuong-Mai *et al*, 2006, p. 7). So a western method which requires the learners to voice their opinion may hurt their self-esteem.

6. **Technology transfer:** English language education being different in two groups- BANA (Britain, Australia and North America) and TESEP (institutions in the rest of the world) has its own teaching style. Holliday (1994) considers TESEP

teachers as "recipients" (p. 93) of methodologies produced by BANA countries. BANA methodologies are designed and implemented for a different reason than that of the TESEP English language education. The technology present in the "dominant (BANA) branch of profession" maybe universally inapplicable. Ellis (1994, cited in Qiao, 2008) conducted a study in Vietnam where three Australian EFL instructors conducted a "workshop on language teaching methods". Vietnamese being the part of Confucian Heritage Culture context strictly memorizes "grammatical rules". As Communicative language learning gave importance to "meaning", the approach was resisted by the Vietnamese teachers.

7. **Attitude:** Attitude is a significant factor in language learning process. Gardner and Lambert (1972, cited in Brown, 1994, p. 168) conducted "extensive studies" to find out the relation between attitude and language learning. They found out that a "positive attitude" helps a learner to learn the language. Oller *et al.* (1977, cited in ibid, 1994) carried out studies on "Chinese, Japanese and Mexican" students where their "attitudes toward self, the native language group, the target language group, their reason for learning English, and their reason for traveling to the United States" (p. 168) was taken into consideration. They concluded from the studies that "positive attitude" towards all these "enhanced proficiency" (ibid, 1994, p. 168). It was also concluded that in a language learning process a "negative attitude" can demotivate the learners and lead to an "unsuccessful attainment of proficiency" (p. 169). Learner's attitude towards methods is a culturally sensitive issue too. For example, a study conducted by Carson and

Nelson (1996, cited in Phuong-Mai *et al*, 2006, p. 7) showed that Chinese learners "avoid criticizing their peer or claiming any authority". So their attitude towards cooperative learning was not favorable for which, cooperative learning is hardly present in their context. Whereas, western learners have a very favorable attitude toward "challenging each others conclusions and reasonings" (Phuong-Mai *et al*, 2006, p. 7).

8. **Teacher student interaction pattern and power distance:** Teachers are considered to be the "ultimate, one and only source of knowledge" (Maley, 1983, cited in Nguyen, Terlouw, Pilot, 2006, p.5), a "guru" who helps the learners to acquire "truth" and "virtue" (Phuong-Mai *et al*., 2006, p. 5) by the Asian learners. The Vietnamese and the Chinese rank their teacher just "below the King and above the father" (ibid, 2006, p. 5). The power distance in CHC context is "high" (ibid, 2006, p. 4) compared to the western context. Western learning situation follows quite an opposite ideology where the "knowledge begins with the students" and teacher is "a guide, a facilitator who moves from group to group to observe and motivate learning" (Johnson & Johnson, 1994, cited in ibid, 2006, p. 6). The pass of knowledge is a two way street i.e. opposite of "teacher to student" (ibid, 2006, p. 5) passing of knowledge. So a "seemingly culturally neutral intervention can fail in other context" (ibid, 2006, p. 4).

9. **Teachers' background:** Erasmus and Ferreira (2002, p.34, cited in Singh, p. 20) suggest the "imperative" for the educators to "posses the necessary interpersonal

and professional skills" to deal with the challenges in the educational process. The project by Janshala proved that there needs to be a match between the teacher and the student's ethnic background. The non tribal teachers hired in the project failed to understand the language and culture of the tribal students which ultimately resulted in an ineffective educational process (cited in Singh, p. 26)

10. **<u>Disregard for local form of knowledge</u>**: Pennycook (1989), to emphasize the importance of context, says that instead of considering the practices as "universal" it is necessary to recognize and validate "local form of knowledge about language and teaching" (p. 613). Kumaravadivelu (2001) to agree with this view stated "All pedagogy, like all politics, is local. To ignore local exigencies is to ignore lived experiences" (p. 539). To describe the result of ignoring local knowledge, Kumaravadivelu (2001) says "Pedagogies that ignore lived experiences will ultimately prove to be "so disturbing for those affected by them-so threatening to their belief systems-that hostility is aroused and learning becomes impossible" (Coleman, 1996, p. 11)" (p. 539).

11. **<u>Learners' Risk Taking:</u>** Languages are learned through trial and error process. And when a learner's inhibition is high it prohibits the learners from taking risk. Brown (1994, p. 140) believes that learners need to "gamble" a little for learning a language successfully. They need "to be willing to try out hunches about the language and take the risk of being wrong" (ibid, 1994, p. 140). Ely (1986, cited in Brown, 1994, p. 140) though believes that "high risk taking will yield positive result" in language learning, Beebe (1983, ibid, 1994) cites one study where he

claims that a highly motivated person is "moderate, not high, risk takers" and avoid "wild, frivolous risks" (p. 141). But the issue of risk taking is different in different culture. Studies by Cocroft & Ting-Toomey (1994); Ting-Toomey, (1988); Tsui, (1996) show that CHC learners avoid volunteering "personal ideas, either for fear of being considered silly or for fear of making others feel humiliated" (cited in Phuong-Mai *et al*, 2006, p. 7). So a western group learning method will be culturally inappropriate for them.

2.5 Conclusion:

The issues discussed in this chapter provide the basis for the interview questions for the teachers. The questions will be used to evaluate the current status of methods in practice in the private Universities in Dhaka.

Chapter 3: Research Methodology

3.1 Introduction

This chapter offers an insight into the research methodology used to conduct the research. The data collection process for this research is structured interview which is discussed in detail in the present chapter. The chapter also includes the implications, administration, sampling, data analysis and research tools/instruments.

3.2 Method of Data Collection

The research methodology used in this research is structured interview.

A structured interview is an interview which involves "the use of a set of predetermined questions and highly standardized techniques of recording" (Kothari, 1989). It echoes "a rigid procedure laid down, asking questions in a form and order prescribed" (ibid, 1989).

According to Kothari (1989), the major advantages of the interview method are as follows:

1. The interviewer can delve deep into the topic and more information can be acquired.

2. The interviewer can use his/her skills to overcome any resistance or reluctance from the interviewee.

3. The questions can be restructured or rephrased, if necessary.

4. It is much easier to obtain personal information.

5. The interviewer can generally choose the suitable respondents for a particular question. This is not possible in other techniques like e-mailed questionnaire approach.

6. The interviewer may secure more spontaneous reactions from the respondent. Catching him/her off-guard may produce more honest responses.

7. The language of the interview can be adapted according to the ability or educational level of the interviewee. This will help avoiding misconceptions and misunderstandings.

8. The interviewer can collect additional information about the respondents' personal characteristics and environment. When interpreting the results, this information may prove to be vital.

Seliger and Shohamy (1989, p. 166) consider interview to be an effective method of collecting data because it "permits a level of in-depth information gathering, free responses, and flexibility that cannot be obtained by other procedures". Interviewees are "presented" (Seliger and Shohamy, 1989, p. 167) with set questions.

3.3 Description of the interview for Teachers

All the questions asked in the interview have emerged out of the theoretical discussions in chapter 2 (Literature Review). The interview consists of 13 open ended questions. The areas the questions came out of are the following:

o Context sensitivity and ESL methods, and

   o   Factors pertaining to the choice of ESL methods

       (For the questions, see Appendix I)

The section "context sensitivity and methods" generated 1 question. In this section, interviewee's choice of method depending on learners is observed. Also, it tries to look into how the teachers make adjustments between the methods they implement and the methods their learners were exposed to during their pre-tertiary education.

The next section "factors pertaining to the choice of ESL methods" consists of 12 questions where the teachers are asked questions regarding different factors that may have an effect on methods' suitability.

1. The first factor is "cultural beliefs/ preferences/ vs. cultural imperialism" which generated one question. Here how cultural beliefs/preferences shape interviewees' choice of method is observed. This question also tries to find out whether the teachers implement a given method and materials without taking the culture into account.

2. The next factor is "diversity" which generated one question. The question in this section tries to observe how diversity in a classroom affects a teacher's decision in choosing methods.

3. The third factor is "learners' beliefs/ preferences" which generated two questions. This section tries to study whether the teachers give importance to learners' beliefs/preferences or not and how it shapes their decision in choosing a method.

4. The fourth factor "institution" generated one question where institutions influence on choosing methods is observed.

5. The fifth factor "self-esteem" generated of one question where the effect of self-esteem on choosing methods is analyzed.

6. The next factor "technology transfer" generated one question where the teachers view regarding adoption of methods is explored. The question also tries to look at whether the teachers themselves solely rely on imported methods or adapt features of different method and approaches depending on learners' need.

7. The next factor "attitude" generated one question where teacher's adjustment in choosing methods due to attitudinal difference is observed.

8. The eighth factor "teacher student interaction pattern and power distance" generated one question. Here the interaction pattern preferred by the teachers and the students is observed. It also looks at how the teachers make necessary adjustments in choosing an interaction pattern based on the context.

9. The ninth factor "teachers' background" generated one question where the necessity of teacher sharing the same cultural background as his/her learners is addressed.

10. The next factor "disregard for local forms of knowledge" generated one question. The question observes whether the teachers implement methods and materials having the local forms of knowledge in their minds.

11. The last factor "learners' risk taking" generated one question where teachers' choice of method depending on learners' risk taking is observed.

3.4 Validity and Reliability

Seliger and Shohamy (1989, p. 184) say that reliability presents the "extent to which data collection procedure elicits accurate data". They suggested a pilot study, before the actual research is administered so that necessary changes can be made if needed.

Nunan (1992, p. 14) defines validity as "the extent to which a piece of research actually investigates what the researcher purports to investigate". Seliger and Shohamy (1989, p. 188) say, "Validity refers to the extent to which the data collection procedure measures what it intends to measure". Some of the aspects that were taken into account while structuring the interview, to make it valid and reliable, are as follows:

- o Objectives of the study

- o Theoretical discussion of the methods

- o Consultation with supervisor of the research

- o Pilot study

3.5 Universe of the study:

The topic of the research requires that the researcher collect data from various private universities in Dhaka city to maintain the validity and reliability of the data. Such a large scale survey would have involved a lot of money and time which are not available for an

undergraduate study like the present one. Therefore, the researcher deliberately chooses particular units of sample to make the data more convincing. The universities were chosen keeping in mind time constraints, and cost.

3.6 Sampling for the study:

To collect the data, researcher had to set a sample unit. The researcher chose 5 private universities of Dhaka city for the interview and the number of subjects was 5 (one teacher from each of the selected universities).

Samples selected for the survey are shown in the following table:

Type	Number
Teachers' interview	5

Detailed Sampling Plan

Institution	Teachers No.
University A	1
University B	1
University C	1
University D	1
University E	1

3.7 Administering the Teachers' Interview:

Before administering the main interview, the researcher conducted a pilot survey from where she identified the problems with the question. Before the pilot study, the questions were such that teachers had the opportunity to avoid giving examples illustrating a teaching context. The pilot study made the researcher aware of the problems (teachers avoiding giving examples and detailed answers) and enabled her to make necessary changes in the questions accordingly.

For the main interview, the researcher first went to University E and introduced herself to the Chairperson of the Department of English. She then explained him the purpose of the study and asked for permission to take interviews of the teachers. But due to the unavailability of time of the teacher, she agreed to give a telephone interview to the researcher.

Next, the researcher went to University A and asked for the permission of a teacher to interview her. The teacher agreed to give her the interview.

For the rest of the three interviews (University B, University C, and University D) teachers agreed to give a phone interview, at their preferred time, because of the political unrest.

3.8 Process of Data Analysis:

The data collected from the interview were analyzed based on the five steps suggested by Taylor-Powell and Renner (2003) in their article "Analyzing Qualitative data".

In the first step titled, **Getting to know the data,** the researcher "read and re-read" (p. 2) and listened to the data several times. This step was followed by the step titled **Focusing**

the analysis where the researcher reviewed "the purpose of the evaluation". This focus was done based on the statement "how all individuals [...] responded to each question or topic" (p. 2). For the third step titled, **Categorizing the data**, the researcher i) identified themes or patterns and ii) organized them into coherent categories. This part according to Taylor-Powell and Renner (2003, p. 2) is the "crux of qualitative analysis". The researcher first identified themes and then elicited emergent-categories from the data. For step four titled, **Identifying patterns and connections within and between categories**, the researcher decided to summarize "the information pertaining to one theme" In the fifth and final step titled, **Interpretation- bringing all together**, the researcher "used themes and connections" (p.3) to interpret the findings. She developed a "list of key points and important findings" (p. 3). She used "quotes and examples to illustrate" the "points and bring the data to life" (p. 3).

3.9 Conclusion:

The results found from the interview has been analyzed and presented in details in the following chapter.

Chapter 4: Findings and Analysis

4.1 Introduction

The data obtained from the structured interview are carefully analyzed, following the five steps of analyzing qualitative data discussed by Taylor-Powell and Renner (2003), and presented in this chapter.

4.2 Analysis

Each question is discussed under theme(s) and its/their emergent categories.

Question 1.

(Do you apply different method/methods with different group of learners? And do you think it is necessary to make adjustments between the methods/ methods your students were exposed to during their pre-tertiary education and the method you follow to teach now? Please name the ESL methods and explain with an example how you make the adjustment.)

Theme: Choice of methods

Emergent Categories: (i) post methods era and diversity, (ii) input hypothesis, iii) context, iv) choice and intuition

Theme: Adjustment made between pre-tertiary and tertiary level

Emergent Category: i) methodological adjustment

(a) Choice of methods

i) Post methods era and diversity:

For question no. 1, one teacher says that this is the post method era (an era where methods change according to learners' need and context) and the students are from diverse backgrounds. She believes that there is no one best method for teaching. And she tries to do a "needs analysis" for her students before implementing any particular method. For example, in her first class she gives her students to write something and through their writing piece, she judges their levels and applies methods accordingly.

ii) Input Hypothesis:

One teacher talks about Krashen's Input Hypothesis Model and says that he tries to give input following the *"i+1"* formula. He analyzes his learners' educational background, their preferences, their experience of methods etc and then decided on the input. For example, when he sees that his learners come from a teacher centered learning background, he first provides the learners with direct input (feature of teacher centered approach) and then engages them in "an interaction based participatory approach" where learners learn language through classroom discussion (this is also an example of how the teacher makes adjustment between two methods).

iii) Context:

Another teacher says that his choice of method changes depending on the context. He applies features of various methods depending on the lesson, his learners needs etc. For example: he implements group activity, pair activity in the class. When he finds any

student unwilling to do the activity, he assigns a different task depending on the learner's proficiency level.

iv) Choice and intuition:

Two teachers answered that their choice of methods or features of methods is somewhat an "unconscious" and "intuitive" process which varies according to their learners' needs. (For other examples and detailed discussion see Appendix II)

(b) Adjustment made between pre-tertiary and tertiary level

i) Methodological adjustments:

For the second part of question, 2 teachers believe that most of the learners of our country come from a classroom experience where rote-memorization is given importance over communication. So, their exposure to interactive methods or approaches at the tertiary level becomes almost a newer experience to the learners. These teachers try to adjust their learners with the methods by exposing the learners to a variety of methods and approaches. For example, one of the teachers designs activities with partial focus on structure and partial on communication. One teacher looks at her students' reaction and makes necessary changes accordingly. However, one of the teachers feels that her learners are exposed to almost similar kind of approaches (mostly CLT with a few features of ALM and GTM) also in their schools and colleges due to NCTB textbooks and thereby they do not require any adjustment.

So, it can be seen that teachers' choice of method is not pre-decided. Most of the teachers make adjustments between learners' previous experience of methods and the methods being implemented by them. He/she decides on the methods taking the context into account.

<u>Question 2.</u>

(How do you view culture in relation to language learning? Can you please explain with an example how you cater to the needs of the class where the students are from diverse cultural/ educational background? Also, what is your view on monoculturalism and target language culture? Do you think local culture should be reflected in the methods and materials used to teach the target language? Please give specific examples.)

Theme: Culture and language learning

Emergent categories: i) influence of culture in language learning

Theme: Monoculturalism and target language culture

Emergent categories: i) mix of culture, ii) cultural imperialism and local culture, iii) status of English and local language

(a) Culture and language learning

i) Influence of culture on language learning:

For question no. 2, all of the teachers feel that culture has its own effect on language learning. One teacher from her own experience says that teachers need to be sensitive

towards the diverse culture. She mixes different cultures in the class. She uses local culture, young popular cultures so that they can relate to the teaching process. For example, she believes Facebook, Twitter, Internet etc to be part of young culture. So she tries to give them these as topics. Another teacher also incorporates different culture. She gives the students activities where she contextualizes the particular topic with the local cultures. For example, she gives color with handouts and discusses the meaning of different colors in different cultures. She then asks them the meaning of 'red' in Bangladeshi context. After that, she gives them a poem (Soyinka's telephone conversation where the color red creates a new image of London) and asks them to interpret it. Another teacher believes that "culture sets future learning". So he tries to identify the culture and makes necessary adjustment where there are activities for diverse students. Another teacher tries to treat diverse students in the same way to avoid stereotyping. He tries to make a match between the method he implements and his students' cultural background. The 5th teacher thinks that cultural background influences language learning. She tries to make a balance between the diverse cultural and educational background by pairing up students from two opposites (city based students, village or small town based students). She gave the example of topic "blind date". She says that some of her students (who come from a village or small town background) do not understand what "blind date" is. So, to make them understand the topic, she pairs a city based student and a village or town based student up and makes them dependent upon each other.

(For other examples and detailed discussion see Appendix II)

(b) Monoculturalism and target language culture

i) Mix of culture:

For the second part of the question, one of the teachers says that exposure to local culture and materials is necessary for the beginning stage of language learning because the learners need to relate to the learning process. But at the same time, it is necessary to know other cultures and having a set target culture sometimes helps teachers teach. But depending on the circumstances, use of the target language may change. So, she prefers mixing various cultures. For example, she gives example from British culture, American culture, Oriental culture etc. Also she uses foreign sports like net ball, juggling etc. Two others agree with the previous teacher on the fact that learners need to be able to relate to the learning process. So, exposure to local cultures is needed. But at the same time, learners need to know other cultures too.

ii) Cultural imperialism and local culture:

One teacher feels that cultural imperialism is basically the result of monoculturalism and learners need to be exposed to local materials, methods.

iii) Status of English and native language:

The 5th teacher views English language to be global and for all. To him, English is a South Asian language and she believes that the English taught to our students is South Asian. And nowadays, methods and materials are contextualized mostly. One of the teachers asks her students to translate Bangla prose into English. She believes that by doing so, her learners are taught to look at English culture from a distinct Bengali

perspective. Another teacher talks about using English writings of poets like Kaiser Haq where Bengali cultures and heritage are reflected.

(For other examples and detailed discussion see Appendix II)

Teachers feel that methods can not be pre-decided. Due to the cultural and educational differences, implementation of one set method may not attain the pre-determined result. To avoid cultural imperialism, teachers decide on the methods taking cultural beliefs/preferences into account. They try to introduce foreign cultures and local cultures at the same time.

Question 3.

(How do you acknowledge the diversity among your students? Does it affect your decision in choosing any method? If so, how does it affect? Would you please give an example?)

Theme: diversity and choice of methods

Emergent category: i) diversity and adjustment

i) Diversity and adjustments:

For the third question, one teacher feels that diversity among the students creates problems for her in adapting materials. She tries to adapt materials keeping in mind of the diverse class. Another teacher tries to rectify the issue of diversity by engaging students in pair work activities where the students depend upon each other for completing

activities. Another teacher analyzes his students' background, previous experience etc. and choose methods accordingly. Among the rest two teachers, one thinks that his choice of method does not change much because the students are mainly from similar types of background and the other teacher sticks firmly to her chosen method and make the students adjust with the new methods. Even though she knows that her students who are from a village background will have problems understanding her lecture, she does not switch to Bangla. She makes them learn English at least to understand the class lectures. However, she did not give any concrete example.

(For detailed discussion see Appendix II)

Our learners come from different educational as well as cultural background. And their beliefs and preferences are shaped by this difference. This is why teachers try to adapt methods keeping in mind the diversity among the students.

Question 4.

(If learners prefer not to be corrected for every error, how do you correct their errors? Please give an example.)

Theme: learners' beliefs/preferences

Emergent category: i) techniques for correcting error

i) Techniques for correcting Errors:

For question no. 4, two teachers use peer editing sessions. Among the two, one of them uses anonymous peer editing so that her students do not object. And the other teacher

uses teacher corrections as well if she feels that her students are not satisfied with the peer correction. Another teacher believes that overlooking errors is not always right. So he monitors students' activity and the errors being made. And at the end of the class, he gives general feedback to her students. Another teacher lets the students be fluent by not interrupting while they are speaking. He also gives a general feedback at the end of the class. The 5th teacher motivates the students to self correct. And she also gives the students the opportunity to correct their own errors (written activities).

(For detailed discussion see Appendix II)

Learners' beliefs/preferences is a factor that may decide a method's success or failure. Teacher's implementation of any particular method disregarding the learners' beliefs/preferences does not make learning of the English language successful which is why teachers always try to motivate learners by giving importance to their preferences.

Question 5.

(Is there any mismatch between your learners' preferences and the method being implemented? For example, peer editing is considered to be an effective way of correcting a learner's errors. Do your students prefer this? If not, then would you continue peer editing?)

Theme: learners' beliefs/preferences

Emergent category: i) learners' preferences and strategies for adjustment

i) Learners' preferences and strategies for adjustment:

For question no. 5, one teacher said that her students prefer peer editing because they prefer to lose face in front of their peers, who are of the same level as they are, than their teachers. So, she implements peer editing keeping in mind her learners' preference. If her students were not comfortable with peer editing, she would still continue with it and do teacher editing in addition to peer editing. Another teacher sees that her students prefer peer editing because the editing is done anonymously. If her students do not prefer it, she would implement other methods like self correction, teacher correction because learners' preference comes first to her. The 3rd teacher prioritizes learners' preference over his choice of methods. So, even if his students prefer something backdated or ineffective, he respects their preferences and then leads them towards new methods. The teacher always does teacher editing as a follow up after the peer editing session. The fourth teacher also gives importance to their learners' preferences and says that if they do not prefer it, he will continue with some other modes of editing (example, self correction and teacher correction). The fifth teacher sees that her students are very much interested in pointing out their peers' error and prefer the mode of correction. If they did not prefer she would implement other techniques in the class. However, she did not give any specific example. (For detailed discussion see Appendix II)

From the data presented above, it is seen that most of the teachers consider learners' beliefs/preferences to be an important factor in language learning. Their choice of method shapes around their learners' beliefs/preferences.

<u>**Question 6.**</u>

(Does your institution have any methodological preferences? Do you have the opportunity to choose your own method while teaching or you need to conform to the expectation of your university? (Example: nowadays universities prefer Communicative Language Teaching (CLT) for language teaching))

Theme: Institution

Emergent categories: i) topic/ syllabus/ outline, ii) choice of method, iii) preferences

i) Topic/ syllabus/ outline:

For this question, 3 of the teachers said that their institution just provides them with a list of items/contents of a syllabus. They have the full freedom to choose any method to teach them the content.

ii) Choice of method:

One of the teachers said that her institution, specially her department is very open towards implementation of methods as long as they get the expected end result.

iii) Preference:

Another teacher said that his institution mostly prefers interactive approaches towards language learning. As long as his classes are interactive, he has the freedom to choose any method.

(For detailed discussion see Appendix II)

From the analysis, it is seen that teachers give importance to their learners' preferences and try not to apply any particular method which might be disliked or not preferred by their learners. So, their choice of implementing methods and approaches vary according to their learners' preferences and beliefs i.e. their choice of methods are contextualized.

Question 7.

(Do you think there is a correlation between self esteem and performance? Usually the introvert/ shy ones feel insecure as they are asked questions in front of the entire class, does this have any effect on their self-esteem? Please explain how you tackle this issue with an example.)

Theme: self esteem and performance

Emergent category: i) introvert students and teachers' approach towards them

i) Introvert students and teachers' approach towards them:

For question no. 7, one teacher said that she had introvert students who feel insecure if asked questions in front of the entire class. This insecurity comes from their differences in "financial" (the teacher teaching at a highly reputed expensive university) and "educational background". The teacher tries to make the environment friendly and light so that the students' self-esteem does not get hurt and they are not afraid of losing face. Two teachers make the shy/introvert learners realize that everyone learns through errors. The teachers make the students do pair work, group work where they are required to communicate. And the teachers guide them through the whole process. One of the

teachers even defends the students if they are being laughed at for being incorrect and try to increase their self-esteem by building their confidence. The remaining two teachers feel that shy students, if asked question in front of the class, may feel that the purpose of asking the question is to demean them. So they try to ask the question in a very positive and friendly way without hurting the learners' self esteem.

(For detailed discussion see Appendix II)

The data presented above makes it evident that teachers give importance to learners' self esteem. They think that if the learner's self esteem is hurt, learning will not be effective. They use strategies to make the context very friendly and positive so that they do not feel insecure if asked questions in front of everyone.

Question 8.

(Do you think our teachers of tertiary level should stick to any method/ methods while teaching English or they can adapt various features of methods according to the context of teaching? (Example, Vietnamese learners learn grammar rules through memorization. So, when a shift in concentration from grammar rules to communication came, students did not prefer the method.). What is your take on this issue? Please explain with an example.)

Theme: technology transfer

Emergent categories: i) post-method era and context sensitivity, ii) strategies for adapting features

i) Post-method era and context sensitivity:

For this question, three teachers believe that it is the post method era and there is no one best method. And teachers should adapt various features depending on the lesson and the learners' need. Among the three, one of the teachers said that he applies informed eclecticism, i.e. he analyzes his learners' background, preferences etc. and adapts various features accordingly.

ii) Strategies for adapting features:

One teacher says how a teacher manages a classroom should be based on her individual interpretation and she always experiments and negotiates with methods in the class (discusses with her colleagues and comes up with new ideas). The 5th teacher says that she is against bookish implementations of theories and adapts various features according to learners' needs. For example, if she feels that her learners do not prefer "role play" for a particular item, she changes the activity and does something else. One teacher sometimes uses translation to teach a grammar point. And sometimes instead of using an "inductive approach" while teaching grammar, he gives students direct "input" (some of the rules) and engages "them in analyzing the data" (presented rule and their uses). He says that even though it is believed by the Western practitioners that translation is an obsolete method, it has its own positive sides. Through translation one uses their subconscious or unconscious knowledge of rules. So, he considers it to be a productive method. He believes that even though the idea is not of ours (East) it is useful in our context.

(For detailed discussion see Appendix II)

Most of the teachers believe it to be an era where there is no one best method. The teachers try to implement methods or features of methods according to the learners, the context, the lesson taking place in the class etc.

Question 9.

(How do you view learners' attitude in language learning? Research shows that learner's attitudinal difference has obvious effect on language learning. (Example, Chinese learners' negative attitude towards challenging each others' conclusion keeps them away from peer correction). How do you tackle this issue? Please explain with an example.)

Theme: attitudinal difference

Emergent category: i) motivating the learners

i) Motivating the learners:

For question no. 9, four teachers feel that their students at times have a negative attitude towards learning because they often do not feel the necessity of learning English. Some are also afraid of learning English because of the impression of English being difficult to learn. These teachers try to make their learners realize the importance of learning English. They try to motivate them by providing support and security. For example, one teacher pats her learners' back to comfort them when necessary and consults them about issues regarding personal problems. Instead of forcefully implementing one method, they try to change their attitude towards English. One of the teachers says that the learners

might not just have negative attitude towards learning. They may have a negative attitude towards the method being implemented. In such cases, the teacher gives them a theoretical background of the methods (tries to make the learners see the development of the methods, how significant the methods are scientifically etc) and reorient their attitude towards learning.

(For detailed discussion see Appendix II)

From the data presented it can be seen that learners might have negative attitude both towards the language and the method being implemented. In such cases, teachers try to reorient their learners' attitude by implementing various strategies. The methods they follow to deal with an issue like this are not pre-determined. They try to act according to the context.

Question 10.

(What is the teacher-student interaction pattern you prefer? Do your students consider you the most reliable source of knowledge? How do you view this? Please give an example to illustrate your position.)

Theme: teacher-student interaction pattern

Emergent category: i) preferred interaction pattern

i) Preferred interaction pattern

For this question, one teacher answered that she preferred interactive classes. She tries to arrange interactive activities for her students where the communication is done by the students and she just acts as a facilitator who guides them throughout the activity. But she also says that she is more knowledgeable than the students in some cases and wants to keep the authority in the class to maintain harmony. Three teachers prefer an interactive classroom and acts as the facilitators in the class. They help their students to move towards the activities. Another teacher believes that learners need "critical perspective of judging things" for which interaction is necessary. But at the same time, he thinks that there are some issues where the teacher is more knowledgeable. He tries to balance between an authoritative teacher and a facilitator. One teacher says that his focus is problem solving (case study) and learners need to think through themselves. However, he did not give any concrete example.

(For detailed discussion see Appendix II)

From the data, it can be said that teachers try to adjust their roles according to their learners' need. Sometimes they act as a facilitator when there is a need; sometimes some of them act as the guru or the authoritative figure because the situation demands for them to be so. Their role and interaction pattern changes depending on the context. So, it can be concluded that their teaching methods also change according to the context.

Question 11.

In your opinion, is it important for a teacher to have the same cultural background as his/her students? Why or why not? Please give an example in which your own cultural background becomes helpful or problematic in a given teaching context.

Theme: teacher's cultural background

Emergent categories: i) similarities in cultural background, ii) knowledge about students' culture

i) Similarity in cultural background:

For question no. 11, three teachers say that the teacher having the same cultural background as the students helps the learning process because the teacher can address local issues more appropriately than any native speaker. The teacher can understand his/her students' perception better than a native speaker. One of the teachers says that having the same background is necessary for the beginner level learners because they need to be able to relate to the teaching.

ii) Knowledge about students' culture:

But a native teacher can also be a good teacher. Even if the teacher is not of the same cultural background as the learners, he can teach them with their knowledge about the learners' cultural background. If the teacher knows the cultural backgrounds of his/her learners he or she can avoid "taboo topics" and "cultural clash". Another teacher thinks

that his/her knowledge about the learners' cultural background can help the teacher to contextualize topics (Example, New Year celebration in Bangladesh).

(For detailed discussion see Appendix II)

Teachers have different views regarding teachers' own cultural background. They think that it helps the language learning when the learners are beginners. However, they believe that a native teacher might at times prove to be a better teacher if they have the knowledge of their learner's cultural background. Teacher's background helps one to decide on a particular method.

Question 12.

(Do you think language teaching is free from local forms of knowledge? For example, do your learners prefer local names, materials instead of western names/ materials? Do they get enough scope to use the knowledge of local festivals? Please give an example.)

Theme: influence of local forms of knowledge

Emergent category: i) exposure to local materials

i) Exposure to local materials:

For this question, four teachers said that learners need local exposure. Amongst the four teachers, three teachers said that at least for writing, local materials need to be used. Because writing is a creative process which needs creativity and students need familiar

topics to use their creativity. Two teachers use western names in their materials. One of the teachers gives students western topics like rap music to write on because she feels that her students show more enthusiasm in writing about a western topic than local topics. (For detailed discussion see Appendix II)

Teachers consider exposure to local forms of knowledge to be an important factor in language learning. Disregarding local culture may make their learners feel insecure. From the data we can see that the teachers always try to present some cultural aspects in their teaching to make the students comfortable. Therefore, they do not pre-determine the methods they would implement. Their choice of method is decided depending upon the exposure to local forms of knowledge.

Question 13.

(Do your learners avoid volunteering personal ideas in the class? Do they prevent themselves from challenging their peers' conclusion? Could you please illustrate with an example?)

Theme: student's risk taking

Emergent category: i) sharing personal ideas

i) Sharing personal ideas:

For question no. 13, four teachers feel that most of their learners (specially the introvert learners) do not usually prefer sharing personal ideas or challenging their peers. Among

these four teachers, one of them feels that this happens because of their pre-tertiary educational experience. They are sometimes afraid of losing face as well. In cases like this, the teacher tries to elicit their ideas using different strategies. One of the teachers feels that her students are expressive and always volunteer personal ideas.

(For detailed discussion see Appendix II)

Most teachers feel that their learners are afraid of loosing face in front of their peers. Their learners prevent themselves from challenging others conclusion and sharing new ideas. For situations as such teachers cannot pre-decide any method that he/she might implement in the class. Instead, they analyze the context, the learners and finally they decide on methods.

4.3 Conclusion:

Our teachers of tertiary level are, nowadays, more conscious about their learners, learners' beliefs and preferences, cultural backgrounds etc. They realize that these factors can have an impact on ones' learning process. So, they always try to make necessary adjustment to cater to the needs of the learners. They do not just rely on the Western methods. Instead, they study their learners, their teaching context and try to come up with a suitable approach for their learners. They always try to respond to the possible factors that make a pedagogy sensitive and adapt various features of methods and approaches in their teaching context.

Chapter 5: Conclusion and Recommendations

5.1 Introduction

This chapter sums up, concludes and makes a few recommendations on the findings of the empirical study. Findings have been summarized in light of the objectives and further steps have been suggested to improve the language teaching- learning situation at the tertiary level.

5.2 Conclusion

The objective of the study has been to explore the current methodological scenario in private Universities of Dhaka city. The findings of the study are as follows:

Cultural beliefs/ preferences/ Vs Cultural imperialism

The teachers acknowledge cultural beliefs/preferences to be a factor affecting language learning process. They contextualize the methods and materials according to the needs of their learners. The teachers acknowledge the necessity of using local cultures. They feel that local cultures and materials make student feel comfortable and they ensure the exposure to local culture through language teaching materials. But the teachers sometimes also expose learners to foreign cultures.

Diversity:

Most of the teachers feel that there are diversities among their learners and their language learning is affected by it. The teachers try to adapt materials and implements method addressing the diversity.

Learners' beliefs/ preferences:

Learners' beliefs/ preferences vary from one person to another. Their beliefs and preferences for methods and approaches make teachers adapt various features of methods. Some teachers use a mix of their preferred method and learners' preferred method.

Institution:

Survey results show that most of the universities gives the teachers freedom to teach according their own methods.

Self-esteem:

Teachers believe that learners' self esteem has an effect on performance which is why they use different strategies to enhance their self esteem. They prefer to avoid methods or approaches that might hurt their self-esteem.

Technology transfer:

The teachers believe that importation of Western methods for our learners may have a negative influence on the learning process. Instead of implementing adopted Western

methods, teachers try to adapt features of different methods, thus sensitizing the learners to the methods.

Attitude:

The study results show that learners at times have negative attitude towards the language or the method being implemented. In such cases, teachers implement different strategies and methods to turn the learners' negative attitude to a positive one. They try to re-orient the learners' attitude.

Teacher student interaction pattern and power distance:

The result reveals that the teachers try to adjust their roles according to the activity and context they are teaching in. Maintaining their authority, they try to be as friendly as possible. Their implementation of methods changes according to the context.

Teachers' background:

Most teachers believe that sharing the same culture as the students helps them to address different issues easily because the teachers are able to understand their learners' perspective and make necessary adjustments accordingly. Imported methods are usually fixed where the teachers cannot make adjustments. Our private university teachers understand the flaws of following any one particular method and try to address the issue by adapting features of the methods accordingly.

Disregard for local forms of knowledge:

From the result, we see that most of the teachers consider local forms of knowledge very important in writing. Learners feel comfortable to write on a topic they are familiar with. They use local names to help the learners relate to it. They try to implement appropriate methods and materials according to the context and learners' need.

Learners' risk taking:

The results show that our learners are afraid of losing face and prefer not to share personal ideas in the class. Teachers use different strategies according to their context.

Overall view:

The semi-structured interview shows that the teachers of our tertiary level are aware of the fact that our learners are different then western learners and their needs also vary. The teachers also know that their students' previous exposure to the methods might be different than what they follow in class. So, they try to adjust between the two methods and implement what might be suitable for the context he/she is teaching in. The teachers also acknowledge the different factors that affect language learning and try to implement methods that are sensitive to the context.

5.3 Recommendations

After analyzing the data the researcher came up with some possible suggestions that the teachers need to keep in mind while implementing methods. The suggestions are as follows:

1. Though the teachers consistently claim that they incorporate local culture and materials with foreign culture and material, there is a great scarcity of local materials. To make the methods more context sensitive, enough local materials should be developed.

2. Teachers need to acknowledge the diversity specifically because in the classroom the diversity is not just confined to cultural diversity. We have educational diversity, class diversity, diversity regarding learners' learning styles. Teachers not only have to acknowledge to diversity but they have to come up with concrete strategies to address the diversity.

3. From the analysis, it was seen that only a few teachers opt for a "needs analysis". But this should have been done by all to ensure that they understand the exact needs of the learners. Other teachers also need to do a "needs analysis" to be able to cater to the needs of the learners.

4. Findings of the study show that teachers have a conflicting view regarding learners' exposure to methods in the pre-tertiary levels. Teachers need to have clear idea about their learners' previous experience of methods before implementing their own methods.

5. Findings show that some of the teachers are not clear about "having authority" and "being authoritative" (a teacher, being a teacher has the authority to make the students carry out the activities and perform other tasks. However, an authoritarian teacher imposes his/her decision on the students). They need to understand the difference between the two terms and choose roles and methods accordingly.

6. Teachers are not clear about the status of English in Bangladesh. Some teachers consider English to be an Asian language without addressing the status issue, ie what would be the status of English alongside the mother tongue. This will confuse the learners. Teachers should make the status of English clear.

7. One teacher said that he would discuss the development of methods and their scientific significance. But discussing methods with the student hardly helps. Instead of discussing the methods the teacher should demonstrate the method by implementing different feature of it.

8. The data shows that teacher no 5. imposes methods upon the students forcefully (Answer for question no. 3). This can have a negative effect on learner's language learning. So, instead of enforcing a method the teachers need to make adjustments with the methods according to learners' preferences.

9. The Western topics introduced to the students might cause embarrassment to some learners. So, teachers need to think carefully before using any western topic.

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Appendices

Appendix: I

Questions for Teachers Interview

A note for the teacher:

This interview is meant for an undergraduate thesis titled "Culture Sensitivity and Language Learning: A Tertiary level Scenario". Your answers will be strictly confidential and used only for the purpose of the research. Thank you for your co-operation.

Section A:

Name:

Teaching experience (year/s):

Teaching institution:

Section B:

1. Do you apply different method/methods with different group of learners? And do you think it is necessary to make adjustments between the method(s) your students were exposed to during their pre-tertiary education and the method you follow to teach now? Please name the ESL methods and explain with an example how you make the adjustment.

2. How do you view culture in relation to language learning? Can you please explain with an example how you cater to the needs of the class where the students are from diverse cultural/ educational background? Also, what is your view on monoculturalism and target language culture? Do you think local culture should

be reflected in the methods and materials used to teach the target language? Please give specific examples.

3. How do you acknowledge the diversity among your students? Does it affect the decision in choosing any method? If so, how does it affect? Would you please give an example?

4. If learners prefer not to be corrected for every error, how do you correct their errors? Please give an example.

5. Is there any mismatch between your learner's preferences and the method being implemented? For example, peer editing is considered to be an effective way of correcting a learner's errors. Do your students prefer this? If not, then would you continue peer editing?

6. Does your institution have any methodological preferences? Do you have the opportunity to choose your own method while teaching or you need to conform to the expectation of your university? (example: nowadays universities prefer Communicative Language Teaching (CLT) for language teaching)

7. Do you think there is a correlation between self esteem and performance? Usually the introvert/ shy ones feel insecure as they are asked questions in front of the entire class, does this have any effect on their self-esteem? Please explain how you tackle this issue with an example.

8. Do you think our teachers of tertiary level should stick to any method/ methods while teaching English or they can adapt various features of methods according to the context of teaching? (Example, Vietnamese learners learn grammar rules through memorization. So, when a shift in concentration from grammar rules to

communication came, students did not prefer the method.). What is your take on this issue? Please explain with an example

9. How do you view learners' attitude in language learning? Research shows that learner's attitudinal difference has obvious effect on language learning. (Example, Chinese learners' negative attitude towards challenging each others' conclusion keeps them away from peer correction). How do you tackle this issue? Please explain with an example.

10. What is the teacher-student interaction pattern you prefer? Do your students consider you the most reliable source of knowledge? How do you view this? Please give an example to illustrate your position.

11. In your opinion, is it important for a teacher to have the same cultural background as his/her students? Why or why not? Please give an example in which your own cultural background becomes helpful or problematic in a given teaching context.

12. Do you think language teaching is free from local forms of knowledge? For example, do your learners prefer local names, materials instead of western names/ materials? Do they get enough scope to use the knowledge of local festivals? Please give an example.

13. Do your learners avoid volunteering personal ideas in the class? Do they prevent themselves from challenging their peers' conclusion? Could you please illustrate with an example?

Appendix: II

Teacher 1:

14. Do you apply different method/methods with different group of learners? And do you think it is necessary to make adjustments between the method(s) your students were exposed to during their pre-tertiary education and the method you follow to teach now? Please name the ESL methods and explain with an example how you make the adjustment.

- The following response is included from questionnaire no 1 and the theme have been selected as **"Choice of methods"**. Emergent Categories are divided as codes.

Theme: Choice of methods	Emergent Codes	Teacher's Response
	Post method era	She believes that we are in a post method era. Methods do not actually matter. Most teachers do not follow one single method. Message being transferred into the heads of the students.

	Diversity among the class	Bangladeshi class is diverse. Students from Eng. Medium, Bang. Medium. Bengali medium has variety- weak students, medium students, very good students. So she does a "needs analysis" through writing. Judges students' proficiency through writing.
	Repetition & drills	She repeats again and again after teaching one item. Teaches through drills for the weak students. Becomes silent for couple of minutes. Students pay attention noticing the silence. Don't ask questions to the good students because she knows they are listening. Prioritize the weak students first.

- The theme of the next part of the question is **"adjustment between pre-tertiary and tertiary methods"**. Emergent Categories are divided as codes.

Theme: adjustment between pre-tertiary	Emergent Codes	Teacher's response

and tertiary methods		
	Pre-tertiary methods in BD	She tries to guess from her own pre-tertiary level education. School levels usually GTM was followed. College level partial CLT, partial GTM was followed. English for today speaking activities were never done. Tertiary mostly CLT.
	Implementation	She tries to implement a method which students can relate to. Gives lot of examples, gives topics they can relate to. Relates students own culture, own context, own age group. Use a combination of GTM and CLT so that students aren't lost totally.

2. How do you view culture in relation to language learning? Can you please explain with an example how you cater to the needs of the class where the students are from diverse cultural/ educational background? Also, what is your view on monoculturalism and target language culture? Do you think local

culture should be reflected in the methods and materials used to teach the target language? Please give specific examples.

- The following response is included from questionnaire no 2 and the theme have been selected as **"Culture and language learning"**. Emergent Categories are divided as codes.

Theme-Culture and language learning	Emergent Codes	Teacher's Response
	Culture and Language teaching	The teacher views culture to be very important. In Bangladesh culture is paid very little importance because most of them share the same cultural background. She being exposed to different cultures in her tertiary educational experience saw that teachers are sensitive to culture. Gives example from the majority culture.
	Mixing cultures in classroom	She considers culture to be young culture. Ex. facebook, twitter, internet. She uses Latin American proverbs, foreign sports to familiarize students with foreign culture as well. She uses general knowledge based cultural materials

		so that they know Latin American culture, oriental culture etc.

- The theme of the next part of the question is **"monoculturalism and target language"**. Emergent Categories are divided as codes.

Theme- monoculturalism and target language	Emergent Codes	Teacher's Response
	Culture and learning	The teacher thinks local culture to be important in the first stage. Because the student's can't relate to the teachings otherwise.
	Mixing cultures	She also tries to mix different culture in the classroom. She wants her students to adjust with the world. She thinks it's good to have a target language model in front. Like British English, American English. And for teaching these language structures some background in the target culture is also given.

		But same language is used differently in different circumstances. So it is better not to stick in just one culture.

3. How do you acknowledge the diversity among your students? Does it affect the decision in choosing any method? If so, how does it affect? Would you please give an example?

- The following response is included from questionnaire no 3 and the theme have been selected as **"diversity and choice of methods"**. Emergent Categories are divided as codes.

Theme-diversity and choice of methods	Emergent Codes	Teacher's Response
	Difficulty in choosing materials	She being a language writing teacher faces problems making materials. Weak students and good students at the same time need to be kept in mind.

	Choice of method in creating balance	She tries to balance the both group. Chooses some easy materials which everyone can answer and some difficult questions which everyone faces problems answering. Creates own materials because internet does not have culture sensitive materials.

4. If learners prefer not to be corrected for every error, how do you correct their errors? Please give an example.

- The following response is included from questionnaire no 4 and the theme have been selected as **"Learners' Beliefs/preferences"**. Emergent Categories are divided as codes.

Theme: Learners' Beliefs/preferences	Emergent Codes	Teacher's Response
	Ways of correcting error	She uses peer editing for correcting errors in her students' writing. She also does the correction if the students are not satisfied with the correction. For writing she tries to give a detailed feedback. She uses correction codes (underlines, spelling mistakes, incorrect sentence) and gives comments in the script and

		gives general feedback in the class. She sometimes also gives correction personally.

5. Is there any mismatch between your learner's preferences and the method being implemented? For example, peer editing is considered to be an effective way of correcting a learner's errors. Do your students prefer this? If not, then would you continue peer editing?

- The following response is included from questionnaire no 5 and the theme have been selected as **"mismatch with methods and learners preferences"**. Emergent Categories are divided as codes.

Theme: mismatch between methods and learners preferences	Emergent Codes	Teacher's Response
	Peer editing	She would continue peer editing even then. Because she thinks if implemented properly its fun.

	Students preferences	She thinks that students prefer peer editing because they feel comfortable to lose face in front of their peers than their teacher. And most of the time students think that peers do not notice every mistake.
	Strategy to make a balance	She tries to make a balance with peer editing. If students complain she still continues peer editing and after peer editing she does the error correction again.

6. Does your institution have any methodological preferences? Do you have the opportunity to choose your own method while teaching or you need to conform to the expectation of your university? (Example: nowadays universities prefer Communicative Language Teaching (CLT) for language teaching)

- The following response is included from questionnaire no 6 and the theme have been selected as **"institutional preferences"**. Emergent Categories are divided as codes.

Theme: Institutional preferences	Emergent Codes	Teacher's Response

	Syllabus/ content	She is just given a syllabus and free to teach following her own way. She can only give students just worksheets and not any methods. It's up to the teachers. University just wants the syllabus to be completed.

7. Do you think there is a correlation between self esteem and performance? Usually the introvert/ shy ones feel insecure as they are asked questions in front of the entire class, does this have any effect on their self-esteem? Please explain how you tackle this issue with an example.

- The following response is included from questionnaire no 7 and the theme have been selected as **"self esteem and performance"**. Emergent Categories are divided as codes.

Theme: self esteem and performance	Emergent Codes	Teacher's Response
	Introvert students	She has many introvert students are at times intimidated because of their pre-tertiary educational background and financial background.

	Approach towards the introvert	She tries to take response from the shy ones. She jokes with the students in the class to make the environment lighter. Even if the students make mistakes she jokes with them and diverts it so that the student's self-esteem does not get hurt and do not affect their performance.

8. Do you think our teachers of tertiary level should stick to any method/ methods while teaching English or they can adapt various features of methods according to the context of teaching? (Example, Vietnamese learners learn grammar rules through memorization. So when a shift in concentration from grammar rules to communication came, students did not prefer the method.). What is your take on this issue? Please explain with an example.

- The following response is included from questionnaire no 8 and the theme have been selected as **"Technology Transfer"**. Emergent Categories are divided as codes.

Theme: Technology Transfer	Emergent Codes	Teacher's Response

| | Post method era | She believes it is the post method era and teaching should be left alone. She believes that teachers shouldn't constrict to any one method. And most of the teachers actually do not also. |
| | **Method context sensitive** | She always mixes up the methods (drilling, CLT, GTM) to teach. Whichever method she might feel comfortable to use while teaching a particular item she applies it. Her concern is teaching not the methods. As long as her message is being forwarded she is fine with it. Mixing up is the best way. |

9. **How do you view learners' attitude in language learning? Research shows that learner's attitudinal difference has obvious effect on language learning. (Example, Chinese learners' negative attitude towards challenging each others' conclusion keeps them away from peer correction). How do you tackle this issue? Please explain with an example.**

- The following response is included from questionnaire no 9 and the theme have been selected as **"attitudinal differences"**. Emergent Categories are divided as codes.

Theme: attitudinal differences	Emergent Codes	Teacher's Response
	view	She believes that students disregard English courses in tertiary level because they have been in touch with English for 13 year. They have a negative attitude towards English. They may fail or not do well with out a positive attitude
	Tackling a negative attitude	She reminds them everyday the importance of English. Students need it for their undergrad studying purpose, jobs, communication, everything. She also reminds them that their previous knowledge of English is there to apply at this level. And for post graduation in abroad they need to know how to write properly.

10. What is the teacher-student interaction pattern you prefer? Do your students consider you the most reliable source of knowledge? How do you view this? Please give an example to illustrate your position.

- The following response is included from questionnaire no 10 and the theme have been selected as **"teacher-student interaction pattern"**. Emergent Categories are divided as codes.

Theme: teacher-student interaction pattern	Emergent Codes	Teacher's Response
	Preferred interaction pattern by the teacher	She prefers an interactive class. She asks questions, cuts jokes and makes the class lively.
	Guru	She considers herself to know certain things better than the students but at the same time she is not a know it all. So she tells the students that she is not always the most reliable source.
	balance between the two figure	She believes that she knows some things better that the class and says it to the students as well to keep the authority in the class. And at the same time she makes the class interactive. She introduces topics, gives pointers, clues and students interact. So she is somewhere in between an authoritative figure and a facilitator.

11. In your opinion, is it important for a teacher to have the same cultural background as his/her students? Why or why not? Please give an example in which

your own cultural background becomes helpful/becomes a barrier in a given teaching context.

- The following response is included from questionnaire no 11 and the theme have been selected as **"teacher's cultural background"**. Emergent Categories are divided as codes.

Theme-teacher's cultural background	Emergent Codes	Teacher's Responses
	Beginners level	She believes that teacher sharing the same cultural background as the student is helpful for the beginner level. Students can relate with the teacher, they feel comfortable. And if needed she can use Bengali in the class. Same cultural background helps them open up.
	Higher level	It's better if the teacher has a different background that the students if the students are of higher level. They can have a cultural exchange. Otherwise, she feels the class might be culturally constricted.
	Knowledge about students culture	She thinks that even if a teacher has a different cultural background the teaching can be effective if the teacher has some knowledge about the culture of her/his students to culturally reflect and avoid taboo

		topics.

12. **Do you think language teaching is free from local forms of knowledge? For example, do your learners prefer local names, materials instead of western names/ materials? Do they get enough scope to use the knowledge of local festivals? Please give an example.**

- The following response is included from questionnaire no 12 and the theme have been selected as **"influence of local forms of knowledge"**. Emergent Categories are divided as codes.

Theme: influence of local forms of knowledge	Emergent Codes	Teacher's Response
	Names and examples	She uses western names and examples in the class while teaching any item. She uses proverbs.
	Writing topics	She being a writing teacher gives them topics to write with which they can relate to. Example: what they did on last Eid day or rainy day etc.

	Exposure to local forms of knowledge	She believes that learners need to know foreign culture as well. But writing needs the use of imagination. And students can't imagine if they can't relate with the topic. So for big writing activities she makes sure that students use their local forms of knowledge.

13. Do your learners avoid volunteering personal ideas in the class? Do they prevent themselves from challenging their peers' conclusion? Could you please illustrate with an example?

- The following response is included from questionnaire no 13 and the theme have been selected as **"student's risk taking"**. Emergent Categories are divided as codes.

Theme: student's risk taking	Emergent Codes	Teacher's Response
	extrovert	Extrovert students try to keep on talking and sharing ideas in the class.

	Introvert students	Introverts try to remain silent and feel relaxed if one student can answer. They do not challenge at all. They are just happy if they do not have to answer.
	Balancing both	She tries to come up with the answer from the introvert students. And make sure they share ideas.

Teacher 2:

1. **Do you apply different method/methods with different group of learners? And do you think it is necessary to make adjustments between the method(s) your students were exposed to during their pre-tertiary education and the method you follow to teach now? Please name the ESL methods and explain with an example how you make the adjustment.**

- The following response is included from questionnaire no 1 and the theme have been selected as **"Choice of methods"**. Emergent Categories are divided as codes.

Theme: Choice of methods	Emergent Codes	Teacher's Response
	Input hypothesis model	His choice of methods change depending on the group of learners. He chooses appropriate methods where the input is at "$i+1$" level
	Strategy of choosing method	He first analyzes the learners educational background, their learning preferences, what they have done and what they have not done, previous methods they were exposed to etc. he then starts at that point and takes the learners towards new approaches. He mixes both traditional and modern approaches.

- The theme of the next part of the question is **"adjustment between pre-tertiary and tertiary methods"**. Emergent Categories are divided as codes.

Theme: adjustment between pre-tertiary and tertiary methods	Emergent Codes	Teacher's response
	Pre-tertiary exposure	He tries to figure out the learner's background, their previous exposures and then he leads them towards new methods and approaches.
	Adjustment	He gives the students some direct input so that the students who are exposed to teacher centered approach feel comfortable and after that he engages the learners in an interaction based participatory approach.

2. How do you view culture in relation to language learning? Can you please explain with an example how you cater to the needs of the class where the students are from diverse cultural/ educational background? Also, what is your view on monoculturalism and target language culture? Do you think local

culture should be reflected in the methods and materials used to teach the target language? Please give specific examples.

- The following response is included from questionnaire no 2 and the theme have been selected as **"Culture and language learning"**. Emergent Categories are divided as codes.

Theme- Culture and language learning	Emergent Codes	Teacher's Response
	Culture and Language teaching	He believes that cultures set future learning. So he tries to identify the learning cultures his learners were exposed to.
	Adjustment	He feels that if someone was exposed to participatory learning he/she will not feel interested to learn things using traditional methods or vice versa. So what he tries to do is he tries to identify their experience and provide something for all.

- The theme of the next part of the question is **"monoculturalism and target language"**. Emergent Categories are divided as codes.

Theme-monoculturalism and target language	Emergent Codes	Teacher's Response
	Cultural imeprialism	People are trying to live according to the Anglo American culture at the cost of their own culture. But this cultural and linguistic imperialism should be resisted.
	Local cultures	National curriculum has a broader objective for which local materials, local history, local cultures are being introduced. English texts now reflect Bengali culture, Bengali literature (ex: writings of Kaiser Haq). And this is necessary to produce good citizens.

3. How do you acknowledge the diversity among your students? Does it affect the decision in choosing any method? If so, how does it affect? Would you please give an example?

- The following response is included from questionnaire no 3 and the theme have been selected as **"diversity and choice of methods"**. Emergent Categories are divided as codes.

Theme- diversity and choice of methods	Emergent Codes	Teacher's Response
	Choice of method in creating balance	He believes that there needs to be a match between learning style and teaching style. Otherwise learning does not be optimum. So he tries to acknowledge the diversity, his learners' educational backgrounds and preferences. And choose a method accordingly.

4. If learners prefer not to be corrected for every error, how do you correct their errors? Please give an example.

- The following response is included from questionnaire no 4 and the theme have been selected as **"error correction"**. Emergent Categories are divided as codes.

Theme: Learners' Beliefs/preferences	Emergent Codes	Teacher's Response

	Ways of correcting error	He believes that overlooking errors might result in habit formation. Some errors need to be addressed. He monitors the class and notes down the major mistakes. And at the end of the class gives a general feedback to the students.

5. Is there any mismatch between your learner's preferences and the method being implemented? For example, peer editing is considered to be an effective way of correcting a learner's errors. Do your students prefer this? If not, then would you continue peer editing?

- The following response is included from questionnaire no 5 and the theme have been selected as **"mismatch with methods and learners preferences"**. Emergent Categories are divided as codes.

Theme: mismatch between methods and learners preferences	Emergent Codes	Teacher's Response
	Students preferences	He gives importance to learner's preferences. Sometimes students prefer things that are back dated or not very effective. He still starts with his learner's

		preferences and then takes them forward towards new methods and approaches.
	Peer editing & strategy to make a balance	He thinks that even peer editing has some flaws. Peers are not always able to identify every error and can not give proper feedback in case of stylistic correction. So he considers peer editing as the first step which is followed by teacher's feedback.

6. Does your institution have any methodological preferences? Do you have the opportunity to choose your own method while teaching or you need to conform to the expectation of your university? (Example: nowadays universities prefer Communicative Language Teaching (CLT) for language teaching)

- The following response is included from questionnaire no 6 and the theme have been selected as **"institutional preferences"**. Emergent Categories are divided as codes.

-

Theme: Institutional preferences	Emergent Codes	Teacher's Response

	Preference	The teacher says that his institution prefers a interactive classes (Communicative, participatory etc). But the institution does not enforce any particular method on the teacher. He can choose his own method to make the class interactive.

7. Do you think there is a correlation between self esteem and performance? Usually the introvert/ shy ones feel insecure as they are asked questions in front of the entire class, does this have any effect on their self-esteem? Please explain how you tackle this issue with an example.

- The following response is included from questionnaire no 7 and the theme have been selected as **"self esteem and performance".** Emergent Categories are divided as codes.

Theme: self esteem and performance	Emergent Codes	Teacher's Response
	Introvert students	He feels that introvert students are afraid of losing face in front their peers. So they prevent themselves from communicating. If asked question it does have an effect on their self esteem.

	Approach towards the introvert	He firstly tries to encourage the shy ones too speak by saying that mistake is a part of learning and we all learn through mistakes. Then he gives personal attention to the shy ones. He monitors their work when group or pair activity is going on. He provides support and gradually builds their confidence so that their self esteem does not get hurt if asked questions in front of everyone.

8. Do you think our teachers of tertiary level should stick to any method/ methods while teaching English or they can adapt various features of methods according to the context of teaching? (Example, Vietnamese learners learn grammar rules through memorization. So when a shift in concentration from grammar rules to communication came, students did not prefer the method.). What is your take on this issue? Please explain with an example.

- The following response is included from questionnaire no 8 and the theme have been selected as **"Technology Transfer"**. Emergent Categories are divided as codes.

Theme: technology transfer	Emergent Codes	Teacher's Response

	Post method era or informed eclecticism	He believes in post methods. He feels that every method has some positive features. Teachers need to be learner centered and adapt features from here and there. Instead of cut and paste eclecticism he prefers informed eclecticism where the teacher knows his learners and adapts features of methods and approaches accordingly.
	Method context sensitive	He always mixes features from here and there. While teaching grammatical items, instead of following inductive approach, he may sometimes provide the learners with some input, and then engage them in analyzing the data. He also uses translation to teach item of grammar. He uses drillings for teaching pronunciation, vocabulary etc. He basically adapts features of different methods and approaches depending on the context.

9. **How do you view learners' attitude in language learning? Research shows that learner's attitudinal difference has obvious effect on language learning. (Example, Chinese learners' negative attitude towards challenging each others' conclusion keeps them away from peer correction). How do you tackle this issue? Please explain with an example.**

- The following response is included from questionnaire no 9 and the theme have been selected as **"attitudinal differences"**. Emergent Categories are divided as codes.

Theme: attitudinal differences	Emergent Codes	Teacher's Response
	view	He believes that students might not just have a negative attitude towards learning but also towards the method being implemented.
	Tackling a negative attitude	He tries to reorient his learners' attitude, he tries to explain the development of theories, language learning process, its scientific/unscientific meaning etc. he tries to explain the socio cultural context and reshape their attitude.

10. What is the teacher-student interaction pattern you prefer? Do your students consider you the most reliable source of knowledge? How do you view this? Please give an example to illustrate your position.

- The following response is included from questionnaire no 10 and the theme have been selected as **"teacher-student interaction pattern"**. Emergent Categories are divided as codes.

Theme: teacher-student interaction pattern	Emergent Codes	Teacher's Response
	Preferred interaction pattern by the teacher	He believes that learners need to have the critical perspective to judge things.
	Guru	He believes that teachers do have more knowledge about certain things than the students. They have access to more information, books and materials than the students and can give more input.
	balance between the two figure	He believes that it is necessary for teachers to give some input to the students. for example, if students are asked to read 10 books it will take them long time so teacher can provide them with some inputs. But that does not mean students will not need to read books. They will need to think critically and acquire some knowledge themselves. So he prefers an interaction patters where the teacher acts as an authoritative figure and a facilitator.

11. In your opinion, is it important for a teacher to have the same cultural background as his/her students? Why or why not? Please give an example in which your own cultural background becomes helpful/becomes a barrier in a given teaching context.

- The following response is included from questionnaire no 11 and the theme have been selected as **"teacher's cultural background"**. Emergent Categories are divided as codes.

Theme- teacher's cultural background	Emergent Codes	Teacher's Responses
	Knowledge about the culture	He believes that sharing the same cultural background help the learning process. Native teachers can not address issues in the same way as a local teacher. The perspective of a native teacher may reflect a cultural clash. When the local teachers explain any cultural aspect he/she feels it. But a foreign teacher can have a superficial perspective about any cultural issue.

12. Do you think language teaching is free from local forms of knowledge? For example, do your learners prefer local names, materials instead of western names/

materials? Do they get enough scope to use the knowledge of local festivals? Please give an example.

- The following response is included from questionnaire no 12 and the theme have been selected as **"influence of local forms of knowledge"**. Emergent Categories are divided as codes.

Theme: influence of local forms of knowledge	Emergent Codes	Teacher's Response
	View regarding local forms and exposure	He believes that we are learning English for our purpose. We are learning English to talk about Bengali people and their cultures, not to talk about English people and their culture. So the learning process is never free from local forms of knowledge and method and materials need to be contextualized.

13. Do your learners avoid volunteering personal ideas in the class? Do they prevent themselves from challenging their peers' conclusion? Could you please illustrate with an example?

- The following response is included from questionnaire no 13 and the theme have been selected as **"student's risk taking"**. Emergent Categories are divided as codes.

Theme: student's risk taking	Emergent Codes	Teacher's Response
	extrovert	Extrovert students try to share their views and ideas in the class.
	Introvert students	Introverts feel shy to contribute. He believes that as our learners are exposed to teacher centered classroom interaction in their pre-tertiary education they remain silent in the class.
	Balancing both	He encourages his students to share their ideas and views.

Teacher 3:

1. Do you apply different method/methods with different group of learners? And do you think it is necessary to make adjustments between the method(s) your students were exposed to during their pre-tertiary education and the method you follow to teach now? Please name the ESL methods and explain with an example how you make the adjustment

-The following response is included from questionnaire no 1 and the theme have been selected as **"Choice of methods"**. Emergent Categories are divided as codes.

Theme: Choice of methods	Emergent Codes	Teacher's Response
	Context	He believes that it is not possible to identify just one single method which will be suitable for everyone. He gives importance to the context. He feels that without paying attention to the context one cannot apply a particular method. His choice of method is something intuitive. He knows the learners and their needs. So he chooses methods according to the situation.
	Choosing methods	He adjusts according to his learners needs. He arranges group or pair activities for students. If he

		finds any student unwilling to do group activities he assigns a different task depending on his level of proficiency.

- The theme of the second part of the question has been selected as **"adjustment between pre-tertiary and tertiary methods"**. Emergent Categories are divided as codes.

Theme: adjustment between pre-tertiary and tertiary methods	Emergent Codes	Teacher's response
	Pretertiary methods in BD	He believes that our learning system in Bangladesh has not changed much. Students are basically learning through rote memorization. The memorize essays and paragraphs and write it on their script i.e. the teaching follows a product approach in the pre-tertiary level.

	Adjustment	He tries to change this approach. And go for newer approaches to teaching. No scope of rote learning is given to the students. He tries to follow a process writing approach. He gives them topics and guides the students through different steps like collecting information, organizing them, preparing drafts, editing and creating the final product. He leads them to the final product through steps.

2. **How do you view culture in relation to language learning? Can you please explain with an example how you cater to the needs of the class where the students are from diverse cultural/ educational background? Also, what is your view on monoculturalism and target language culture? Do you think local culture should be reflected in the methods and materials used to teach the target language? Please give specific examples.**

- The following response is included from questionnaire no 2 and the theme have been selected as **"Culture and language learning"**. Emergent Categories are divided as codes.

Theme- Culture and language	Emergent Codes	Teacher's Response

learning		
	Culture and Language teaching	The teacher believes that the culture of language teaching is very much different. He believes that it is not appropriate to use western methods without looking at the culture. He says that in Bangladeshi culture students never argue or disagree with a teacher. They restrain themselves from speaking in the class much. Whereas, western learners may directly state his/her view in front of the teachers. So implementing the western methods may have a mismatch with our cultural beliefs.
	Diversity	The teacher knows that his class is diverse and students are from different backgrounds. He does not assume particular group of learners to be better than the others. He considers everyone as the same because he believes that one particular student may not be proficient in every skill.

- The theme of the second part of the question has been selected as **"monoculturalism and target language"**. Emergent Categories are divided as codes.

Theme- monoculturalism and target language	Emergent Codes	Teacher's Response
	English a local language	The teacher believes that English is not a foreign language anymore. He considers it to be more of a South Asian language. He believes that the English taught in our classes are not British, or American like before. It is more South Asian now. He thinks that it is possible to teach English by avoiding British, American cultures. He believes that the issue of target culture is not relevant and present anymore. He feels that English has become a global language now and materials or methods are being contextualized nowadays.
	Local cultures	He feels that local materials are very much available and are being used to teach English nowadays. He mentioned about using local English Newspapers, Books etc.

3. How do you acknowledge the diversity among your students? Does it affect the decision in choosing any method? If so, how does it affect? Would you please give an example?

- The following response is included from questionnaire no 3 and the theme have been selected as **"diversity and choice of methods"**. Emergent Categories are divided as codes.

Theme- diversity and choice of methods	Emergent Codes	Teacher's Response
	Decision making in choosing methods	The teacher thinks that there is not much difference in the students. The students are mostly taught through same kind of methods in their pre-tertiary level. So his choice of method is to some extent pre decided by the learners he gets.
	Diversity in classroom	He does not see much diversity in the classroom. There are hardly few students who are from a different educational background. So he thinks about the majority of the class and implements methods accordingly. He does not need to make much adjustment in choosing any method.

4. If learners prefer not to be corrected for every error, how do you correct their errors? Please give an example.

- The following response is included from questionnaire no 4 and the theme have been selected as **"Learners' Beliefs/preferences"**. Emergent Categories are divided as codes.

Theme: Learners' Beliefs/preferences	Emergent Codes	Teacher's Response
	Ways of correcting error	He does not correct a student's spoken error. He believes that with fluency comes accuracy. The more the student becomes fluent, the more he/she tries to rectify their mistakes. So he lets them communicate freely. But in writing he corrects students' errors. The errors that are common in most of the students he gives a general feedback for them. Also he gives individual feedbacks in their scripts and written pieces.

5. Is there any mismatch between your learners' preferences and the method being implemented? For example, peer editing is considered to be an effective way of correcting a learner's errors. Do your students prefer this? If not, then would you continue peer editing?

- The following response is included from questionnaire no 5 and the theme have been selected as **"mismatch with methods and learners preferences"**. Emergent Categories are divided as codes.

Theme: mismatch between methods and learners preferences	Emergent Codes	Teacher's Response
	Peer editing	He believes peer editing to be effective depending on how a teacher executes it. If the teacher is able to control the atmosphere in the class while peer editing then it is ok. He thinks that students sometimes resist giving feedback to their peers. And the opposite also may happen. Some students might overdo. So teacher needs to balance the both possible outcomes.
	Tackling the issue	He gives importance to students' preferences. If his student do not prefer peer editing he will think of some other ways.

6. **Does your institution have any methodological preferences? Do you have the opportunity to choose your own method while teaching or you need to conform to the expectation of your university? (Example: nowadays universities prefer Communicative Language Teaching (CLT) for language teaching**

- The following response is included from questionnaire no 6 and the theme have been selected as **"institutional preferences"**. Emergent Categories are divided as codes.

Theme: Institutional preferences	Emergent Codes	Teacher's Response
	Syllabus/content	He is follows the same content as others. But the choice of method is completely upon his. His university does not have any say as long as he sticks to the contents.

7. **Do you think there is a correlation between self esteem and performance? Usually the introvert/ shy ones feel insecure as they are asked questions in front of the entire class, does this have any effect on their self-esteem? Please explain how you tackle this issue with an example.**

- The following response is included from questionnaire no 7 and the theme have been selected as **"self esteem and performance"**. Emergent Categories are divided as codes.

Theme: self esteem and performance	Emergent Codes	Teacher's Response
	Introvert students	He believes that sometimes students may feel intimidated if asked question. He or she might think that the purpose of asking the question is to demean them.
	Approach towards the introvert	He thinks that the way of asking can change their belief. If they are asked in a friendly, positive manner they will not feel intimidated.

8. **Do you think our teachers of tertiary level should stick to any method/ methods while teaching English or they can adapt various features of methods according to the context of teaching? (Example, Vietnamese learners learn grammar rules through memorization. So, when a shift in concentration from grammar rules to communication came, students did not prefer the method.). What is your take on this issue? Please explain with an example.**

- The following response is included from questionnaire no 8 and the theme have been selected as **"Technology Transfer"**. Emergent Categories are divided as codes.

Theme: Technology Transfer	Emergent Codes	Teacher's Response
	Method context sensitive	He believes that methods that are created in west may not be appropriate for our context. He feels that teachers need to grow a method out of his/her context. Because the sociolinguistic differences, the cultural differences makes a method inappropriate in different culture. He also believes that there is no one best method. Example: CLT maybe an effective way of teaching but it is not always suitable for all the learners of our country.

9. **How do you view learners' attitude in language learning? Research shows that learner's attitudinal difference has obvious effect on language learning. (Example, Chinese learners' negative attitude towards challenging each others' conclusion keeps them away from peer correction). How do you tackle this issue? Please explain with an example.**

- The following response is included from questionnaire no 9 and the theme have been selected as **"attitudinal differences"**. Emergent Categories are divided as codes.

Theme: attitudinal differences	Emergent Codes	Teacher's Response
	view	He says that in many cases he sees that the students do not have a positive attitude towards learning English. They feel that they do not need to learn English. And this affects their learning.
	Tackling a negative attitude	He tries to make students interested towards learning the language by incorporating local culture. He tries to make students engage in public speaking where the students choose topics from their local culture (not common topics like air pollution, water pollution) with which they can relate to. He tries to incorporate local culture to make the learning meaningful to them.

10. **What is the teacher-student interaction pattern you prefer? Do your students consider you the most reliable source of knowledge? How do you view this? Please give an example to illustrate your position.**

- The following response is included from questionnaire no 10 and the theme have been selected as **"teacher-student interaction pattern"**. Emergent Categories are divided as codes.

Theme: teacher-student interaction pattern	Emergent Codes	Teacher's Response
	Preferred interaction pattern by the teacher	His classes are interactive. There are many activities taking place in the class. The students read articles on specific topics and discusses in the class.
	Facilitator	The teacher gives the freedom to the students to choose topic and discuss. He monitors their activity and guides them if help is needed.

11. **In your opinion, is it important for a teacher to have the same cultural background as his/her students? Why or why not? Please give an example in which your own cultural background becomes helpful or a barrier in a given teaching context.**

- The following response is included from questionnaire no 11 and the theme have been selected as **"teacher's cultural background"**. Emergent Categories are divided as codes.

Theme-teacher's cultural background	Emergent Codes	Teacher's Responses
	Same cultural background	He feels that having same cultural background helps the learning process. Because the teacher knows his students and their perception. He can make adjustment according to their view.
	Different cultural background	A teacher with different cultural background makes learning difficult. Because the teacher is not familiar with the students culture. Example: if the teacher gives learners autonomy, the students feel uncomfortable because they are not familiar with this approach in their culture. They even think that the teacher is not doing anything.

12. **Do you think language teaching is free from local forms of knowledge? For example, do your learners prefer local names, materials instead of western names/ materials? Do they get enough scope to use the knowledge of local festivals? Please give an example.**

- The following response is included from questionnaire no 12 and the theme have been selected as **"influence of local forms of knowledge"**. Emergent Categories are divided as codes.

Theme: influence of local forms of knowledge	Emergent Codes	Teacher's Response
	Writing topics	He tries to give writing topics with which the learners can relate to.
	Exposure to local forms of knowledge	He believes that learners need to be exposed to local materials. Because in case of writing learners prefer familiar topic or local issues. They are comfortable with local topics because they have prior knowledge about those and can relate to the issues.

13. **Do your learners avoid volunteering personal ideas in the class? Do they prevent themselves from challenging their peers' conclusion? Could you please illustrate with an example?**

- The following response is included from questionnaire no 13 and the theme have been selected as **"student's risk taking"**. Emergent Categories are divided as codes.

Theme: student's risk taking	Emergent Codes	Teacher's Response
	Enthusiastic learners	The learners who are enthusiastic and have the zeal of learning the language always try to share their ideas in the class.
	Sharing personal ideas	In most cases the students remain silent. They don't bother much about what their peers have to say regarding any issue. They never challenge other's conclusion.

Teacher 4:

1. **Do you apply different method/methods with different group of learners? And do you think it is necessary to make adjustments between the method(s) your students were exposed to during their pre-tertiary education and the method you follow to teach now? Please name the ESL methods and explain with an example how you make the adjustment.**

   - The following response is included from questionnaire no 1 and the theme have been selected as **"Choice of methods"**. Emergent Categories are divided as codes.

Theme: Choice of methods	Emergent Codes	Teacher's Response
	Choice of method	Her choice of methods sometimes varies. Example: she decided her scaffolding techniques depending on the kind of students she has.
	Shift of focus	When she takes business English course she focuses more on skill based language implementation. Example: Presentations and speaking related. But in other courses she has to look at the technicalities of language as well.

	exposure	She tries to choose method according to their need because her students have limited exposure to the language English and considers English to be a barrier. This is why she chooses methods according to the suitability of the learners. Choosing method is somewhat an unconscious process to her.

- The theme of the next part of the question is **"adjustment between pre-tertiary and tertiary methods"**. Emergent Categories are divided as codes.

Theme: adjustment between pre-tertiary and tertiary methods	Emergent Codes	Teacher's response
	Adjustments	She does adjustments all the time. She gives a lesson and sees how her students react to it. Depending on their reaction she makes the necessary changes. She believes the methods to be an innate part of her teaching and she uses features unconsciously.

2. How do you view culture in relation to language learning? Can you please explain with an example how you cater to the needs of the class where the students are from diverse cultural/ educational background? Also, what is your view on monoculturalism and target language culture? Do you think local culture should be reflected in the methods and materials used to teach the target language? Please give specific examples.

- The following response is included from questionnaire no 2 and the theme have been selected as **"Culture and language learning"**. Emergent Categories are divided as codes.

Theme- Culture and language learning	Emergent Codes	Teacher's Response
	Influence of culture in language learning	She views culture to be an important factor in language teaching. She tries to relate students with different cultures. She in one of her classes gave color with handouts. She discussed the meaning of different color in different culture and told the students to relate one color with Bangladeshi culture. She also gave students a poem (Soyinka's telephone conversation

		where the color red creates a new image of London) and tells them to interpret. This how she incorporates diverse culture in the class. Steps: introduce the differentiation of the color. Explore cognitively how they can relate and then through literary pieces they interpret imagery and thus learn poetic device.

- The theme of the next part of the question is **"monoculturalism and target language"**. Emergent Categories are divided as codes

Theme-monoculturalism and target language	Emergent Codes	Teacher's Response
	Mixing cultures	She believes introducing local cultures to be important because her students from "mofosshol" or other places cannot relate to foreign cultures at times. She need to make her students feel that the language they are learning taking about the students culture. She tries to mix English culture with Bangla by giving the students topic that they can relate to or by introducing Bengali prose

		which the students are required to translate. She believes that when the students a Bengali prose in to English they are not just translating. By doing so the learners are taught to look at English culture from a Bengali perspective.

3. How do you acknowledge the diversity among your students? Does it affect the decision in choosing any method? If so, how does it affect? Would you please give an example?

- The following response is included from questionnaire no 3 and the theme have been selected as **"diversity and choice of methods"**. Emergent Categories are divided as codes.

Theme-diversity and choice of methods	Emergent Codes	Teacher's Response
	Diversity	She finds difficulty because of the because of her students educational diversity. The students who are from suburban colleges feel stunted by the city based students. So she tries to apply methods where both need participation.

	Choice of method in creating balance	She tries to balance the both group by giving them group work, pair work, group presentation etc. she pairs two opposites in one group and makes them liable to each other and makes sure that everyone participates in the discussion or activity.

4. If learners prefer not to be corrected for every error, how do you correct their errors? Please give an example.

- The following response is included from questionnaire no 4 and the theme have been selected as **"Learners' Beliefs/preferences"**. Emergent Categories are divided as codes.

Theme: Learners' Beliefs/preferences	Emergent Codes	Teacher's Response
	Strategies of correcting error	She corrects the obvious spelling mistakes. And for grammatical errors she gives her students the right and the wrong options and tells them to identify the difference. She also uses editing sessions (peer editing) where students exchange their works anonymously (students prefer it) and correct the error.

5. Is there any mismatch between your learner's preferences and the method being implemented? For example, peer editing is considered to be an effective way of correcting a learner's errors. Do your students prefer this? If not, then would you continue peer editing?

- The following response is included from questionnaire no 5 and the theme have been selected as **"mismatch with methods and learners preferences"**. Emergent Categories are divided as codes.

Theme: mismatch between methods and learners preferences	Emergent Codes	Teacher's Response
	Mismatch and strategies to make a balance	She doesn't feel that there is any mismatch. She is always experimenting in class with different methods. So if her students do not prefer peer editing she will use some other methods to correct errors (self correction, teacher correction).
	Students preferences – peer editing	Her students prefer peer editing. Because she implements anonymous peer editing session. And gives a general final comment at the end which makes the error everyone's error.

6. Does your institution have any methodological preferences? Do you have the opportunity to choose your own method while teaching or you need to conform to the expectation of your university? (Example: nowadays universities prefer Communicative Language Teaching (CLT) for language teaching)

- The following response is included from questionnaire no 6 and the theme have been selected as **"institutional preferences"**. Emergent Categories are divided as codes.

Theme: Institutional preferences	Emergent Codes	Teacher's Response
	End result	University especially the department is very open. She chooses her own methods. As long as the students learn something the department or university has no problem with her implementation of different methods.

7. Do you think there is a correlation between self esteem and performance? Usually the introvert/ shy ones feel insecure as they are asked questions in front of the entire class, does this have any effect on their self-esteem? Please explain how you tackle this issue with an example.

- The following response is included from questionnaire no 7 and the theme have been selected as **"self esteem and performance"**. Emergent Categories are divided as codes.

Theme: self esteem and performance	Emergent Codes	Teacher's Response
	Introvert students	She faces this problem from the beginning of the class. People feel shy to participate in the class. So she from the beginning tells the students that people learn through mistakes. So if they do not make errors they will not learn properly.
	Approach towards the introvert	She tries to go to each and every student when group works, pair works are going on. She guides all the students personally. If someone laughs at others mistake she tries to defend the student who made mistake.

8. Do you think our teachers of tertiary level should stick to any method/ methods while teaching English or they can adapt various features of methods according to the context of teaching? (Example, Vietnamese learners learn grammar rules through memorization. So when a shift in concentration from grammar rules to

communication came, students did not prefer the method.). **What is your take on this issue? Please explain with an example.**

- The following response is included from questionnaire no 8 and the theme have been selected as **"Technology Transfer".** Emergent Categories are divided as codes.

Theme: Technology transfer	Emergent Codes	Teacher's Response
	Adapt features	She believes that teachers should adapt features from methods. University classrooms and lesson plans are very different. So instead of sticking to one method teachers should experiment and negotiate. Treatment of classroom should be based on individual interpretation-this is something she believes in.
	Strategies of adapting features	She thinks that it is helpful if the teacher discusses with their colleagues and come up with new ideas regarding teaching a particular item following different methods.

9. How do you view learners' attitude in language learning? Research shows that learner's attitudinal difference has obvious effect on language learning. (Example, Chinese learners' negative attitude towards challenging each others' conclusion

keeps them away from peer correction). How do you tackle this issue? Please explain with an example.

- The following response is included from questionnaire no 9 and the theme have been selected as **"attitudinal differences"**. Emergent Categories are divided as codes.

Theme: attitudinal differences	Emergent Codes	Teacher's Response
	view	She believes that students consider English to be barrier for them. And they sometimes have a negative attitude towards it and think about their grades.
	Tackling a negative attitude	She reminds them that it is not a barrier; rather it is helpful in their real life. She also reminds them that the language is very much achievable through practice. This is how she tries to turn their negative attitude towards a positive attitude.

10. What is the teacher-student interaction pattern you prefer? Do your students consider you the most reliable source of knowledge? How do you view this? Please give an example to illustrate your position.

- The following response is included from questionnaire no 10 and the theme have been selected as **"teacher-student interaction pattern"**. Emergent Categories are divided as codes.

Theme: teacher-student interaction pattern	Emergent Codes	Teacher's Response
	Preferred interaction pattern by the teacher	She tries to make the class interactive where students get the opportunity to share their views. She believes university level education to be dialogical which can not be one ended.
	Guru	She does not consider herself to be the most reliable source of knowledge. She always tries to make her students think critically.
	balance between the two figure	She takes students views. She always tries to make her students believe in the things they practice in the not because the teacher told it so, but because they acquired the knowledge to know it is right.

11. In your opinion, is it important for a teacher to have the same cultural background as his/her students? Why or why not? Please give an example in which your own cultural background becomes helpful or problematic in a given teaching context.

- The following response is included from questionnaire no 11 and the theme have been selected as **"teacher's cultural background"**. Emergent Categories are divided as codes.

Theme-teacher's cultural background	Emergent Codes	Teacher's Responses
	Helpful	She believes that sharing the same cultural background helps the teacher. She knows how her students are going to take the language, she know how to negotiate within the culture.
	example	If she is talking about Christianity wearing a "Hijab" students won't take her seriously. She needs to make them understand that its part of their learning, not her personal view.

12. Do you think language teaching is free from local forms of knowledge? For example, do your learners prefer local names, materials instead of western names/

materials? Do they get enough scope to use the knowledge of local festivals? Please give an example.

- The following response is included from questionnaire no 12 and the theme have been selected as **"influence of local forms of knowledge"**. Emergent Categories are divided as codes.

Theme: influence of local forms of knowledge	Emergent Codes	Teacher's Response
	Names and examples	She uses western names and examples in the class while teaching because she feels that her students want the exposure of target culture. She believes that learners attitude towards language comes from their exposure towards the language.
	Writing topics	She sees that that when she gives topics like "Pahela Baishakh" to write on students are less enthusiastic. But when given a topic like "Rap Music", even after their unfamiliarity with the topic they feel enthusiastic to write about it. They do research and everything about the topic.

13. Do your learners avoid volunteering personal ideas in the class? Do they prevent themselves from challenging their peers' conclusion? Could you please illustrate with an example?

- The following response is included from questionnaire no 13 and the theme have been selected as **"student's risk taking"**. Emergent Categories are divided as codes.

Theme: student's risk taking	Emergent Codes	Teacher's Response
	Sharing view in the class	Her students are very much expressive and share their view in the class. She gives preference to their view and ideas.
	example	"Savage" used in Robert Frosts poem was interpreted as black people by the students. Whereas teacher had the image of stone age people. When students expressed their views teacher let them share their ideas in the class.

Teacher 5:

1. **Do you apply different method/methods with different group of learners? And do you think it is necessary to make adjustments between the method(s) your students were exposed to during their pre-tertiary education and the method you follow to teach now? Please name the ESL methods and explain with an example how you make the adjustment.**

- The following response is included from questionnaire no 2 and the theme have been selected as **"Choice of methods"**. Emergent Categories are divided as codes.

Theme: Choice of methods	Emergent Codes	Teacher's Response
	View	Her choice of method changes from one group to another. She does not consciously use any particular method. Her choice changes according to the needs of the learners.
	Example	Though nowadays mostly teachers follow CLT. She used translation to teach a particular item in the class because she thought the learners needed to learn through translation rather than CLT.

- The theme of the next part of the question is **"adjustment between pre-tertiary and tertiary methods"**. Emergent Categories are divided as codes.

Theme: adjustment between pre-tertiary and tertiary methods	Emergent Codes	Teacher's response
	Adjustment between the two	She believes that the learners are exposed to the same type approach in schools and colleges as their university level. The school colleges follow the CLT approach now which matches with the approach of their tertiary level education. And she does not need to make much adjustment.

2. **How do you view culture in relation to language learning? Can you please explain with an example how you cater to the needs of the class where the students are from diverse cultural/ educational background? Also, what is your view on monoculturalism and target language culture? Do you think local culture should be reflected in the methods and materials used to teach the target language? Please give specific examples.**

- The following response is included from questionnaire no 2 and the theme have been selected as **"Culture and language learning"**. Emergent Categories are divided as codes.

Theme- Culture and language learning	Emergent Codes	Teacher's Response
	Culture and Language teaching	She considers culture to be a very important factor. She feels that the students of her class have different cultural and educational background. Some are from village, some are city based. There is diversity among them.
	Catering to the needs	She tries to make a balance between the extremes. For example, she pairs up students of two extremes (a city based student, a village/small town based student) and gives group works. She monitors them and make sure that the city based student can help his pair with topics like "Blind Date"

- The theme of the next part of the question is **"monoculturalism and target language"**. Emergent Categories are divided as codes.

Theme-monoculturalism and target language	Emergent Codes	Teacher's Response
	Culture and learning	She is against the notion of monoculturalism. She prefers to avoid books like "headway" because it reflects the culture of target language. Topic like "Blind Date", "Soccer" is unfamiliar to our students which ultimately results in demotivation.
	Local cultures	She tries to give them topic with which the learners can relate to. She tries to teach them English so that they can communicate and portray their culture using English.
	Mixing cultures	She feels that one can always incorporate target culture but not at the cost of local culture. She tries to introduce target culture but not by avoiding the local cultures.

3. How do you acknowledge the diversity among your students? Does it affect the decision in choosing any method? If so, how does it affect? Would you please give an example?

- The following response is included from questionnaire no 3 and the theme have been selected as **"diversity and choice of methods"**. Emergent Categories are divided as codes.

Theme- diversity and choice of methods	Emergent Codes	Teacher's Response
	Diversity and choice of method	She knows that her students are from different educational/cultural background. But this does not effect in her choosing a method. She knows that the learners who are from the village face difficulty in following a class lecture in complete English but she does not use Bengali in the class at any cost. She makes the learners learn the language to understand the class.

4. If learners prefer not to be corrected for every error, how do you correct their errors? Please give an example.

- The following response is included from questionnaire no 4 and the theme have been selected as **"learners' beliefs/preferences"**. Emergent Categories are divided as codes.

Theme: Learners' Beliefs/preferences	Emergent Codes	Teacher's Response
	Strategies of correcting error	She believes that some errors get fossilized in students' minds. She tries to address those errors by motivating them to self correct. First she makes some of the corrections. Then after a few days she asks them to correct their own error (scripts). This way she makes them aware of their errors and makes them do self correction.

5. Is there any mismatch between your learner's preferences and the method being implemented? For example, peer editing is considered to be an effective way of correcting a learner's errors. Do your students prefer this? If not, then would you continue peer editing?

- The following response is included from questionnaire no 5 and the theme have been selected as **"mismatch with methods and learners preferences"**. Emergent Categories are divided as codes.

Theme: mismatch between methods and learners preferences	Emergent Codes	Teacher's Response
	Peer editing	She thinks that peer editing is a success in her class. But if her students did not prefer it she would probably use some other strategies like teacher feedback or self correction.
	Students preferences	Her students prefer peer editing very much. They are enthusiastic to identify their friend's error. They like pointing out others errors.

6. Does your institution have any methodological preferences? Do you have the opportunity to choose your own method while teaching or you need to conform to the expectation of your university? (Example: nowadays universities prefer Communicative Language Teaching (CLT) for language teaching)

- The following response is included from questionnaire no 6 and the theme have been selected as **"institutional preferences"**. Emergent Categories are divided as codes.

Theme: Institutional preferences	Emergent Codes	Teacher's Response
	Content/syllabus	She is required to teach the students necessary thing. She can choose any method she wants to choose to teach those contents to the learners.

7. **Do you think there is a correlation between self esteem and performance? Usually the introvert/ shy ones feel insecure as they are asked questions in front of the entire class, does this have any effect on their self-esteem? Please explain how you tackle this issue with an example.**

- The following response is included from questionnaire no 7 and the theme have been selected as **"self esteem and performance"**. Emergent Categories are divided as codes.

Theme: self esteem and performance	Emergent Codes	Teacher's Response
	Introvert students	She has students who are afraid of being asked questions or laughed at. And she thinks that if a student's self esteem is hurt his/her performance might get affected.

	Approach towards the introvert	She tries to give them the security, the confidence that she asking them questions is not to demean them or insult them. She gives them the confidence that the teacher is like their friend by cracking jokes, being friendly with the students and etc. and by giving them the security she makes them free so that if they are asked questions the students do not feel insecure and or their self esteem goes down.

8. Do you think our teachers of tertiary level should stick to any method/ methods while teaching English or they can adapt various features of methods according to the context of teaching? (Example, Vietnamese learners learn grammar rules through memorization. So when a shift in concentration from grammar rules to communication came, students did not prefer the method.). What is your take on this issue? Please explain with an example.

- The following response is included from questionnaire no 8 and the theme have been selected as **"Technology Transfer"**. Emergent Categories are divided as codes.

Theme: Technology Transfer	Emergent Codes	Teacher's Response
	Context	She believes that teachers should adapt methods according to the needs of the class. She does not stick to any particular method. She is against the bookish implementation of one particular method.
	Adapting methods or approaches according to the need	She adapts or adopts method according to the needs of the class. In one of her classes she decided to use role play for one of the activity. When she saw that her learners were not interested in doing a role play activity she switched to another activity (puzzles). She sees the need of the learners and makes necessary changes implementing any method.

9. How do you view learners' attitude in language learning? Research shows that learner's attitudinal difference has obvious effect on language learning. (Example, Chinese learners' negative attitude towards challenging each others' conclusion keeps them away from peer correction). How do you tackle this issue? Please explain with an example.

- The following response is included from questionnaire no 9 and the theme have been selected as **"attitudinal differences"**. Emergent Categories are divided as codes.

Theme: attitudinal differences	Emergent Codes	Teacher's Response
	view	She believes that students are very much demotivated to learn English because it is the second language in our country. Also they have a fear for the language and inhibition. And the attitude of the class largely depends on the teacher. A teacher can turn a student's negative attitude to a positive one.
	Tackling a negative attitude	She tries to be friendly with them. She tries to provide them with the security and ensures that she is there to help them learn the language. She tries to motivate them and change their view about the language.

10. What is the teacher-student interaction pattern you prefer? Do your students consider you the most reliable source of knowledge? How do you view this? Please give an example to illustrate your position.

- The following response is included from questionnaire no 10 and the theme have been selected as **"teacher-student interaction pattern"**. Emergent Categories are divided as codes.

Theme: teacher-student interaction pattern	Emergent Codes	Teacher's Response
	Preferred interaction pattern by the teacher	She prefers an interactive class. She gives them topics and students share their views.
	Facilitator	She considers herself to be a facilitator. She gives the students topics, pointers and clues. She helps them move forwards and monitors their discussion. She acts as a facilitator who is there to guide them.

11. In your opinion, is it important for a teacher to have the same cultural background as his/her students? Why or why not? Please give an example in which your own cultural background becomes helpful or problematic in a given teaching context.

- The following response is included from questionnaire no 11 and the theme have been selected as **"teacher's cultural background".** Emergent Categories are divided as codes.

Theme- teacher's cultural background	Emergent Codes	Teacher's Responses
	Same cultural background	She believes that teacher sharing the same cultural background as the student is helpful. It helps the teacher to make learners understand things properly and avoid communication barrier. For example, word meaning "curtain". If the teacher is from the same cultural background she can switch codes to L1 and explain. But a teacher of a different cultural background will need to demonstrate to make the meaning clear.
	Knowledge about students culture	She thinks that if a teacher has knowledge about the culture of her/his students she can contextualize different western topics like Valentines Day, New Year etc.

12. Do you think language teaching is free from local forms of knowledge? For example, do your learners prefer local names, materials instead of western names/ materials? Do they get enough scope to use the knowledge of local festivals? Please give an example.

- The following response is included from questionnaire no 12 and the theme have been selected as **"influence of local forms of knowledge"**. Emergent Categories are divided as codes.

Theme: influence of local forms of knowledge	Emergent Codes	Teacher's Response
	Names and examples	She uses local names like Nasreen instead of western names like Billy
	Writing topics	For writing activities and also for presentations she gives them topics to write with which they can relate to. Example: Eid-ul-Fitr, Durga Puja, Shab-e-Barat, Purnima etc.

	Exposure to local forms of knowledge	She believes that language learning is never free from local forms of knowledge. It helps them relate to what they have learned. She believes that her learners learn language to communicate and portray their culture using English.

13. Do your learners avoid volunteering personal ideas in the class? Do they prevent themselves from challenging their peers' conclusion? Could you please illustrate with an example?

- The following response is included from questionnaire no 13 and the theme have been selected as **"student's risk taking"**. Emergent Categories are divided as codes.

1Theme: student's risk taking	Emergent Codes	Teacher's Response
	Sharing personal ideas	She sees that most of the times her students do not challenge their peer's conclusion. They do not go against their peers. And also they refrain themselves from sharing their views.

	Strategy to deal with this situation	She divides the class in groups and gives them topic and students need to debate and share their ideas in the class.