



**A study: Effective teaching for ESL learners followed by the
teachers of English Medium Schools in Bangladesh**

**Dissertation Submitted in Partial Fulfillment of the Requirement for the
Masters of Arts in ELT and Applied Linguistics**

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The work is dedicated to my loving parents; Alauddin Gazi and Noor Nahar, whose constant support and encouragement always help me to see a dream of success.

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Abstract

This paper is concerned with the definition of effective teaching for ESL learners and how the English teachers of the English Medium schools in Bangladesh are delivering their teaching. It also tries to assess the weaknesses of teaching of our English teachers and our educational system. In future, the study will be very helpful for improving the English language teaching (ELT) practice of Bangladesh.

The study has been divided into five chapters. In Chapter- I: Introduction, the scenario of teaching English language in schools of Bangladesh and importance of English language at present time are described. Chapter- II: Literature Review presents the definition of effective English language teaching (ELT). The definition of ELT contains the characteristics of a good teacher, teaching methods and techniques, managing the class, feedback, use of four skills (reading, writing, listening, speaking) and lesson plan. Chapter- III: Research Methodology gives detailed information about the nature of this research and participants. For the study, questionnaire and observation process have been used. In Chapter- IV: Findings and Discussion, data are analyzed in details, and the major findings of the study are discussed. And the last chapter is conclusion where the findings are summarized according to the target of the study.

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Chapter- 1: Introduction

1.1 Introduction

In the field of English Language Teaching (ELT), one of the key issues is what type of teaching should exist for English Language Learners (ELLs). Here learners are those students who are learning English language as a second language (L2) beside their native language that means first language (L1).

Now a day, English is being used as an international language. In recent years, many countries in the world have recognized English as a second language. For that reason, people all around the world are spending their money and time to learn English language. In the following figure, it is noticed that among the top ten languages, the amount of English language users is highest.

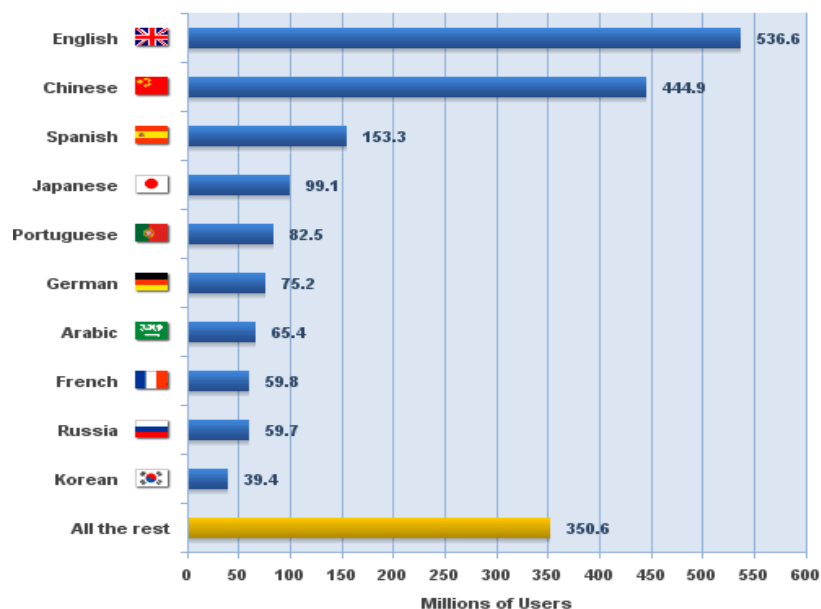


Figure: Millions of users of top 10 languages

There were a number of changes in the field of English Language Teaching (ELT) over the last few decades. The main target is to make the language teaching and learning more effective. At the present time, researchers suggest that language education should be more learner-centered and communicative in order to ensure process-oriented language teaching whereas, in past the emphasis of language education was the product of language learning.

1.2 Importance of English Language in Bangladesh

In Bangladesh, English language is recognized as a foreign language officially. But we, the Bangladeshi, use English as a second language. In our education system, the government has fixed English as a compulsory subject and students have to study on this subject for twelve years. Nowadays, we are starting to give importance English language beside L1, Bangla because English is the only language that is ruling all over the world. Majority of the countries in the world speak English, and only this language is used in business transaction, diplomatic talks, and settling other international issues. So, through this language, we can connect with whole world. Therefore, in today's life competition, those are winner and successful who have good potential in English language. In our country, it has a great demand in all sectors. Some points have been discussed below that prove why English Language is most essential for all sectors of people.

After passing school and college life, when a student goes to a university (government or private) for his or her higher education, from that step of life he or she must know English language. Because he or she has to read books, articles, theories etc. in English, write in English, speak in English, and listen in English. If he or she is not skillful in English

language, he or she must do too much struggle. It is very essential not only for those who will do graduation in English but also for those who are from other sectors.

After student life, when he or she enters in professional life, it is necessary to present him or herself by using English language. At present time, if we look at the advertisement of the private companies, we can easily notice that most of the job advertisements are published in Bengali newspapers, but posted in English. Almost all of them state that the applicants must have good proficiency in English language.

Again, Bangladesh is not self sufficient economically. The economy of Bangladesh is totally dependent on foreign aids and export of some common items like readymade garments, jute, tea, fish, etc., and also we import a lot of things. Constant communication is very important to trade with foreign countries. Many of the companies who are involved in trading must use English in dealing with foreigners. For instance, a company is doing trading with Japan. By using only English language, the company can communicate with Japan.

In this age of communication, to know English is really most important for all sectors of people as well as also in every single step of life. I think that school life is the best time for all students to build up themselves in English. That is why; today's parents remain always concerned how their children can be skillful in English language. At present time, most of the parents would like to admit their children in English medium schools, or push their children in English version than Bangla medium. The main reason is behind it that the system of English language teaching and learning in English medium and English version is better than Bangla medium. Besides, students do so many extra courses to be skillful in English language by spending a lot of money and their valuable time. Many institutions such as Saifurs,

Gateway, Mantors, etc. offer different types of English course and do their business. After doing all of these courses, most of the students cannot acquire this language because of lacking effective teaching and teachers. I think that if our schools provide good teachers, effective methods or techniques in teaching and learning, students need not to do these types of extra course. For this type of scenario of education, sometimes we feel pain, but we have to remember-

“Education is not the filling of a pail, but the lighting of a fire.”

—W.B. Yeats

1.3 Scenario of teaching English language in schools of Bangladesh

It is commonly seen that there are two mediums in education system- one is Bangla medium schools offered by the government and private sectors. In Bangla medium, all subjects are composed in Bangla except the subject English. Bangla medium schools are administered by the government and they organize board examinations - Primary School Certificate (PSC), Junior School Certificate (JSC), Secondary School Certificate (SSC), and Higher Secondary Certificate (HSC)-nationally. Another one is English medium schools (private). In English medium all subjects are composed of English except Bangla. English medium schools follow the international curriculum and the examinations of Ordinary Level (O level) equivalent to SSC and Advanced Level (A level) equivalent to HSC are held. Nowadays, the communicative system to teach English language in Bangla medium schools and colleges has been improved by starting English version schools. English version schools have been administered by the government and have newly emerged as alternative to English mediums.

The systems of English and Bangla medium are different. English medium schools always try

to apply modern techniques, methods and theories in their teaching (communicative system) and make effective. Whereas, Bangla medium schools still follow traditional way of teaching. Teachers of English medium schools try to build their students' concepts clear about a topic so that students never forget it. They don't even prefer memorization. For slow learners they have after-school programmes. However, teachers of Bangla medium schools don't have much opportunity to provide their best practice in teaching as they have to deal with large classes so it is not always easy for them to check the understanding of all students. They sometimes ask their students to memorize if their words are not understood. Some teachers in Bangla medium, taking the chance of large class system, ask the students for coaching for extra care. In English medium schools, the methods of instruction and interaction inside the class and school area are usually English which facilitate the students to acquire English language faster with proficiency and accuracy. Conversely, Bangla medium schools do not provide such opportunities for their students, so naturally the students in this medium are struggling with English language both in spoken and written versions. After passing school level, they do many types of English language proficiency course to improve themselves.

From the above discussion, it is clear that English medium schools are better than Bangla medium schools. But both mediums have still shortage of skilled teachers, and some common problems in system of teaching English language.

1.4 Significance of the study

In ELT, effective teaching for English Language Learners (ELLs) is a complex and diverse field of study where we find a versatile combination of many aspects such as theories of language teaching, methods and techniques, classroom management, syllabus design,

materials evaluation, use of skills, etc. If our English teachers do not able to provide teaching in an effective way, our learners cannot learn English language properly, and also cannot overcome their problems of language learning. After entering in advance level of study, students are still asking this question to their teachers- ‘How can I learn or improve English Language?’ That means- their teachers did not provide an effective way of teaching. For that reason, students are still facing some problems when they listen, read, especially when speak and write something in English.

This study is significant because by examining effectiveness of ELT, it will also help to find out strengths and weaknesses of teaching of our English teachers.

1.5 Objective of the study

Learning cannot be fulfilled without effective teaching. In language learning, it is totally impossible. But in our country, students cannot acquire English language properly after passing school level because of having some lacking in way of teaching. For the research, I have chosen English Medium Schools. According to our people, at present time, English medium schools are delivering English language teaching in a proper way. This present research will try to show the effectiveness in ELT, and find out how much our English teachers of English medium schools follow an effective way of teaching, what types of problem they are facing, and their lacking also. And this research will also show that the methods and techniques that our English teachers are following is really effective or not for our ELLs. Therefore, it is hoped that the research will help to bring improvement in the English language teaching practice of Bangladesh.

1.6 Methodology of the study

The research methods employed for this study are:

- (a) Library research to examine the theoretical developments
- (b) Questionnaire for teachers
- (c) Class observation

1.7 Limitation of the study

During the period of data collection, the teachers of all classes were very busy for taking class test. According to the giving schedule, class test was held in most of the classes. That is why; some problems were faced to arrange schedule with the teachers to collect data.

There are so many factors such as cost a lot of money, manpower, source and large period of time involved in data collection. Because of having lack of these, it was not possible to cover a large area from all around the country. Therefore, the sample size was rather small and the numbers of schools were few. But the current English language teaching status of Bangladesh was examined closely, and also analyzed carefully.

Chapter- II: Literature Review

This chapter deals with the theoretical analysis of “effective teaching” for ESL learners. This literature review includes the definition and characteristics of a good teacher, teaching methods and techniques, managing the class, feedback, use of four skills (reading, writing, listening, speaking) and lesson plan.

2.1 Key factors of effective teaching

Gurney (2007) has presented key factors of effective teaching-

- Teacher knowledge, enthusiasm and responsibility for learning
- Classroom activities that encourage learning
- Assessment activities that encourage learning through experience
- Effective feedback that establishes the learning processes in the classroom
- Effective interaction between the teacher and the students, creating an environment that respects, encourages and stimulates learning through experience

These above five factors explain that in effective teaching, teachers play a vital role who can enjoy the process of teaching by sharing their knowledge through the creation of a reflective classroom. Then effective teachers should provide the students with activities and assessment that encourage them to learn through experience as well as having an engaged feedback. Finally, learning will be enhanced in a warm environment and a relationship with the students where respect must exist.

2.2 Characteristics of an effective English teacher

Without a good teacher, effective teaching is not possible to establish not only in ELT but also in other teaching. Effectiveness of teaching depends on how a lesson is presented to learners by a teacher. So, it is very important to sketch a picture of an ideal teacher. An effective teacher, especially in ELT must be a good communicator, a fair evaluator, an adept manager, a strict disciplinarian and even a surrogate parent. Besides, a good teacher must be a good learner to enrich his or her knowledge.

Generally, when I close my eyes, and bring to mind the best teachers I ever had, I try to remember - how they looked, talked and acted, how their classrooms and offices were like, and how they made me feel as their student. After getting a good picture of those people, I open my eyes, and consider the words of educator and philosopher Palmer (1999) that Hassett(2000) has included in his article-

“Good teaching isn't about technique. I've asked students around the country to describe their good teachers to me. Some of them describe people who lecture all the time, some of them describe people who do little other than facilitate group process, and others describe everything in between. But all of them describe people who have some sort of connective capacity, who connect themselves to their students, their students to each other, and everyone to the subject being studied.”

For ELT, Miller (1987) has outlined ten characteristics of an effective English teacher. From his personal analysis, he thinks that he wants a teacher-

- who has a contagious enthusiasm for his teaching.
- who is creative.
- who can add pace and humor to the class.
- who can maintain a level of difficulty high enough to challenge students.
- who always motivates students and who has much patient.

- who will try to discover discussion topics based on students' interest.
- who will appreciate students' effort.
- who will treat all students equally.
- who has excellent academic knowledge and who can explain on the spot if necessary.
- who will leave his or her emotional baggage outside the classroom, that means professional.

According to Rubio (2009), an effective teacher is not only a knowledgeable person, but also knows how to manage a classroom, work, set up discipline, interact between teacher- students-students, give instructions, assess and evaluate activities, etc. From this point of view, an effective teacher's qualities are divided into two skills- professional and personal.

- Professional skill consists of content knowledge, good planning, classroom management, classroom behavior, communication skill, motivation for learning, assessment and evaluation, and teacher's learning development.
- Personal skill consists of caring, knowing the students individually, teacher-student relationship, and classroom environment.

2.3 Methods

'Method' is a hierarchical concept. Anthony (1963) defined that-

“method is an overall plan for systematic presentation of language based on a selected approach” (cited in Brown, 2002, p. 9).

It can be said that techniques are specific classroom activities and a method consists of a set of techniques that designed to be taught and learned. So, method and technique are co-related. To ensure effective teaching for ESL learners, a teacher at first must select an effective method and then choose some techniques based on topic, situation and students' level. There are so many methods developed to teach the target language. Some methods that are applied still now in many countries are described below-

2.3.1 Grammar Translation Method

The Grammar Translation Method (GTM) is a traditional method that was developed to teach Latin and Greek in Europe in 19th century. And it is still used in some countries today. Richards and Schmidt (2002) says that GTM is a method of foreign or second language teaching, and use of translation and grammar study are the main teaching and learning activities (p. 231). From this statement, the structure of GTM should be -

A lesson= grammatical rules + vocabulary + translation

Richards and Rodgers (2001, p. 5-6) have specified the following principal characteristics of GTM -

- Reading and writing are the primary skill and there are less attention giving to speaking and listening.
- GMT approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language.
- Vocabularies are taught, and selected based on the reading texts used, and words are taught through bilingual word lists, dictionary study, and memorization.

- The sentence is the basic unit of teaching and language practice. It focuses on how to translate each sentence into the other.
- Accuracy is emphasized.
- Grammar is taught deductively.
- The student's native language is used in the class to explain new items and students translate new words from the target language to the native language.

Typical Techniques: Larsen and Freeman (2000, p. 19-21) have mentioned some techniques of GTM that are followed in the ELT classroom and these are- translation of a literary passage, reading comprehension questions, antonyms/synonyms, cognates, deductive application of rule, fill-in-the-blanks, memorization, use words in sentences, and composition.

Role of the teacher and the students: The teacher is the authority in the classroom and the students do and learn what their teacher says. (Larsen & Freeman, 2000, p. 17)

2.3.2 Direct Method

According to Dillar (1978), through the Direct Method (DM), language is presented directly in the target language by using demonstration and visual aids, the students' native language is not allowed during learning L2 (as cited in Larsen & Freeman, 2000, p. 23).

The following principles of the Direct Method that have been presented by Larsen and Freeman (2000, p. 26-27) –

- The target language is used exclusively for conducting classroom instruction.
- The teacher demonstrates the target language by using realia or pictures.

- Vocabulary and sentences are taught regularly.
- Correct pronunciation is taught from the beginning.
- Grammar is taught inductively.
- Self-correction is seen.
- All four skills are built up, but oral communication is focused mostly.

Typical Techniques: The techniques of Direct method that have been mentioned by Larsen and Freeman (2000, p. 30-32) are- reading aloud, question and answer exercise, student self correction, conversation practice, fill-in-the-blank exercise, dictation, and paragraph writing.

Role of the teacher and the students: Larsen and Freeman (2000) have stated that the teacher directs the classroom activities, and the students interact with one another. The interaction between the teacher and the students is more like partners in the teaching and learning process (p. 28).

2.3.3 Audio-lingual Method

The Audiolingual Method (ALM) is also an oral-based approach. Through the use of drills, grammatical sentence patterns are taught. It has also a strong theoretical base in linguistics and psychology. First, Charles Fries (1945) applied principles from Structural linguistics in developing the method. Later principles from behavioral psychology (Skinner 1957) were included. It is depended on the three crucial elements- *stimulus, response, and reinforcement*. A representation of this process is shown in the following figure that Richards and Rodgers (2000, p. 57) have presented-

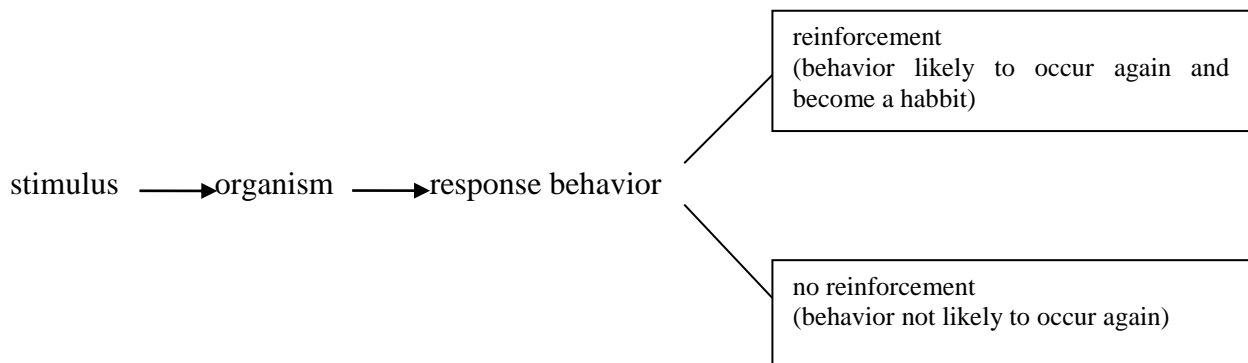


Figure: Process of stimulus, response and reinforcement

Richards and Rodgers (2001, p. 56-57) have emerged the following principles of Audiolingual Method –

- It is a process of habit formation. Mistakes are corrected and minimized by memorizing dialogues and performing pattern drills.
- The items of the target language are presented in spoken form before they are in written form and other skills are also developed. The skills are taught in the following order-

listening → speaking → reading → writing

- Analogy provides a better foundation for language learning than analysis.
- Linguistic and cultural context are used to learn meaning of the target language.

Type of learning and teaching activities: To practice dialogues and drills is the main activity of this method. Dialogues are used for repetition and memorization. Various kinds of drills are used that Brooks (1964) has mentioned with example, included by Richards and Rodgers (2001, p. 60-62) in their book -

- **Repetition:** *I go to school. - I go to school.*
- **Inflection:** *He bought the pencil. - She bought the pencil.*

- **Replacement:** *He gave his friend a watch. - He gave him a watch.*
- **Restatement:** *Tell me to wait for you. - Wait for me.*
- **Completion:** *We all have..... own troubles. - We all have **our** own troubles.*
- **Transposition:** *I'm tired. (so) – So **am** I.*
- **Expansion:** *She knows you. (well) – She knows you **well**.*
- **Contraction:** *Put the box **on the table**. – Put the box there.*
- **Transformation:** *He knows my address. - He doesn't know my address. – Does he know my address? - He used to know my address.*
- **Integration:** *I know the girl. She is looking for you. - I know the girl who is looking for you.*
- **Rejoinder:** *Be polite: May I take the pen?*

Answer the question: What is your name? – My name is Shahed.

- **Restoration:** *student/writing/letter – The student is writing a letter.*

Role of the teacher and the students: The teacher plays role as an orchestra leader who directs and controls the language behavior of the students. The students are imitators of the teacher's model. They always follow the teacher's directions and respond as accurately as possible. (Larsen & Freeman, 2000, p. 45)

2.3.4 Communication Language Method

Larsen and Freeman (2000) have conveyed that the aim of CLT is to apply the theoretical perspective of the Communicative Approach by making communicative competence (p. 121). According to Richards and Rodgers (2001), the principles of CLT reflect 'a communicative view of language' and 'language learning' (p. 172). These principles include:

- People learn a language through using it to communicate.

- The integration of different language skills is noticed.
- Classroom activities should be meaningful and involve real communication.
- Fluency is the main goal in CLT.
- Learning is a process of creative construction and involves trial and error.

Typical Techniques: There are two major types of activity in CLT that are grouped by Littlewood (1981) that Richards (2006) has described in this book:

Pre-communicative activities

- Structural activities
- Quasi-communicative activities

Communicative activities

- Functional communication activities
- Social interactional activities

Through functional communication activities, students solve a problem by using their target language. And through social interactional activities, the students pay their attention to the context, and to attend to such things as formal versus informal language. (p.18)

Many types of activity are used in CLT. Richards (2006, p. 19-20) has mentioned the following activities:

- **Task-completion activities:** The activities include such tasks- puzzles, games, map-reading, and other kinds of classroom tasks.
- **Information-gathering activities:** Through student-conducted surveys, interviews, and searches, students use their linguistic resources to collect information.
- **Opinion-sharing activities:** In these activities, students compare and share their values and opinions.
- **Information-transfer activities:** These require learners to take information that is presented in one form, and represent it in a different form.

- **Reasoning-gap activities:** These involve deriving some new information from given information through the process of inference, practical reasoning, etc.
- **Role plays:** Here, students play specific roles and improvise a scene based on given information or clues.

Role of the teacher and the students: There are two roles of a teacher- facilitator and co-communicator. Larsen and Freeman (2000) have explained that as facilitator, the teacher creates or establishes a situation for communication through activities; he/she helps students by advising, giving answer of their questions and monitoring their performance. At other times, he/she play role as a co-operator engaging in the communicative activity along with students. Here, students' role is communicators and they are seen as more responsible managers of their own learning. (p. 128-129)

2.3.5 Other methods

Total Physical Response (TPR): TPR reflects a grammar-based view of language. It was developed by Asher who feels that grammatical structures and vocabulary items of the target language can be learned from the skillful use of the imperative by the instructor (Richards & Rodgers, 2001, p. 73). The characteristics of TPR are retention, direct commands, no stress, and listen first. It emphasizes in the “meaning”, not the “form”.

The Natural Approach (NA): In 1977, Tracy Terrell presented a proposal for a new philosophy of language which called the “Natural Approach”. Through this attempt, the language teaching proposal incorporated the “naturalistic” principles that researchers had

identified in studies of second language acquisition (Richards & Rodgers, 2001, p.178). The functions of NA are these-

- Listening comprehension is very important
- Begin by listening to meaningful speech
- Speak when ready
- One step beyond their level of competence
- Error correction
- Appropriate input for the learners
- Adopt freely from various method sources

Task-Based Language Teaching (TBLT): TBLT proposes the notion of ‘task’ as a central unit of teaching. Nunan (1989) offers the definition-

“the communicative task is a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. The task should have a sense of completeness, being able to stand alone as a communicative act in its own right.” (cited in Richards & Rodgers, 2001, p.224)

The principles of TBLT are these:

- Tasks provide both the input and output processing.
- Task activity and achievement are motivational.
- Learning difficulty can be negotiated and fine-tuned.

Besides these above, we can see more other methods such as- the Community Language Learning, Suggestopedia, Oral-Situational Language Teaching, The Silent Way, etc. have been developed in different ages and different situations.

2.4 Managing the class

In ELT, managing the class is very important. Without it, a teacher cannot ensure an effective teaching. Even, the teacher can be failed to give his or her best. Lesson plan can be spoiled and learners also fail to understand the lesson. To create a proper language teaching and learning environment, it is most essential for a teacher to know how to manage a class. For that, a teacher must have perfect knowledge on- use of gesture and eye contact, classroom interaction, eliciting, giving instruction, monitoring, use of board, seating arrangement, etc.

2.4.1 Use of eye contact and gesture

Eye contact, gesture, facial expression and mime are integral part of any communication. These types of act help a speaker and also a listener to be easy to express their thoughts and feelings to each other. In ELT classes, teachers use them vastly in every step to make the teaching and learning environment interesting. They also help teachers to present themselves in front of their learners in proper way.

Eye contact: Eye contact is very necessary to notice students' reactions and to be in touch with the mood of the class. Gower, Phillips and Walters (1995, p. 9) have described some points on why eye contact is necessary-

- to ensure that the students have understood or not.
- to indicate who is to speak when calling on one after the other to repeat a word or sentence, or to make a response;
- to encourage contributions when the teacher is trying to elicit ideas from the students;
- to show a student who is talking;

- to hold the attention of students;
- to keep in touch with other students in the class when the teacher is dealing with an individual or correction;
- to give signal to a pair or group to start, to stop or to hurry up;
- to indicate, with an accompanying gesture, that groups are on the right or wrong lines;
- to check that everyone is participating, especially when the group is working together;
- to check silently with students whether they have finished their activity, especially in reading text or writing time.

Gesture, facial expression and mime: Gower, et al. (1995, p. 11-12) have shown that gesture, facial expression and mime are used-

- To convey the meaning of language. For example- by using the appropriate hand gesture, a teacher can easily explain to the students the meaning of the word 'tall'. The meaning of 'stagger' can easily be conveyed by mime. A teacher can also use gesture to convey meaning or highlight aspects of the form of language.
 - Past time: pointing to the ground;
 - Present time: pointing behind, over the shoulder;
 - Future time: pointing ahead;
- to manage the class. There are some common gestures that teachers use to manage their class, are given below-
 - listen: hand cupped behind the ear
 - get into pairs: arm, hand or finger movement to show that teacher is joining the students
 - stop: raised hand or applaud
 - good: thump up or smile and nod

- not right: shake head or index finger or indicate by facial expression
 - nearly right: outstretched hand rocked from side to side
 - interesting idea: raise the eyebrows
 - repeat individually: nod in the direction of the student and raise the eyebrows
- to add visual interest;
 - to increase pace;
 - to cut down on the amount of verbal explanation of teacher and increase opportunities for learner talk.

2.4.2 Using students' names

Gower, et al. (1995, p. 19) have mentioned some points on this-

- It creates friendly and co-operative atmosphere.
- It shows that the teacher is interested in students' learning problem and interest.
- Students will be more forgiving when teacher makes any mistakes.
- It helps to get the students' attention.
- Without knowing students' names, sometimes it is difficult to manage a class effectively.

2.4.3 Using the board

Among all kinds of teaching aid, the black or white board is very common equipment and used in the classroom vastly. It is really essential for teachers to know how to use classroom

board. Gower, et al. (1995, p. 26) has instructed some important points to teachers and these are as follows-

- Prepare board work before the lesson begins, and reveal it at the appropriate time.
- During writing on the board, involve the students by asking them what comes next, how to spell new words.
- Invite the students to write on the board while monitoring is going on.
- Write on the board while they are doing a task, for example- reading.
- Do write in a way so that both writing on the board and other activities like making eye contact; facing the class from time to time and asking questions to the student, etc. should be practiced simultaneously. The correct use of classroom board is shown in the following pictures-



Figure: the correct use of classroom board

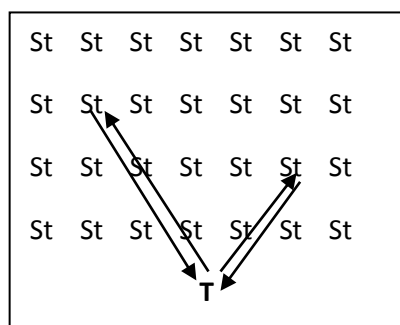
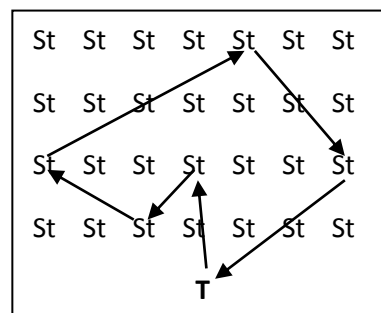
2.4.4 Classroom interaction

A teacher and students are most important elements in a classroom. In ELT, classroom interaction means interaction not only between teacher and students but also between student and student. Actually, TTT (Teacher Talking Time) and STT (Student Talking Time) are main points in this section. TTT and STT totally depend on the type of lesson, activities and

level of students. But in an ELT classroom, it is necessary that a teacher should speak as little as possible and maximize learners speaking time at certain points of the lesson by putting them into pairs or small groups and getting them to talk to each other (Srivener, 1994, p. 85). In this way, all students can involve in speaking by using the target language and improve their speaking skill.

Srivener (1994, p. 86) has given the following ideas on how to maximize student interaction in the class-

- Create a friendly and relaxed learning environment.
- Ask questions rather than giving explanation.
- Give time to students for listening, thinking and processing their answer and speaking.
- Increase opportunities for STT.
- Arrange pair or group work and give chance to students for speaking.
- Use gestures and facial expression to replace unnecessary teacher talk and encourage students to speak and listen to each other.
- Allow students to finish their own sentences.
- Arrange seating such as circles, squares and horseshoes so that students can see each other and talk to each other.
- Encourage interaction between students by asking question and giving explanation to each other. Srivener has also provided the following two pictures where it has been shown that how interaction between students is possible in a typical classroom.

Interaction between teacher and students**Interaction between students****Figure: TTT and STT****2.4.5 Seating arrangement**

Where the students sit in a classroom, it totally depends on- students' attitude to each other, teacher's attitude to students, interaction style, types of activity (Gower, Phillips & Walters 1995, p. 21). Besides, number of students and types of furniture are another important factors. In a typical classroom, students sit in an orderly row way and seats are always fixed or too heavy (wooden desk, table and chair) to move. In this type of classroom, teachers most of the time cannot arrange effective learning activities for students, and learning and teaching environment become bored. Seating arrangement always affects the learning and teaching environment.

Therefore, in an effective language classroom, seats should be moveable so that a teacher can arrange seats in various ways according to situations. Harmer (1998, 18-20) has referred different seating arrangements for ELT class. These are described below-

- **Orderly row:** Through this type of seating arrangement, a teacher can see, and directs all the students. It makes lecturing easy. Actually, when the teacher works with the

whole class, he or she arranges this type of seating arrangement. The activities that are suited to this kind of organization, are explaining grammar, watching a video, board work, demonstrating, etc. For large number of classes, orderly rows will be the best.

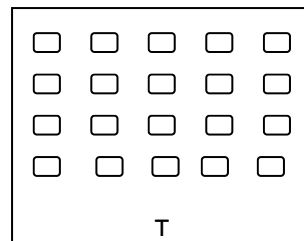


Figure: Orderly row

- **Circle and horseshoe:** Circle or horseshoe is suitable for small number of classes. If a teacher believes in lowering the barriers between themselves and students, these kinds of seating arrangement will help a lot. All students can see each other in these arrangements, and share their feelings with each other through talking, eye contact and gesture. It makes the classroom more intimate place.

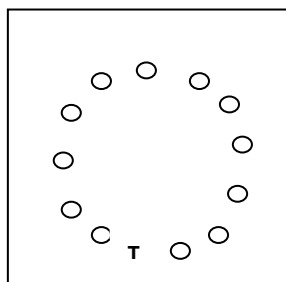


Figure: Circle

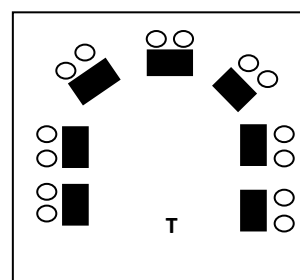


Figure: Horseshoe

- **Separate tables:** Separate tables mean students are seated in small group at individual tables. In such classrooms, a teacher goes to the each table, and monitors the each

group what they are working. Even, if it is necessary, the teacher explains something to the students as a member of the group.

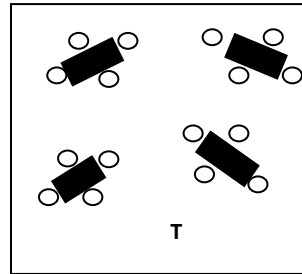


Figure: Separate tables

Besides, there are so many different types of seating arrangement such as pairs, enemy corners, opposing teams, face to face, wheels, etc. that help to create various types of activities.

2.4.6 Interactive activities

Some interactive activities such as class work as a whole, pair or group work and individual work are described below-

- **Class work as a whole:** Whole class work means- two students talk across the classroom under the teacher's control, and other students get an opportunity to hear them (Gower et al., 1995, p. 23).
- **Pair or group work:** Pair work means when the whole class is divided into pairs, and work simultaneously (Gower et al., 1995, p. 45). Group work is a cooperative activity and each group contains four or five or even eight students. Its size depends on number of students of the whole class. In these type of activities, students get chances

to work independently, because they work without the teacher controlling every move (Harmer, 1998, p. 21). For ELT classes, these activities are very effective. Gower et al. (1995, p. 45) have mentioned the following points on why these activities are very useful-

- Students get more opportunities to speak.
 - The teacher does not monitor individual performances.
 - It increases rapport between students.
 - It provides cooperative learning and the students help each other.
 - It enables the students to invest much more of themselves in the lesson.
 - Shy and unconfident students get an opportunity to participate.
 - It provides a chance in pace.
 - It brings variation in lesson.
- **Individual work:** It allows students to work at their own speed, allows thinking time, and allows being individuals (Harmer, 1998, p. 21).

2.4.7 Eliciting

Eliciting means bring out information, language, ideas, etc. from the students. Through this technique, a teacher gets idea about students' knowledge from where he or she has to start work. A teacher also finds out where the students' difficulties and problems are. Scrivener (1994, p. 99) has presented three steps to elicit-

- A teacher conveys a clear idea to students by using pictures, gestures or questions, etc.
- Then, the students supply the appropriate language, information, ideas, etc.

- At last step, the teacher gives them feedback.

The advantages of eliciting: Gower et al. (1995, p. 37) have pointed out the advantages of eliciting. By eliciting, a teacher-

- gets students involved and interested;
- brings relevant information to the front of students' minds;
- increases the amount of students talking time (STT);
- helps students to take responsibility for their own learning;
- gets information about what the students already know.

Techniques for eliciting: According to Gower et al., (1995, p. 37), eliciting consists of giving clues and prompts. During eliciting, a teacher guides more to lower levels' students than higher levels'.

For example: The teacher is showing students a picture of Mina and Rajib.

Teacher: Do you remember Mina and Rajib? (showing picture)

Students: Yes.

Rasel: Yes, last lesson. They married.

Teacher: Married? Is that right, Rasel? They g.....

Rasel: Got married.

Teacher: Yes. Fine. When? Five years ago? (looking at whole class)

Students: No.

Sorna: No, no. A week ago.

Teacher: Yes, where are they here? (showing picture)

Students: A house. An old house.

For ELT, eliciting is an effective technique to draw out students' knowledge. Srivener (1994) says that to involve students in a question-and-answer movement is often more effective than simply giving lecture. (p. 98)

2.4.8 Giving instruction

To manage an ELT class in an effective way, teacher's instructions should be clear and strong. Unclear instructions can create so many confusions and problems in students. It also helps to create 'English' atmosphere in the classroom, and the students can learn English language by hearing the instructions. Gower et al. (1995, p. 40-41) have given a detail explanation on giving instruction with example-

- **First attract the students' attention:** Before giving instructions, the teacher, at first, should make sure that the students are listening and watching. To get students' attention, the teacher can use eye contact, establish gesture, and also speak in firm voice.
- **Use simple language and short expressions:** Especially at low-level classes, instructions should be short and make in simple language. Long, more polite language can waste time and slow the lesson down. It creates confusion and uncertainty in the students.
- **Be consistent:** The teacher should maintain a consistency during giving instruction. This is also very important for low-level classes. Here, the teacher needs to use the same set of words for the same instruction. Common instructions are: Everybody; All

together; Again; Try again; Look (at the picture); Listen; Repeat; Tell me, Look at the board; Stand up; Turn to page.....etc.

- **Use visual or written clues:** It is often easier to give instructions by using visual and written clues. Visual clues can be real objects or pictures or gesture or mime. Sometimes, teacher provides instruction by writing on card or piece of paper.
- **Demonstrate:** If the teacher gives a demonstration or an example during giving instructions, it will be more effective, and the students can easily understand what is being said. The teacher can demonstrate a speaking activity by playing both parts or by playing one part and choosing a strong student to play the other part.
- **Break the instructions down:** Sometimes, some activities require a series of steps, and the teacher provides simple instructions in every segment. It totally depends on situations or types of activities. For example- where a change of seating arrangement is required before a role play, it is better to give the instructions and make the change before going on to assign roles and give further instructions about what they are going to do and say. Especially, with any complicated series of instructions, the teacher can write down what he or she need to do and say, in lesson plan.
- **Be decisive:** Sometimes, the teacher uses a signal, like the words ‘Right’ or ‘Listen’, which the students will learn to recognize as a cue for instruction. For example- the teacher can say something like ‘Everyone, Start!’- accompanied by a downward hand gesture or a clap of the hands.

2.4.9 Monitoring

In a language teaching class, when students are engaged in an activity, a teacher should observe or monitor what they are saying and what they are doing. The aims of monitoring are to see that students have understood giving instruction or not, to assess how well they are performing the task and to evaluate target language strengths and weaknesses (Gower et al., 1995, p. 49).

Srivener (1994, p. 94) has described about different types of monitoring and these are explained below-

- **Monitoring discreetly:** Discreet monitoring refers a teacher's presence in the classroom. But the teacher do not overtly offer help, interfere, correct, etc. The aim of the teacher is to move the whole class, and to observe the students what they are doing and saying without disturbing them. If the students ask for help, the teacher then can help them, but after that, he or she has to return to the discreet monitoring role.
- **Vanish:** When any teacher's presence can actually diminish the usefulness of work that is being done, the best option for him or her is to vanish. The teacher can go into a corner of the room, and sit quietly.
- **Monitor actively:** In active monitoring, a teacher will be walking around, viewing and listening to many different groups, frequently offering spontaneous advice and corrections, and responding to requests and questions from students.

- **Participate:** Here a teacher plays role of a member of a group (temporarily or for the whole task). After joining with the group, the teacher can offer ideas, do discuss, and help with questions. Then the teacher can quietly move on to another group.

2.5 Language skills

Language ability has been divided into four skill areas. For second language acquisition, a learner follows the following order as he or she has learnt his or her first language.

- Listening: The learner hears a new item (sound, word, grammar feature, etc.)
- Speaking: The learner tries to repeat the new item.
- Reading: The learner sees the new item in written form.
- Writing: The learner reproduces the written form of the item.

2.5.1 Receptive skills

Listening and reading are known as the receptive skills. Through these two skills, learners input some information.

Listening skill

Through listening, a learner can develop the early stages of language acquisition. It is the natural precursor to speaking (Nation & Newton, 2009, p. 37). Nation and Newton (2009) also state that listening is the way of learning the language that gives the learner information. This information helps to build up the knowledge, and then the learner can begin to speak.

The listening-only period is a time of observation and learning which provides the basis for the other language skills.

Listening process: There are two important listening processes: bottom-up and top-down that should be taught by activities. According to Nunan (2002, p. 239), both are necessary to teach in developing courses, materials, and lessons. If teachers suspect that there are gaps in their learners' knowledge, the listening itself can be preceded by schema-building activities to prepare learners for the listening task to come.

Nunan (2002) defines these processes in this way- the bottom-up processing model assumes that listening is a linear process of decoding from the smallest meaningful units (phonemes) to complete texts, and top-down involves the listener in actively constructing meaning based on expectations, inferences, intentions and other relevant prior knowledge (p. 239).

Reading skill

Through reading skill, a learner becomes able to read texts in the second language (English). Grabe (2002, p. 277) has outlined a number of insights for L2 reading development and these are given below-

- the importance of discourse structure and graphic representations
- the importance of vocabulary in language learning
- the need for language awareness and attending to language and genre form
- the existence of a second language proficiency threshold in reading
- the importance of metacognitive awareness and strategy learning
- the need for extensive reading
- the benefits of integrating reading and writing

- the importance of Content-Based Instruction

Reading processes: To increase reading speeds, the following processes are followed-

- **Skimming:** This process is applied for fast reading to get gist of a passage. For example- key topics, main ideas, overall theme, basic structure, etc. (Scrivener, 1994, p. 185).
- **Scanning:** This process is applied for fast reading to find a specific piece of information. For example- names, addresses, facts, prices, numbers, dates, etc. (Scrivener, 1994, p. 185).
- **Intensive reading:** According to Gower et al. (1995), learners use it for reading for details. Here, the learners work with short texts with close guidance from the teacher. The aim is to help the learners looking for detailed meaning from the text, and to develop reading skill (Renandya & Jacobs, 2002, p. 296).
- **Extensive reading:** Gower et al. (1995) state that it is used for reading for pleasure. Here learners read large quantities of books (such as a novel) in an environment that nurtures a lifelong reading habit (Renandya & Jacobs, 2002, p. 296).

Teaching Strategy of receptive skills: Scrivener (1994, p. 174) has provided the task-feedback circle that can help teachers to plan a useful listening or reading lesson. The diagram of the task-feedback circle are shown below-

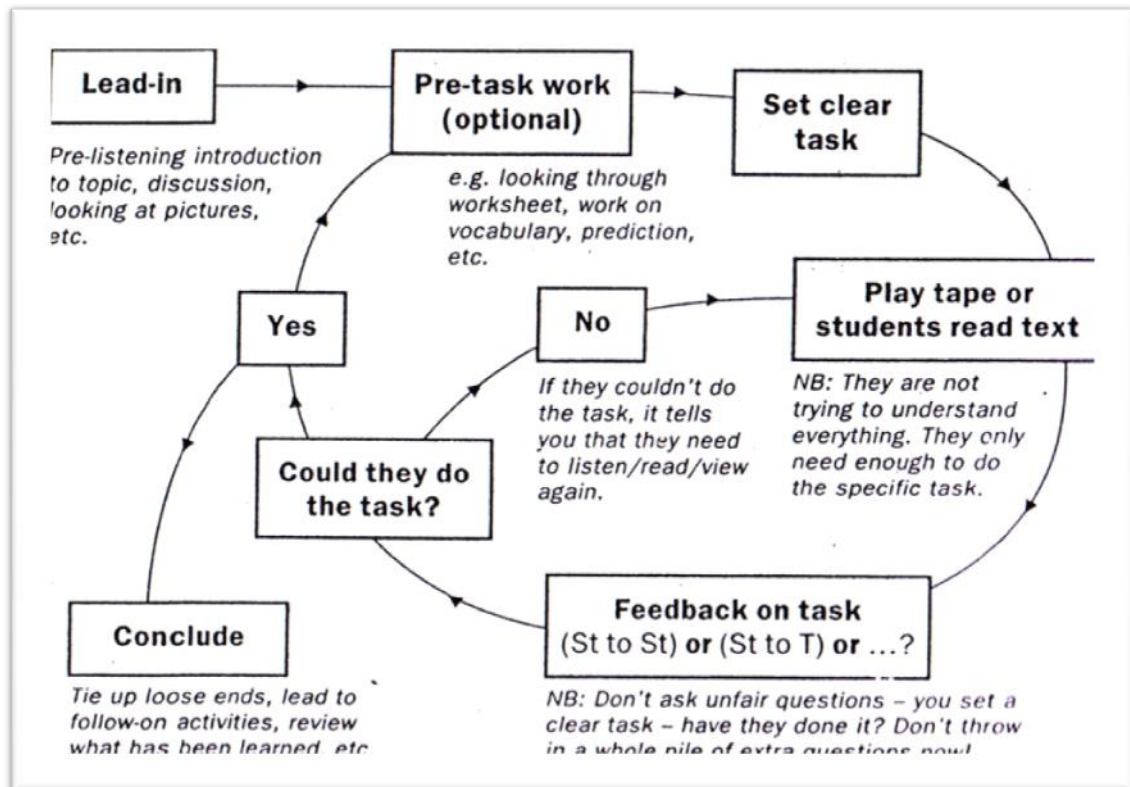


Figure: The task-feedback circle

2.5.2 Productive skills

Speaking and writing are known as productive skills.

Speaking skill

To develop speaking skill in L2, it is necessary to acquire fluency and accuracy. Accuracy means the correct use of vocabulary, grammar and pronunciation, and fluency means the

ability to keep going when speaking spontaneously (Gower et al., 1995). Besides, the effectiveness of speaking skill depends on a number of components. Shumin (2002, p. 206-208) has described Canale and Swain's theory of communicative competence that has been proposed in 1980, in details-

- **Grammatical competence:** It is necessary to increase expertise in grammar, vocabulary, and mechanics.
- **Discourse competence:** It includes the rules of cohesion and coherence in the formal or the informal situation that helps to make a meaningful communication.
- **Sociolinguistic competence:** It is most important to have this competence in learners that involves knowing what is expected socially and culturally by users of the target language.
- **Strategic competence:** It refers to the ability to know when and how to take the floor, how to keep a conversation going on, how to terminate the conversation, and how to clear up communication breakdown as well as comprehension problems.

The strategy of a creative speaking activity: This type of activity is very useful and increases fluency. The examples of this activity are interaction or information gap, roleplays, simulations, discussions, games, etc. Gower et al. (1995, p. 102-103) have given guidelines for a creative speaking activity.

Before the activity:

- Decide the aim of the activity.
- Work out on timing of the activity and instruction.
- Prepare the materials.

During the activity:

- Arouse the students' interest through visuals.

- Provide the necessary vocabulary.
- Clarify that students have enough time for the activity.
- Make the activity more process rather than product.
- Monitor and also evaluate the activity and the students' performance.

After the activity:

- Give feedback on content, intergroup dynamics and linguistic appropriateness to groups and individuals.

Writing skill

Writing is one of the ways of communication by which a person can present some information, thoughts and ideas to readers. In a classroom, learners do different types of work through writing. Scrivener (1994, p. 193) has shown the following writing work in the classroom-

- **Copying-** Handwriting book, note down from the board, copy examples from a textbook, etc are included.
- **Doing exercises-** Learners work on single words, phrases, sentences, etc.
- **Guided writing-** A teacher guide students to write a longer text by offering samples, models, possible language items, advice, etc. It is a controlled task.
- **Process writing-** Here, students write what they want to, with help, encouragement, and feedback from a teacher. The process can be like this- selecting a topic, gathering ideas and thoughts, drafting, editing, etc.
- **Unguided writing-** Students write freely without any guidance of a teacher. Only a title or topic may be set and work may be marked later.

The writing process: Seow (2002, p. 315-319) has described the process of teaching writing. The process consists of four basic stages- planning, drafting, revising and editing. The other stages can be inserted after drafting stage- responding, evaluating and post-writing.

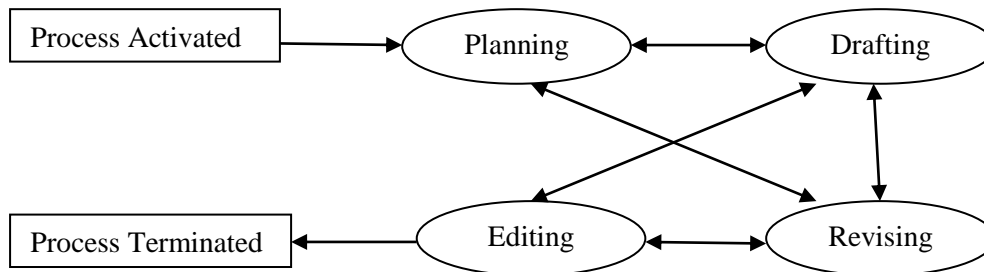


Figure: The writing process

- **Planning:** At this stage, a teacher helps students to generate ideas through brainstorming, clustering, free writing, and WH-questions activities.
- **Drafting:** After generating ideas, the first attempt at writing is drafting. Here, the students give focus on the fluency of writing. Grammatical accuracy or the neatness of the draft is not main matter.
- **Responding:** Then, the teacher gives a quick response on the students' first draft. Response can be oral or in writing.
- **Revising:** At the stage, the students review their texts on the basis of the feedback given in the responding stage. This revision helps them to see that how effectively they have communicated their meanings to the reader.
- **Editing:** At this stage, they edit their final writing by checking grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations and examples.

- **Evaluating:** Students may be encouraged to evaluate their own and each other's texts once they have been properly taught how to do it. In evaluating student writing, the scoring may be analytical (i.e., based on specific aspects of writing ability) or holistic (i.e., based on a global interpretation of the effectiveness of that piece of writing).
- **Post-writing:** This includes publishing, sharing, reading aloud, transforming texts for stage performances, or displaying texts on notice-boards.

2.5.3 Integrated skills

These four language skills are integrated in real life. They cannot be used individually. For example: when two persons take part in a conversation, both speaking and listening skills are involved in this situation. Again, taking notes from a lecture involves listening and writing. Gower et al. (1995, p. 86) have mentioned the advantages of integrated skills and these are as follows-

- An integrated skills lesson connects the learners with the real life world.
- Integrated lessons are more satisfying for the learners.
- The learners get more variation in this type of lesson.
- It gives an opportunity for a topic to be fully explored and for vocabulary to be practiced and recycled.
- It saves time of a teacher to set up something new.

2.6 Teaching aids and equipments

There are so many teaching aids and equipments that are used by ESL teachers to make their teaching effective. The aids and equipments are described below:

2.6.1 The board

It is not possible to find out a classroom without a board. Classroom board can be white, black or green. An online article that submitted by TE Editor (2010) has given an outline on how to organize the classroom board in order to obtain the maximum effect-

- It is a good idea to divide the board into sections. Have one part for use during the lesson which can be cleaned off and re-used. Use another part for important information which can stay there for the whole lesson.
- Sometimes, the teacher needs to write up other important information - key grammar points or vocabulary needed for the lesson, or test dates etc. It is better to write this kind of information at the top of the board, and lower part will remain empty for the teacher and the students to write on.

According to the online article that submitted by TE Editor (2010), some important points on how a teacher can make the best use of the board are given below-

- A teacher can write up messages, exercises, short texts or items for correction from oral activities. Coloured chalks or pens are very useful for writing up dialogue parts.
- A teacher can use the board to provide records of new words, structures, how a word is used.
- A teacher can try to encourage students to come out to the board to choose, select, order or describe pictures. All of these will make the classroom more interactive, and decrease too much teacher talking time (TTT).
- A teacher can play many different games using just the board such as hangman, crosses (answering questions for O or X), pictogram (draw a picture and guess the word), etc. Word games are an excellent way of settling classes and revising

vocabulary. Anagrams or jumbled sentences or words with missing vowels can be played.

2.6.2 The overhead projector (OHP)

The OHP is a very useful aid in large classes. In ELT classes, it helps to make teaching and learning very easy. Gower et al. (1995, p. 68) have described the following advantages of OHP-

- Without turning back, a teacher can write on an OHP.
- A teacher can prepare overhead transparencies (OHTs) in advance. It saves time during the lesson, and the teacher can more focus on teaching.
- It can be used to reveal information step by step.
- Students can write on OHTs and can show to the whole class. Specially, it is very helpful for group or pair work.
- Both teachers and students can present complicated pictures, diagrams, pages from books, examples, etc through using this aid.
- OHTs can be laid one over the other so that information is built up.

2.6.3 The cassette recorder

The cassette recorder is one of the most useful teaching tools in language learning classes. Specially, it is used in listening and speaking skill classes and also increases students' interest and attention. Nagaraj (2008, p. 195-196) has presented the following points that show the cassette recorder can be used in various activities.

- *Listening to sounds, words, sentences and conversations-* Students can learn to use what they have acquired through listening.

- ***Listening and note making-*** Sometimes, authentic bits of a lecture, talk or conversation are played to make note
- ***Reading aloud practice-*** Bits of the prescribed text can be put on the cassette recorder. The learners can either listen to the reading and mimic it or read the text, and listen to the taped version.
- ***Discussions-*** Sometimes, during group or pair works, the teacher plays pre-recorded cassette. After listening, the students discuss with each other on the listening materials. Since it is open-ended task, a variety of interpretations are possible.
- ***Listen to yourself:*** This is an effective way of making the learners aware of what their production of spoken English. It helps both teachers and learners to diagnose problem areas.
- ***Recording dialogues or conversations-*** In this activity, students can write short dialogues or conversations that they later present to the class by using recorder.

2.6.4 Video

It is very popular tool that adds variety and a welcome change of focus in a lesson. In ELT classes, teachers use it to improve listening and speaking skill of learners. Gower et al. (1995, p. 75) have specified the following advantages of using video-

- Students can see as well as hear the recording that is much closer to 'real life'.
- It helps to understand the facial expressions, the gestures and the physical background.
- The visual element is attractive and increases the attention.
- It is intrinsically more interesting in watching.

2.6.5 Worksheets and workcards

ESL teachers sometimes make their own worksheet according to types of lesson and situation. According to Gower et al. (1995), a number of forms can be taken: sheets of paper photocopied from a master, cue cards to use in pair or group work, or even home-made games. (p. 72)

2.6.6 The photocopier

Photocopier is one of the important equipment for ESL teachers. It helps to make photocopy of worksheets that teachers has made for ESL learners.

2.6.7 Visuals

Visual aids can be real objects or pictures or photographs. Gower et al. (1995, p. 70), have also stated the advantages of using visuals and some are listed below-

- They cut down unnecessary teacher talking time.
- They attract the students' attention and aid concentration.
- They add interest to a lesson.
- They help make the associated language memorable.
- They can help make a classroom a stimulating and attractive place.

2.6.8 Realia

In ELT, actual objects and items which are brought into a classroom as examples to be talked or written about and used in teaching are called realia. Nagaraj (2008) has said that specially, at the primary level, it is used-

- to present vocabulary
- to present new structures

- for dramas/role play
- for language games

2.7 Using materials

There are two types of materials that most commonly used in the ELT classrooms: published materials and authentic materials.

2.7.1 Published materials

A number of books are published that especially designed for the ESL learners. Gower et al. (1995) have mentioned different types of published book - course books, skill books, supplementary books, reference books, and resource books.

2.7.2 Authentic materials

In an ELT class, teachers sometimes use authentic materials based on lessons. The examples of authentic materials are theatre programmes, newspapers, magazines, poems, songs, menus, news broadcasts, films, etc. But these kinds of material are not designed for ESL learners. For that reason, teachers should select the authentic materials carefully so that students cannot feel difficult to understand. Gower et al. (1995, p. 83) have specified the following points on the importance of using authentic materials-

- They are real, interesting and motivating. If teachers use them for any particular lesson, students can understand easily and increase their confidence.
- They provide examples of language as it is really used.
- The real cultural content of many authentic materials encourages involvement and comparisons.

- The use of authentic materials can be effectively linked with ways of helping students be more independent learners: making prediction, using reference books (dictionaries).

2.8 Feedback and correction

Feedback always helps to evaluate success and progress of both teachers and students. Gower et al. (1995, p. 163) have pointed out a number of forms by that a teacher can get feedback from students: giving praise and encouragement; correcting; setting regular tests; having discussions; giving individual tutorials; etc. So, correction is one type of feedback that helps students to clarify their understanding of the meaning and construction of language (Harmer, 1998). Correction can be done by –

- **Self:** In effective ELT, a teacher indicates an error without providing correct form and students correct their own error (Ferris & Roberts, 2001, p. 161). So, self-correction is an indirect feedback of the teacher.
- **Student-student correction:** It is very helpful process that is used vastly in ELT classes. It has some advantages that have been mentioned by Gower et al. (1995, p. 167)-
 - It involves all students in correct way;
 - It makes co-operative learning;
 - It minimizes students' dependence on their teacher.
 - Students get a chance to listen each other;
 - Students also get a better opportunity to do something.

- **Teacher:** Sometimes, teachers provide correction of the errors that are done by students. So it is a direct feedback of the teacher that provides explicit information about the correct form. (Ellis, 2008, p. 97)

Harris and Duibhir (2011, p. 40-41) have mentioned some correct strategies of getting feedback and these are given below with example-

- **Recast:** Student 1: I'm teacher
Teacher: You're the teacher (recast)
Student 2: I'm doctor
Teacher: I'm the doctor (recast). All right
- **Elicitation:** Teacher: Eh, Mohin, what do you do in your free time?
Student: Cricket
Teacher: you? (elicitation)
- **Repetition:** Teacher: What is this?
Student: This is a pen
Teacher: WHAT? this is A pen? (repetition of error)
- **Clarification request:** Teacher: What colour is this?
Student: This is a green
Teacher: I can't understand. What colour is this? (clarification request)
- **Teacher's continuation after feedback:**
Teacher: Do you like ice-cream? What kind do you like best? Mint?
Student: Doesn't like mint
Teacher: Don't you like mint? (recast)
But do you like all the rest? (teacher's continuation)

2.9 Planning Lessons

The success of a teacher often depends on a lesson plan. Before entering a classroom, teachers may wonder by which way they ought to go. It refers that teachers need a lesson plan by which they can reach their aim. Teachers usually engage in yearly, term, unit, weekly and daily lesson planning. According to Farrell (2010), yearly or term planning is a list of the objectives for a particular program. A unit plan is a set of related lessons of a specific theme. Planning daily lessons is the end result of a complex planning process that includes the yearly, term and unit plan (p. 30). Farrell (2010) also defined that a daily lesson plan is a written description that represents how students will move toward their specific objectives from at the beginning to the end of a class. (p. 30)

2.9.1 Components of a lesson planning

Gower et al. (1995, p 176-178) have shown the following six components of a lesson plan. To make a lesson plan, English teachers have to ask themselves some questions on base of the following points-

- **Aims-** At first English teachers have to find out the aims of the particular lesson.

Questions:

What is the aim of the lesson? What will my students achieve by the end of the lesson? What specific skills will they have developed?

- **Procedure-** This part of the lesson plan lay outs the steps to ensure that the aims are achieved.

Question:

How much time do I have? How will I divide up the lesson into stages? How much time will each stage take?

- **Approaches and activities-** For each stage, teachers have to use approach and arrange activities based on lesson that ensure achievement of teacher and students.

Question:

If my aim is to revise a language item, am I going to do it through a text, a visual or oral context, etc? How will I follow up the skills work? How will I check that the students understand? What type of practice activities shall I set up- speaking, pair work, writing, etc? For each stage what sort of feedback is appropriate?

- **Materials, aids and equipments-** To select proper teaching and learning equipments for a particular lesson is one of the main points.

Question:

At each stage which materials, aids and equipments do I need to achieve my aims?

- **Information about the students and classroom circumstances-** During making a lesson plan, it is most important to note down the level of the class, the course book that they are using, and the size of the class and its atmosphere.

Question:

Will the students enjoy doing the lesson? Will they benefit from it? What is the atmosphere of the classroom?

- **Anticipated problems-** It is a good idea to make a note on anticipated problems that could occur during taking the class. There are a number of ways in which the timing and organization of the lesson can be affected. For example, what a teacher should do if-
 - the students take a longer or shorter time to do the activities;
 - they find an activity easier or more difficult than the teacher thought;
 - some students finish before the others;
 - ‘there are some students who need extra support;
 - there are uneven numbers for a pairwork activity;
 - all of the students have already met the material: for example- they had already seen the video that the teacher was going to show.

2.9.2 How to develop a daily lesson plan

Clear and well-written objectives are the first step in daily lesson plan. These objectives describe the destination of the particular lesson (Farrell, 2010, p. 32). In 1994, Shrum and Glisan have also presented a generic lesson plan as shown in the following figure that Farrell (2010, p. 33) have included.

Lesson phase		Role of teacher	Role of student
1.	Perspective (opening)	Asks what students have learned in previous lesson Previews new lesson	Tell what they have learned previously Respond to preview
2.	Stimulation	Prepares students for new activity Presents attention grabber	Relate activity to their lives Respond to attention grabber
3.	Instruction/ Participation	Presents activity Checks for understanding Encourage involvement	Do activity Show understanding Interact with others
4.	Closure	Asks what students have learned Previews future lessons	Tell what they have learned Give input on future lessons
5.	Follow-up	Presents other activities to reinforce same concepts Presents opportunities for interaction	Do new activities Interact with others

Figure: Generic components of a lesson plan

2.9.3 How to evaluate the plan

The final part of daily lesson planning is evaluation. At the end of an ELT class, a teacher must evaluate the success and failure of the lesson. This is most important for a teacher's self-development.

Farrell (2010, p.35) have mentioned some questions that are very useful for a teacher. After conducting a lesson, a teacher can ask the following questions him or herself for evaluation-

- What do I think the students actually learned?
- What tasks were most successful and least successful? Why?
- Did I finish the lesson on time?
- What changes shall I make in my teaching and why (or why not)?

Farrell (2010, p. 36) have also referred that for further clarification of the success of a lesson, a teacher can ask his or her students the following questions at the end of the class-

- What do you think today's lesson was about?
- What part was easy?
- What part was difficult?
- What changes would you suggest the teacher make?

Above, a daily lesson planning of an ELT class has been focused that is very essential for all language teachers both pre-service and in-service. A clear plan helps to minimize confusions, and maximize time that makes the classroom management easier. (Farrell, 2010, p. 36)

Chapter- III: Research Methodology

This chapter will give us detailed information about the nature of this research, participants and instruments that have been used to collect data for the research, research design, procedure and above all, method of data analysis.

In Bangladesh, it is very important to know English language beside L1. Nowadays, educational institutions and corporate job sectors are giving priority to those who have an excellent command over English language. For that reason, parents always try to give focus on English language learning. To be excellent in English language, they always try to put their children in the best schools, especially in the English medium schools. At present time, English medium schools are very popular than Bangla medium schools for learning and teaching English language. Even, I have also a great experience in two mediums, because I was a student of Bangla-medium, and worked in an English medium school. From the overall experience, it has been found that English medium schools of our country always try to apply new theories, techniques, methods, and try to provide effective environment to make their teaching effective. That is why; I have chosen English medium schools for my survey to see that how they are delivering their teaching, and what types of problem they are still facing.

3.1 Methods of data collection

While deciding about the method of data collection to be used for the study, two types of data should be kept in mind -

(a). The primary data are those that are collected by the researcher for the first time through survey. For example-

- Observation method,
- Interview method,
- Through questionnaires, etc

(b). According Kothari (2004), the secondary data are those which have already been collected and analyzed by someone else. Secondary data can either be published data or unpublished data (p. 111). Usually the examples of published data are-

- Technical and trade journals
- Books, magazines and newspapers
- Reports prepared by research scholars, universities, economists, etc. in different fields
- Public records and statistics
- Historical documents and other sources of public information

Unpublished data can be found in diaries, letters, unpublished biographies, etc., and can also be available with scholars and research workers, trade associations, labour bureaus and public/private individuals and organizations.

For the study, primary data have been used in survey. Observation method and questionnaire- these two methods have been applied for data collection.

3.2 Research design

This part discusses about the research design in details:

Procedure:

It is mentioned that the purpose of the research is to find out what an effective teaching procedure should be for ESL learners and in our schools, especially in English medium schools, how much they follow and apply. For that, questionnaire (to English teachers) and observation method have been used to collect data. In order to collect data, questionnaire was sent to 15 participants, and they all were English teachers of English medium schools. Some English classes of an English medium school were also observed. The data were collected following the proper procedure with the permission of the Principals and respective English teachers of the English medium schools. At the beginning of the data collection, it was made clear to the teachers and students that it is a voluntary work, and the data will be used for research purpose.

3.3 Questionnaire

It is very popular method for data collection, particularly in case of big enquiries. Kothari (2004) has stated that in this method, the researcher usually sends a questionnaire to some persons concerned with a request to answer the questions before returning the questionnaire (p. 100). The respondents have to answer the questions on their own. In any questionnaire, there are two types of questions: closed questions (i.e., of the type 'yes' or 'no') and open questions (i.e., inviting free response).

- Closed questions are the structure questions which according to Seliger and Shohamy (1989) require the subject to mark responses, to check agreements or disagreements, or to select among a number of alternatives.
- In open questions, data are more descriptive in nature.

The questionnaire that has been used for collecting data contains only open questions. In the questionnaire, there are fifteen questions on effective teaching for ESL learners and it has been developed only for English teachers of English medium schools. The questions of the questionnaire are discussed below-

Question- 1

The requirement of the question is to find out teacher's opinion or view on effective teaching for ESL learners.

Question- 2

This question focuses on the key factors of effective teaching for ESL learners. Here, English teachers shared their views and mentioned some important factors on this point.

Question- 3

This question represents the teachers' view on which qualities should exist in an English teacher.

Question- 4

The main target of this question is to find out the techniques and methods that English teachers are applying in their teaching.

Question- 5

This question is based on relationship between a teacher and students, and enquires what type of relationship exists in an ELT classroom.

Question- 6

For teaching and learning, environment plays an important role. In our country, English teachers face so many problems. This question will help to find out the problems, and also teachers' views on appropriate learning and teaching environment.

Question- 7

In our country, most of the teachers follow the traditional way of teaching. The requirement of the question is know how many teachers changed their view and accepted the modern way of teaching of English language.

Question- 8

According to the English teachers, this question exerts on which one is more effective – group and pair work or individual work and why.

Question- 9

This question focuses on seating arrangement of the classroom, and also helps to find out that how group or pair work is formed in the classroom.

Question- 10

This question is based on the techniques which are used to motivate those students who are weak and feel shy in speaking English in the classroom.

Question- 11

The question exerts the English teachers' view on effective feedback.

Question- 12

The target of the question is to find out the techniques that are being used to get more feedback from the students.

Question- 13

This question is based on four language skills, and helps to find out how our English teachers teach English language to their student by using the four skills.

Question- 14

This question is based on teaching equipments. The requirement of the question is to find out that the given equipments are really being used or not during teaching English language.

Question- 15

The target of the question is to exert that how our teachers prepare their lesson plan.

3.4 Observation Method

Observation is way of gathering data by watching behavior, events, or noting physical characteristics in their natural setting. Mason (1996) defined this method in this way-

“methods of generating data which involve the researcher immersing [him or herself] in a research setting, and systematically observing dimensions of that setting, interactions, relationships, actions, events, and so on, within it” (as cited in Mackey & Gass, 2010, p. 175)

Observations can be overt (everyone knows they are being observed), or covert (no one knows they are being observed and the observer is concealed). Observations can also be

either direct or indirect. In direct observation, the researcher him or herself watches interactions, processes, or behaviors directly, and in indirect observations, the researcher watches the results of interactions, processes, or behaviors.

Observation procedure

For the research, observation method is necessary. Because through observation, it is possible to know actually how English teachers of the English Medium Schools are taking their classes. It was direct observation.

For observation, a well-known English Medium School was selected. With the whole-hearted support from the principal of the school, the respective English teachers and the students, I myself observed about ten different types of English classes (from std- ii to class- viii). To observe the English classes from the junior level to the senior level, a fixed schedule was given for two weeks. I followed the specific schedule, and attended all the English classes. The duration of each class was forty minutes. By sitting at the last seat, the English classes were observed, and important notes and reports were taken. In this way, data were collected through observation process, and it took only two weeks.

Chapter- IV: Finding and Discussion

This chapter will present the findings and the results of the study. The data have been collected through questionnaire and observing some classes. In this chapter, I will describe all the analysis that I have found from the data, and discuss the major findings of the study.

4.1 Analyze questionnaire

Each question of the questionnaire is discussed below in detail.

Question: 1

According to your perspective, what is effective teaching?

The word 'teaching' has a depth and it must be effective. If a teacher provides a proper way of teaching, students will acquire proper knowledge. In English speaking, writing, reading and listening, we observe so many lacking in our students because of not providing teaching in an effective way. That is why; this question has been asked to find out what our English teachers think about effective teaching for ESL learners. And each teacher has expressed his or her view on their own way. Some of our respective teachers have given the definition of effective teaching in this way-

- A combination of both teacher and student participation in the discussion of a class.
- A proper combination of teacher, students, techniques and methods, equipments etc.
- Effective teaching is what in which teacher and learners participate. The teacher should use the aids, materials such as board, visual materials to make a class effective.
- If the purpose of a lesson is obtained, we can say the lesson is effective.

- A teacher should facilitate a successful learning for every learner. Just presenting information to the students does not ensure learning. We need to get the students involved in identifying their needs and outcomes by choosing appropriate teaching method.

From the above statements, it is clear that an effective teaching is a combination of participation or interaction of teacher and students, appropriate methods, techniques and activities, equipments and a proper lesson plan.

Question: 2

What are the key factors of effective teaching?

From the definition of effective teaching, we can know that the important elements or factors of effective teaching are teacher, students, environment, resources, teaching methods, etc. Through asking this question, our English teachers have also pointed out some important key factors and these are given below-

- Teachers' knowledge, enthusiasm and responsibility for learning
- A proper teaching and learning environment
- An effective way of controlling the class
- Effective methods and techniques
- A friendly relationship between teacher and students that makes their discussion lively
- Students' participation
- Classroom activities that make their lessons interesting and encourage learning further
- Teaching and learning aids and materials

- Clear verbal and written communication
- Effective interaction between the teacher and the students
- A proper lesson plan
- Cultural norm and restrictions

Question: 3

To be an effective teacher for ESL learners which characteristics/qualities should exist in an English teacher?

Without an efficient teacher, language teaching in effective way is totally impossible. The requirement of asking the question is to find out English teachers' view on this point. According to them, an English teacher must have some important qualities, and these are as follows-

- Knowledgeable as well as proper knowledge on the subject
- Professional efficiency
- Progressive and thirst for knowledge
- Impressive personality
- Open minded and flexible
- Good sense of humour
- Impressive verbal delivery
- Understanding students' level
- Expert in classroom management
- Correct body language
- Ability to address the students as a whole class
- Role play as friend, guide, leader and inspirer

- Some moral qualities and values such as honesty, transparency, creativity, politeness, patience, responsibility and discipline.

Question: 4**What type of methods and techniques do you use during teaching English language?**

The purpose of asking this question is to find out the methods and techniques that are being followed by our English teachers. In this question, the English teachers have represented those methods and techniques that are being followed, and applied when they teach their students. The methods are as follows-

- Grammar Translation Method (lecture based)
- Communicative Language Teaching (communicative)
- Direct Method
- Presentation- practice- production
- Task based learning
- Visual Activity Kinesthetic
- Concept Checking Question
- Total Physical Practice

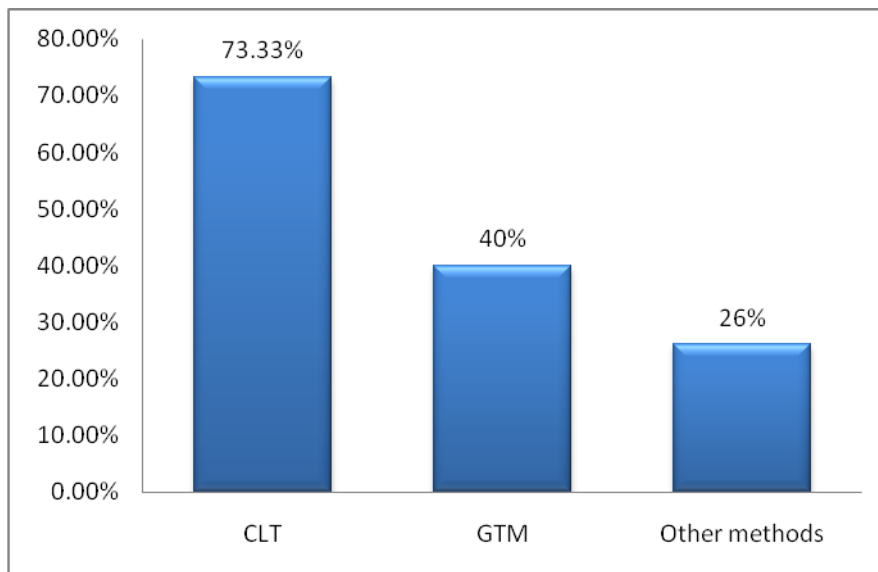


Figure: Use of teaching methods

If we look at the above chart, we will notice that 73.33% teachers use communicative language teaching method, 40% teachers use grammar translation method and 26% teachers follow other methods.

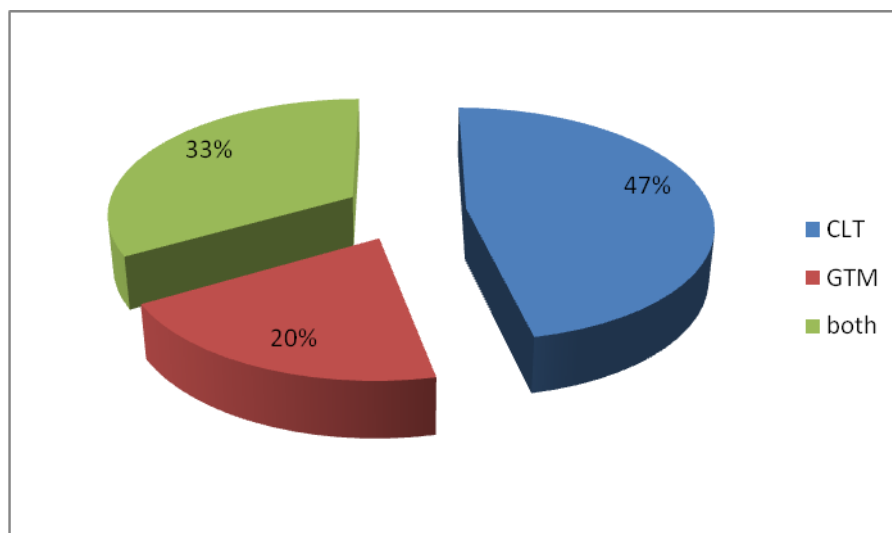


Figure: Use of CLT and GT method

After analyzing, we notice that most of the teachers prefer communicative based teaching, known as CLT to lecture based teaching, known as GTM. But some do not want to ignore lecture based teaching totally. According to them, it depends on situation, topic, students' level and number of students. Based on this analysis, the above chart has been made where we will notice that 47% teachers use and support CLT method individually, 20% teacher use GT method individually and 33% teachers support both methods.

In an effective teaching, using of proper techniques is very important. Because technique is a way by which a teacher can present or describe a particular topic to students properly. On the other hand, students can easily understand what their teacher wants to say. There are so many techniques, but according to the teachers, they use different types of techniques based on topic, situation, students' level, etc. The techniques that are being followed, are given below-

- a) Pair or group work
- b) Project or assignment
- c) Questioning technique
- d) Using real life example or external resource
- e) Discussion (group or pair or whole class)
- f) Role playing
- g) Use of board
- h) Brain storming
- i) Presentation (power point or movie clip or topic based)
- j) Showing movie clip or images
- k) One student helps another student who is weak

Question: 5

The key elements of a class are teachers and students. So what type of relationship should exist between them?

This question has been asked to focus on relationship between a teacher and students. In past, a teacher followed traditional way of teaching, and always tried to dominate students to control his or her class. After this survey, we see that now most of the teachers do not believe in dominating attitude. They believe that a teacher must be a good communicator, a fair evaluator, a friend, a strict disciplinarian and even a surrogate parent. Some statements of English teachers that have been collected from the questionnaire are given below-

- In any relationship, there should be openness and with students a teacher must have a healthy relationship. A teacher should be approachable so that his or her pupils can share their feelings with him or her.
- Relationship between a teacher and students should be friendly, co-operative and respectful, but sometimes dominating according to the situation.
- A formal and a friendly atmosphere should prevail so that the students learn to respect their teachers, and also can trust the teachers.

From the above statements, we see that between a teacher and students, there should exist a friendly relationship, but also respectful. A teacher must have knowledge on students' individuality so that a student will never feel shy to ask any question and share his or her feelings. Besides this, respect should be there. Otherwise, students become indisciplined. According to an English teacher, when it is necessary, dominating attitude should be shown. Of course, it is totally based on situation. One of the teachers has pointed out the following points-

- A friendly and good relationship should exist to encourage and motivate students.
- A teacher should be fair.
- A teacher should address students in a pleasant manner and call them by their name.

Question: 6

In our country, a teacher faces a lot of problems. Mention the problems. What type of environment should exist in learning and teaching?

Environment is one of the most important elements of effective teaching. Without a proper teaching and learning environment, an effective teaching cannot be possible. The target of asking this question is to find out problems that teachers are facing and what type of environment they really want for an effective teaching. The teachers have mentioned the following problems-

- Large number of students
- Inappropriate teaching and learning environment
- Shortage of teaching materials and aids
- Lack of facilities like use of internet, projector, sound system, etc.
- Small, untidy, dark, unfurnished, undecorated classrooms
- Have no teachers' training
- Syllabus
- Non co-operative authority
- Limited time
- Relation gap between teachers and students

According to most the teachers, the common problems are insufficient equipments, large number of students, lack of facilities and insufficient space. For that reason, teachers cannot take their classes as they want. Because of large number of students, sometimes teachers become failure to control their class. In a school, all teachers are not equally qualified and experienced. But there is no in-service-training system for their improvement. One of the respectable teachers has stated that the tendency of the students is how to get good marks than learning. As the time is limited, teachers always remain in a great pressure how to complete the whole syllabus before exams.

For a proper teaching and learning environment, they have represented some important points and these are given below-

- A healthy, friendly, interesting and inspiring environment
- Effective rules and regulation
- Sufficient lighting and sound system
- Facilities like use of project, sound system, internet, etc.
- Well decorated and specious classrooms
- Sufficient equipments
- Teachers' training
- A proper educational system

Question: 7

“In our country, most of the teachers follow the traditional way of teaching, which means lecture based class. But at present time, researchers suggest that language education should be more learners centered and communicative.” Do you agree?

Basically, a lecture based class is teacher centered, and a communicative class is learner centered. According to researchers, a communicative class is more effective than a lecture based class. In this analysis, all teachers have agreed with the statement. But among them 20% teachers have mentioned that they do believe, but it is not possible to make the classes learner centered. On the other hand, 80% teachers try to make their classes learner centered. It has been shown in the following chart.

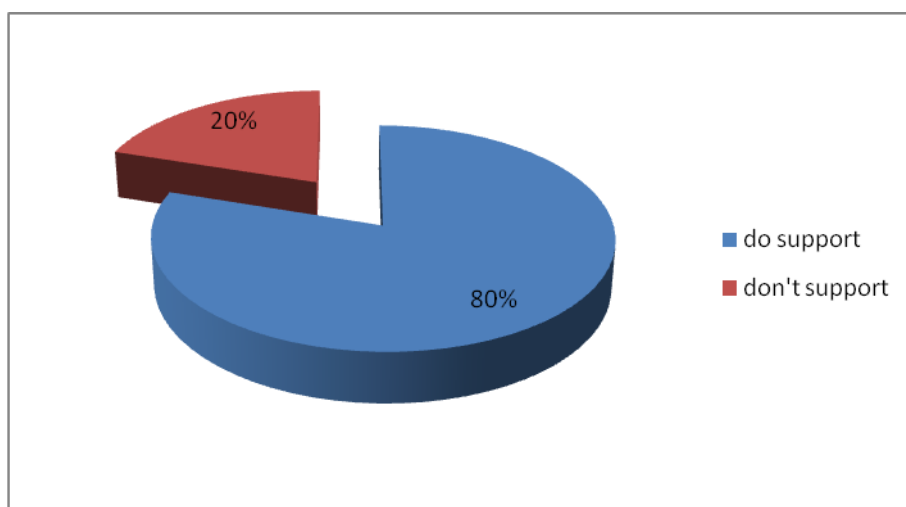


Figure: Learner centered classroom

According to one of the teachers, situation or environment of the class sometimes does not support to make the classes communicative or learner centered.

Question: 8

Group work/pair work and individual work which one is more effective in learning and teaching? Why?

There are different types of interactive activity in learning and teaching. Among them, group work, pair work and individual work are very essential activities. But, according to

linguistics, group/pair work is more effective than individual work. The requirement of asking this question is to find out that teachers do use these activities or not and according to them which activity is more appropriate and workable for teaching and learning. Form this analysis; it will be observed that among fifteen teachers, fourteen teachers have agreed that group and pair work are more effective, and most of the teachers also think that all types of activity are essential.

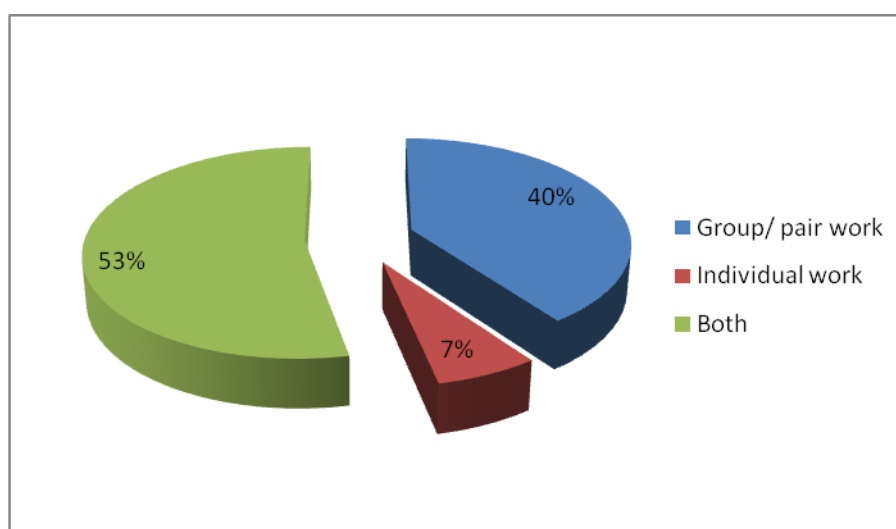


Figure: Use of interactive activities

If we look at the above chart, we will see the result. 40% teachers think that only group/pair work is effective, 7% teachers do support only individual work, and 53% teachers do support both group/pair work and individual work for an effective teaching and learning. The teachers have mentioned some points that prove why group/pair work is more effective and these are as follows-

- It opens up opportunities to learn more quickly and effectively.
- It motivates the students to learn and the students can get more fun in learning.
- It is better for shy students.
- Weak students can learn from the stronger ones.

- It saves time.
- It promotes students centered learning.
- Students learn to co-operate.
- It brings variety to the class.

Therefore, according to some teachers, all types of activity are important, and each can play an important part for different phases of lesson. It depends on the students' proficiency level, type of lesson and number of students.

Question: 9

In your classroom, are the seats fixed to the floor or movable? How do you organize group/pair work?

This question has been asked to know about seating arrangement of the classrooms and also helps us to find out that group or pair work is used or not. Through this data, it will be known that the seats of their classrooms are movable and they arrange chair for each student as their seat. For that, they can arrange group or pair work whenever they need. The teachers follow some ways to form group or pair work and the ways are-

- According to students' skill
- By using cue cards
- By following numbers or serial
- Under teacher's supervision

Among them, two teachers have discussed this point in this way -

- The whole class is made to divide into small groups in any way they choose. In this case, the four stages are followed-
 - a) Forming
 - b) Storming (conflict behavior in the group)
 - c) Norming (group cohesion starts to develop)
 - d) Performing (the group solves a task)
- Some students are selected for a group and a group leader is made who helps the others. Under his command they organize their work. I also help them and provide them real instruction.

Question: 10**How do you motivate weaker students to speak English?**

Because of using as second language, our students get very little chance to speak English without school. Sometimes, some weaker students feel shy to present themselves. In this situation, it is a responsibility of a teacher to motivate them. Through asking this question, our English teachers have been represented out some ways or techniques that they follow to motivate their weaker students and these are given below-

- Mental strength
- Positive drive
- Encourage psychologically
- Reward
- Recognition
- Appreciation
- Enthusiasm

- Presentation
- Creating or giving situation or environment
- Pushing him/her to do something
- Using communicative method

From the analysis, it has been found that in English medium schools, it is a rule to speak English. That is why; students are bound to speak English. For that reason, weaker students can improve themselves slowly and become fluent in English. Some teachers have also mentioned that the best way is not to interrupt while he or she tries to speak in English.

Question: 11

“Effective feedback establishes the learning process in the classroom”- as a teacher give your own opinion.

Effective feedback is one of the key factors of an effective teaching. In this question, each and every teacher has given his or her positive view on effective feedback. They think that it helps the learning process a lots by realizing the current condition, and motivates the learners to more learn. It is highly required to evaluate both teacher and students own performance. According to one of the teachers, feedback from the students obviously helps the teachers to change and improve their teaching method according to the need of the students. Other teachers have stated that it helps him or her to understand whether the students understand the lesson plan properly. On the other hand, students also enable to work on their mistakes, and improve their performance further through effective feedback.

Question: 12**To get more feedback from students which techniques do you apply?**

To get effective feedback from students, teachers follow and apply some techniques. Here the teachers have mentioned some techniques that are being applied to get feedback. These are presented below-

- Questioning
- Discussion- between teacher-students
- Testing- class test and surprise test
- Writing like class work, home work etc.
- Doing instant exercise
- Board work

Among these above techniques, teachers use questioning technique vastly and comparatively for instant feedback. About 67% teachers have mentioned about this technique. Besides this, class test, surprise test, exam, class work, home work and exercise practice are being used and arranged in their regular classes.

Question: 13**How do you teach English language by using four skills?**

To learn English language, learners need to achieve ability into four language skill areas separately. The four skill areas are reading, writing, listening and speaking. The requirement of asking this question is to know how our English teachers develop four skills of students, they do practice on these four skills equally or not, and on which skills they give pressure

mostly. After analysis the data, it has been found that in English Medium Schools, teachers do work on these four skills. But most of the time, they give more focus on writing and speaking skills, especially writing. The activities that they do in the class for developing four skills are as follows-

For writing:

- Creative writings- A teacher provides some creative works that increase students' creativity. The creative writings are story writing, paragraph, essay, argumentative essay, report writing, formal and informal writing, poetry, summary, etc.
- Question answer writing- After reading a short story or a passage or an article, students write answer of some questions.
- Exercises- Students do some grammatical exercises such as filling gaps, matching, choosing the right answers etc.
- Make sentence- Here, a teacher provides some words or phrases, and students make a sentence with each word.
- Picture describing- Here a teacher gives a picture of something, and students write something about this picture what he or she can see in the picture.
- Dictation- In this activity, a teacher dictates a short story or a short passage or a short conversation. At first, students listen each sentence carefully, and then write it on their paper.
- Project work- In this activity, a teacher provides some topics such as traffic jam, environment pollution, globalization etc. It can be a group or pair or individual work. Students choose a particular topic and start work on it. At the end, they have to write a report on the particular topic. Of course they have to present it very beautifully with pictures.

For speaking:

- Drill and chain drill-Through drilling process, students repeat a word or a sentence aloud with their teacher.
- Story telling- Each student comes front and tell a story. Sometimes, a teacher gives some clues, and based on the clues each student tells a story.
- Role play- It is pair work. In this activity, a teacher gives some situations. Each pair selects a situation and does play on this role.
- Asking question answer orally- A teacher asks some questions, and students answer them orally.
- Discussion: Discussion can be happened between teacher and students or between two students. On a particular topic, the teacher discusses with his or her students. Sometimes, the teacher provides some topics, and the students discuss on these topics with each other.
- Presentation- Here, a teacher gives some topics such as importance of internet, tree plantation, traffic jam etc. It can be pair work or individual work. Student selects a particular topic, and presents it in front of all students.
- Debate- In this activities, a teacher arranges a debate competition. Topics are provided before competition. It is a group work. There are two groups and each group shows their arguments.
- Pair/group work: When students do pair or group work, they have to speak English with each other.
- Drama: Sometimes, a teacher arranges a drama or give situation and students play on the drama.

For reading:

- Comprehensive works
- Reading text book or story book or novel
- Reading newspaper

It has been noticed from the data that to develop reading skill, most of the teachers mainly focus on text books and sometimes, provide some comprehensions in work sheets. Very few teachers mentioned about newspaper reading.

For listening:

- Showing movie
- Listening cassette or audio clip or recorder

After analyzing, we notice that most of the teachers have stated that students develop their listening skill through their teacher's lecture. About 20% teachers use listening aids like recorder, video clip, audio clip, projector, etc.

Question: 14

Do you get all facilities to use teaching and learning equipments and aids such as-projector, computer, visual aids, recorder, photocopier etc?

To make teaching interesting and effective, teaching and learning equipments and aids play a very important role. From analysis, we see that according to most of the teachers, school authority provides all kind of facilities to use teaching and learning equipments and aids. A few teachers have stated that they use, but do not get facility to use all equipments. Because it is not possible for all schools to provide the equipments especially projector, computer, recorder, etc. Among them, photocopier is very common, and used vastly in all schools. It has

also been mentioned that to use equipments totally depends on type of lesson, situation, timing and also teacher's willingness. After analysis, we see that two teachers of the same school present different opinion. One has mentioned that he or she gets facility to use all equipments, and tries to use them in the class. On the other hand, another one has disagreed.

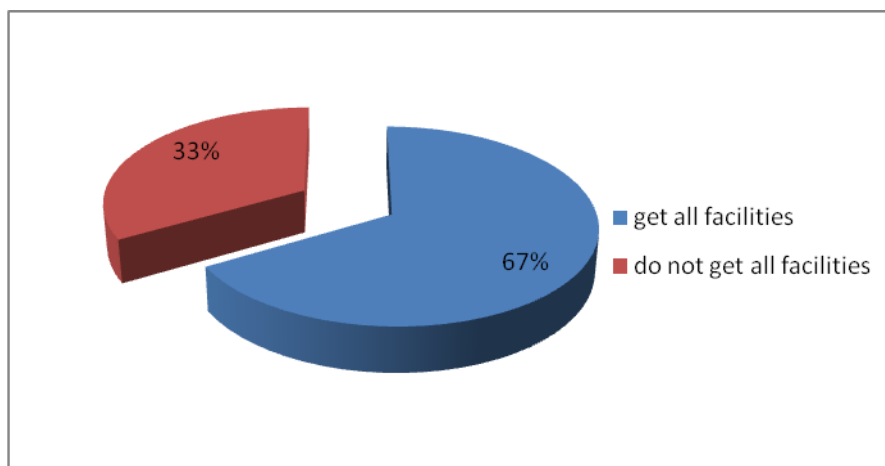


Figure: Facility of using teaching and learning equipments

From the above chart, we will notice that 67% teachers get facility to use all equipments, and try to use them in the class. Again 33.33% teachers get facility to use few or selected equipments.

Question: 15

Is lesson plan important and why? How do you plan a lesson?

A proper lesson plan is part of an effective teaching. Through the analysis, it is noticed that all teachers follow a particular lesson plan. One of the English teachers has stated the definition of lesson plan in this way- 'A lesson plan' is an outline of a particular lesson which the teacher prepares before taking the class. It contains what will be taught, how will be it taught and with what it will be taught.

Some teachers prepare lesson plan week ways and some term ways. But most of the teachers prepare their daily lesson plan. As each class takes 40 minutes, all teachers do plan how he or she will finish a particular topic within 40 minutes. That means, everyday they prepare themselves for a particular topic before going to a class. One of the respectable teachers has stated that she makes her lesson plan focusing on the aims and objectives of the lesson, various teaching strategies, resource and differentiation. Another teacher has mentioned the components of a lesson plan and at the end she has drawn a chart of a lesson plan:

- Objectives
- Procedures
- Materials
- Possible problems
- Introduction
- Presentation
- Production
- Conclusion

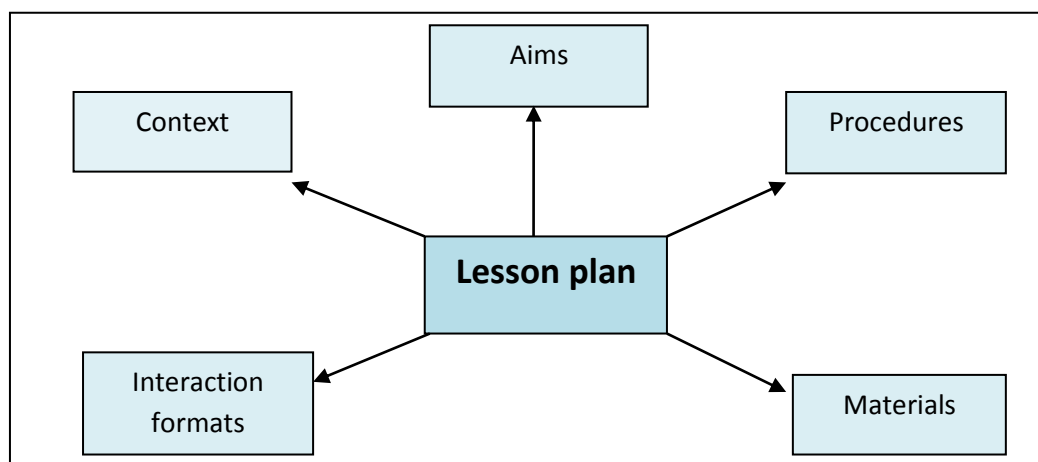


Figure: The components of a lesson plan

4.2 Analyze observation process

To observe English classes, I chose an English medium school. Here, all classes are divided into three levels -

- Junior level- from std-i to std-ii
- Mid level- from std-iii to std-v
- Senior level- from std- vi to std-x

I tried to observe some classes from each level as possible as I could. Three different types of class for the English subject are shown in each class routine.

- English Literature class- based on short story, novel, drama, poetry etc.
- English Language class- based on grammar.
- Creative Writing class- based on creative writing works such as essay, paragraph, story writing, poem, formal and informal letters, summary etc.

At first, I selected the senior level English classes for observation. During observation, I realized that in this level, the teachers were more focusing on syllabus than teaching English language, because the students had already become much expert in English language by that time. Each and every student could speak, read, listen and write quite well. In the creative writing class, the teacher was teaching them better English writing, and the students were trying to enrich their English. Then, I went to the junior and the mid level to observe some classes. In the junior level, I observed that the teachers were trying how to teach English language in an effective way. They were giving their labour to build up the foundation of English language of their students. In the mid level, the base of English language of the students was becoming stronger and besides this, the teachers were also trying to teach them better English.

During observation, I noticed some important points and they are as follows-

- **Classrooms:** All classrooms are in medium size. Sufficient light has been seen. But except the junior level classrooms, most of the classrooms are not well decorated, well furnished and neat and clean. Air conditioners do not work properly all time. There is no sound system and projector in the class.
- **Seating arrangement:** In each class, seats are moveable and arranged as like lecture based class. The seating arrangement of the classrooms looks like the following pictures-

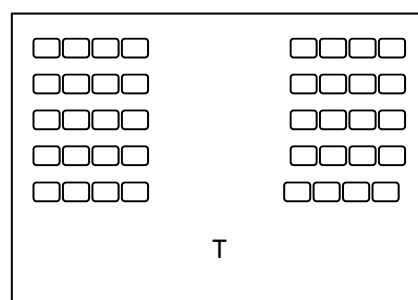
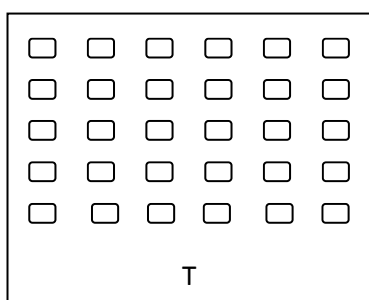


Figure: The junior or the mid level classrooms **Figure: The senior level classrooms**

- **Number of the students:** In most of the classes, there are 20 to 25 students. Large number of classes that means over 30 has been seen in the senior level.
- **Class control:** Class control is mostly seen in the junior level and the mid level, and the teachers apply some techniques. In Std- ii, iii and iv, the teachers count from 1 to 20 and in this time, the students arrange themselves and their seats properly according

to their teacher's instruction. After that, the students give full concentration on their teacher for learning lessons. In the senior level, most of the teachers try to control their classes through shouting, and the students, especially back seated, disturb too much by talking to each other. At the end of their classes, they cannot teach their students properly, and fail to reach their goal. But some teachers control their classes by remaining the students standing for 2 minutes, or sometimes the teacher pretends that now he or she is going to take a surprised test on present topic. The teachers also use firm or strong voice, gesture and facial expression and always call their students by name to control and get their attention.

- **Use of teaching materials and equipments:** In school, all teachers always follow course or syllabus books, and sometimes use reference books as published material. As teaching equipment, the classroom board is used vastly for writing, drawing picture, and students' participation. Except it, the teachers provide lecture sheets, worksheets and pictures based on lesson. Sometimes, the teachers show film in the literature classes based on lessons.
- **Methods and techniques:** Based on situation and lesson topics, the teachers usually choose methods and techniques. Sometimes, the direct method or CLT method or the traditional method is being applied in a class. But a teacher does not follow any particular method properly and accurately in a particular class. Sometimes, a combination of some methods is seen in a class.

Comparatively, in the junior and the mid level, the teachers take their classes in an effective way as possible as they can, and demonstrate the lesson through applying a

particular method or technique. For example- in a creative writing class, the topic was paragraph writing on bedroom. To make the task easy, the teacher used meditation technique. Through meditation, the teacher brought the students into their own bedroom, and set up a picture of their bedroom in their mind. In sentence making task, the teacher asked the students to make an interesting sentence, and helped them by providing new words and clues or showing real life objects and pictures, and also corrected them by elicitation. In question answer writing class, the teacher provided questions only after reading a story, and told the students to find out the answers and write them down.

The direct method is used most of the time in the class. Communicative method is also seen mostly in the creative writing classes. In the senior level, the lecture based class is followed by a few teachers and grammars are taught deductive way. But in maximum language classes, teachers teach grammar inductive way. Vocabularies are selected based on the reading texts used, and words are taught through dictionary study and memorization. Teachers demonstrate the lessons by using realia or drawing pictures or giving real life examples.

- **Teacher-student interaction:** A friendly and respectful relationship between teacher and students are mostly seen in the junior and the mid level classes. And in the senior level, some teachers want to be the authority in the class. But it is very common to see in every level that the whole class works or interacts as a group. Most of the time, the interaction between the teacher and the students is like partners as shown in the following picture.

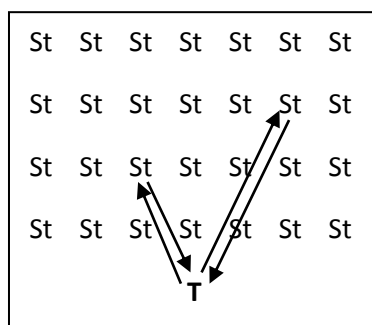


Figure: Interaction between teacher and students

The teachers interact with the students by asking different types of question. For everyday classroom work, all students perform or solve exercises individually. Group or pair work are seen when teachers give them a project or assignment on a particular topic.

- Teacher's personality:** The teachers are knowledgeable, and have attractive personality, open minded and flexible, good sense of humour, impressive verbal delivery, knowledge on students' level, and class management. Some teachers always keep smile on their face and are very friendly. Every student loves them very much. But there are a few teachers who sometimes, present themselves a rude way, and the students feel bored in their class.
- Speaking skill:** As it is an English medium school, all levels of students are bound to speak in English. The authority and the teachers are very much strict about the rule. So, the students get a proper environment to improve their speaking skill as long as they stay in the school. Sometimes, at the end of the class, the teachers call some students one by one in front of the class to say something on a particular topic or

arrange debate and short drama. In class hour, students always do discussion and speak in English.

Writing skill: To develop the writing skill of all students, the teachers offer a lot of writing activities in every class based on types of lesson such as question answer writing, different types of exercises, sentence making, picture describing, dictation, project work, etc. The authority also includes a creative writing class in the class routine for each level of students. In creative writing classes, the teacher provides some guided or unguided or process writing such as story writing, paragraph writing, descriptive or argumentative essay writing, report writing, formal and informal writing, poetry, summary, etc. Before writing, they discuss with their teacher. The teachers use brain storming process, and teach about cohesion, coherence, topic sentence, etc.

- **Reading skill:** For developing the reading skill, the teachers focus on text reading. Extensive reading is seen in the literature classes. Sometimes, the teachers also provide some comprehensive works. Through this type of work, students learn about skimming and scanning process.
- **Listening Skill:** For developing the listening skill, the teachers do not provide any specific activities, or do not take any special classes. The students develop this skill through hearing lecture of the teachers.
- **Monitoring:** Active and discreet monitoring are seen in the classes. During teaching or work, the teachers move the whole class, and observe the students and their

activity; especially the weak students. Through it, the teachers solve the students' problem, offer advice, and correct them. But, sometimes, a few teachers avoid monitoring for large number of students. In this case, a teacher comes into the class, delivers his or her lecture, gives homework, and then leaves the class.

- **Feedback and correction:** All teachers ask the students different types of question to get feedback. Besides, writing feedbacks are seen such as solving instant exercise, class work, home work, etc. In every step of teaching language, the teachers take feedback to clarify that the students can understand or not. Correction is a part of feedback. So, all types of correction such as self correction, student-student correction and teacher correction are seen based on situation. Self correction is mostly in the junior and the mid level. For example- when a student asked the teacher the correct spelling of 'decorate', the teacher pronounced it part ways like 'de'- 'co'- 'rate' and then the student could understand the correct spelling of the word. Sometimes, the teachers use some strategies to get feedback and also to correct- recast, elicitation, repetition, and clarification request. Teachers also show real life objects and give some clues for correction. In the senior level, some teachers like to provide answer directly.
- **Instruction:** Instructions are clear, short and expressed in simple language. During instruction, the teachers use eye contact, establish gesture, and also speak in firm voice. Sometimes, the teachers also use visual and written clues.

- **Lesson plan:** Before entering the class, all teachers have a specific daily lesson plan. According to this plan, they take their class, and try to reach their goal. Their timing is good and accurate.

4.3 Discussion

In chapter- 2, the definition of effective teaching for ESL learners has been described thoroughly. And in this chapter, through the collecting data I have presented in our country how English language students are being delivered by the English Medium Schools. If I compare my analysis with the actual effective English language teaching, I will get some similarities and some dissimilarities between them. Even, in the questionnaire, teachers' response is quite satisfactory, but after analyzing the observation process, I have got some differences. Some major findings that will show weaknesses of teaching of our English teachers and teaching system are described below-

- In the questionnaire, the main characteristics that should exist in an English teacher have been found. But, during observation, I have seen that there are a few numbers of teachers who are not well trained in ELT. They have lack of knowledge on all sectors of teaching such as class management, discipline, interaction between teacher-students-students, feedback and correction, methods and techniques, activities, etc.
- For ELT, different types of method were invented. In the questionnaire, about all teachers have mentioned only the GT method and CLT method, except a few teachers. Because they have little knowledge on methods. In the observation, I did not see the proper use of a particular method in a class. Because of types of lesson, situation and timing, combination of some methods has been seen in a class. In both

questionnaire and observation, some common techniques have been found that are being applied everyday in the classes.

- In data analysis, a friendly and respectful relationship between a teacher and a student has been seen that actually should exist in ELT. But during observation, distance has also been noticed in relationship because of strict and rough attitude of some teachers.
- In ELT classrooms, various types of effective seating arrangement have been shown in chapter- 2. But in data, only lecture based seating arrangement has been seen because of large number of students. In spite of having moveable seats, students most of the time do their activity individually. Though the teachers have agreed that group and pair work are more effective in the questionnaire, it has been noticed in the observation that these activities are not arranged in the daily classes.
- For effective ELT, interaction between students should be increased, but here only traditional way of interaction; that means teacher-students interaction is noticed in all classes.
- In chapter- 2, it has been mentioned that to increase ESL learners' language ability, four language skills are most important, and each skill has a specific process to teach. In the observation, I have observed that none of the teachers follows the correct process of teaching any skill. After analyzing both types of data, it is noticed that the main focus of teachers is how to develop students' writing skill, and then put a little attention on speaking. But for listening and reading, there is little scope. In every class, the teachers try to integrate skills by organizing various types of activities. In questionnaire, all teachers have pointed out different types of activities of the four skills that are really very effective.
- It has been explained in chapter- 2 which teaching materials and aids can make English language class more effective. Through data analysis, it is known to us that

shortage of teaching equipments is one of the main problems. Some common and selected equipments are used regular in the classes. Modern equipments are not available in all schools. Besides, some teachers do not use them inspite of getting opportunity.

- Data analysis also shows that because of large number of students and limited timing, the teachers do not get chance to monitor and correct all students in a class. Sometimes, to get feedback from all students and interaction between students are totally impossible.

After analyzing data, some factors or problems are found that always make obstacle for effective ELT. Some are already mentioned the above points. Besides, the other factors are- lack of facilities like use of internet, projector, sound system etc.; small, untidy, dark, unfurnished and undecorated classrooms; have no teachers' training; syllabus; and non co-operative authority.

During observation, I have noticed that effective ELT and EL teachers are seen in the junior and the mid level classes. And the most efficient English teachers are assigned for these levels' students to build up their English proficiency. They apply the effective methods and techniques for their students. In the senior level, most of the teachers follow the traditional way of teaching. After that, the teachers of this level try to teach the students better English language and also enrich their knowledge.

During observation, it has also been noticed that the teachers always try to bring out the students' creativity though activities. They do not provide answer of any question or exercise. Rather they help the students to understand the gist of the topics so that they can write and do. They do not believe in memorization process. The strategies of monitoring and feedback

are used in a proper way. A proper lesson plan is followed to take a class. Integrated skills activities that are being used in the English classes are very effective to develop students' language skills.

In spite of having so many problems and lacking in the teaching methods and techniques of teachers and our educational system, the English Mediums Schools are trying to deliver English language teaching (ELT) in an effective way, and the students are also improving themselves day by day. It will be wrong if I tell that they are not trying.

Chapter- V: Conclusion

The target of the study is to find out the definition of effective teaching for ESL learners, and how much the English teachers of the English Medium schools are delivering their teaching in an effective way. To fulfill the target, a survey has been done and data have been collected through questionnaire and observing some English classes of an English Medium school. Through questionnaire, the researcher has found out what our English teachers think about effective teaching for ESL learners, and how much knowledge they have on ELT. The observation process has helped the researcher a lot to find out how our English teachers teach English language to students; the ways, activities, methods and techniques that they have mentioned in the questionnaire are really being applied in the classes; and what type of obstacles they are facing during teaching English language. It is true that the researcher needed to observe so many English Medium schools for this study. But, because of not having any source and time, the researcher was compelled to observe only one school. In spite of that, the researcher has got an overall idea on ELT in English Medium schools of Bangladesh.

At the end of the study, the researcher has found the definition of effective English language teaching (ELT). The researcher feels that 'teaching' is not only a simple word but also has a depth that consists of so many elements such as teacher, students, classroom environment, methods, techniques, materials and aids, a lesson plan, etc. So, it is said that effective teaching is a combination of all these elements. And the theory of effective English language teaching is same. To teach English language for ESL learners is not simple job.

After analyzing the data, the researcher has noticed and found a great change in English teachers and teaching also. In Bangladesh, the teaching system is traditional, and the English teachers like to follow the traditional way of teaching. But the English Medium Schools of our country are trying to adapt to modern theory, and delivering their teaching applying effective methods and techniques. In this process, the students are learning English language, and improving also. Our students always ask a question- ‘How can I improve my English?’ It is true, the English teachers of English Medium schools are trying to solve this problem, but some weakness of teaching of English teachers and system are still noticeable.

During observation, the researcher has realized that the main problems or obstacles for delivering teaching in an effective way are large number of students, insufficient equipments and short timing. Because of these problems, it is very difficult for a teacher -

- to establish a method that he or she wants to apply;
- to monitor all students in short time;
- to get feedback from all students;
- to arrange seating in various way according to activities;
- to engage all students in group or pair activities in everyday class;
- to increase interaction between students;
- to establish the strategy of language skills in a proper way without getting facility of teaching equipments such as OHP, recorder, video, computer, sound system, etc.

On the other side, effective ELT also depends on a teacher’s individuality. For English language teaching, an English teacher must be -

- sincere, honest, responsible, polite, and patient.
- knowledgeable on the subject.

- a good learner also. A teacher learns not only through studying books but also through teaching.
- a facilitator who establishes a situation for communication through activities, and helps students by advising, giving answer of their questions and monitoring their performance.

During observation, the researcher asked a question to some students - Who is a good English teacher? The students answered that he or she is a good English teacher who is knowledgeable, and teaches us in friendly way. Based on this students' statement, the researcher has observed the classes and found that some teachers do not want to show their friendly nature. To control their classes, they prefer to be strict. But students do not enjoy their class so much. They feel bored, and try to make some disturbance in the class. The researcher has also found that except a few teachers, most of the teachers have very little knowledge on ELT. They do not know the proper techniques to control classes, to monitor, to give instruction, and to get feedback, and also have no knowledge about the method, techniques and activities of ELT. Therefore, it is very necessary to arrange special training for those teachers.

At the end of this conclusion, it is said that although there are so many obstacles, the English Medium schools are trying to maintain the circumstances and deliver good teaching in English language. Students are benefited from the schools as well. But, we need more improvement in ELT of English Medium schools of Bangladesh. It is expected that the findings of the study will help to enrich the field of English language teaching (ELT) practice of Bangladesh in future.

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Appendix- I

Teacher's name: _____

School's name: _____

Medium: English medium

Class: _____

-
1. According to your perspective, what is effective teaching?

2. What are the key factors of effective teaching?

3. To be an effective teacher for ESL learners which characteristics/ qualities should exist in an English teacher?

4. What type of methods and techniques do you use during teaching English language?

5. The key elements of a class are teachers and students. So what type of relationship should exist between them?

6. In our country, a teacher faces a lot of problems. Mention the problems. What type of environment should exist in learning and teaching?

7. In our country, most of the teachers follow the traditional way of teaching, which means lecture based class. But at present time, researchers suggest that language education should be more learners centered and communicative. Do you agree?

8. Group work/ pair work and individual work- which one is more effective in learning and teaching and why?

9. In your classroom, are the seats fixed to the floor or movable? How do you organize group work/pair work?

10. How do you motivate weaker students to speak English?

11. "Effective feedback establishes the learning process in the classroom"- as a teacher give your own opinion.

12. To get more feedback from students which techniques do you apply?

13. How do you teach English language by using the four skills - listening, reading, writing and speaking?

14. Do you get all facilities to use teaching and learning equipments and aids such as projector, computer, visual aids, recorder, photocopier etc.?

15. Is lesson plan important and why? How do you plan a lesson?
