

**Impact of Classroom Interaction on English Language Learning at the  
Secondary Level of Bangladesh**

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BRAC Institute of Languages (BIL)

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Session: Fall 2013

Submitted in partial fulfillment of the requirements for the degree of

Master of Arts in TESOL,



BRAC University

66, Mohakhali, Dhaka.

**April 2014**

## Declaration

I declare that the Dissertation titled “**Impact of Classroom Interaction on English Language Learning at the Secondary Level of Bangladesh**” is submitted to the **BRAC Institute of Languages (BIL)**, BRAC University in partial fulfilment of the degree MA in TESOL. This paper is the result of my personal investigation; it has not been presented and submitted wholly or in part for any other degree.

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## **Abstract**

The term classroom interaction generally refers to the interaction between the teacher and learners, and amongst the learners, in the classroom. The aim of the study is to investigate how classroom interaction helps the students to learn English language. Earlier studies on classroom interaction focused on the language use by the teacher and learner, the interaction generated, and their effect on language learning. For this research the researcher has used both the qualitative (interview, FGD and observation) and quantitative (questionnaire survey) methodologies. The research said that “Classroom interaction is essential for learning English language”. Interaction is one of the issues occurred in the classroom that have a vital role in learning English language in the context of Bangladesh.

## **Key words**

Activities, Classroom Interaction, Collaboration, Co-Construction, Conversation, Controlling, Development, Discussion, Exercises, Error Correction, Group Work, Hinder, Instruction, Language Listening, Negotiation, Pair Work, Questionnaires, Reading, Speaking, Techniques, Writing.

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## List of Abbreviations

Ask & ans.: Ask and Answer

CLT: Communicative Language Teaching Approach

FGD: Focus Group Discussion

GTM: Grammar Translation Method

GW: Group Work;

IW: Individual word;

KII: Key Informant Interview

NCTB: National Curriculum and Textbook Board

PR: Peer Reading;

PW: Pair Work;

Ss- T: Students- Teacher;

S-S: Student- Student;

S-Ss: Student- Students

Ss-Ss: Students- Students

S-T: Student- Teacher;

T-S: Teacher-Student;

T-Ss: Teacher- Students;

## **Statement of Original Authorship**

I do solemnly declare that this dissertation paper submitted in partial fulfillment of MA in TESOL - 2013 at BRAC Institution of Languages (BIL), BRAC University, Dhaka, is written in my own language. The work contained in this dissertation paper has not been previously submitted to meet requirements for an award at this or any other higher educational institution. To the best of my knowledge and belief, no part of the thesis paper consists of materials copied or plagiarized from any published or unpublished work of other writers and that all materials borrowed or reproduced from other published or unpublished sources have either been put under quotations or duly acknowledged with full reference in appropriate places.

Signature:

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Date :

## **Acknowledgements**

At the very beginning I would like to show my heartiest gratitude to Almighty Allah, the most merciful, most kind and generous to human beings and other creatures. He has graced my life with opportunities that I know are not of my hand or any other human hand and shown me that it's a scientific fact that gratitude reciprocates.

I would like to express my deepest sense of gratitude to my supervisor Prof. A.M.M. Hamidur Rahman, [Prof. of Institute of Modern Languages (IML) Dhaka University] of the course TSL 510 "Dissertation" who has shown me the way of doing research.

I would like expressing my warm heartfelt gratitude and respect to Dr. Sayeedur Rahman (Associate Prof. IML, Dhaka University) Academic Coordinator, MA in TESOL, BRAC Institute of Languages (BIL), BRAC University for his outstanding cooperation and sympathetic attitude.

I would like express my heartiest gratitude to BLC (BRAC Learning Center) authority, trainers and trainees (English teachers of Non-Govt. Secondary Schools) who allowed me to conduct FGD (Focus Group Discussion) which was a very important part of the study.

I am also whole heartedly grateful to the Headmasters, teachers, students and SMC (School Management Committee) of the selected three schools who allowed me to conduct FGD (Students), KII (Key Informant Interview) for teachers and questionnaire survey (students), otherwise the research could not have been carried out.

I would like to express my gratitude from the core of heart to my colleagues who helped me while collecting data and recording interviews.

I would sincerely express my gratefulness to BRAC Post primary basic And Continuing Education (PACE) program for arranging me such a professional degree which will have undoubtedly great contribution to build up my career.

I am deeply grateful to the Director of BIL, faculty along with all teachers of BIL, my dissertation mates, classmates and friends for their inspiration, valuable suggestion and co-operation.

Finally, I wish the friendly environment of BRAC Institute of Language (BIL) to live long that made me aware of many thoughts and ideas of life.

## Chapter 1: Introduction

This chapter has been divided into five small sections. The first section is background of the study and it contains three paragraphs. The second part of the chapter is the context of the study and it has six small paragraphs to state the problem areas. In the third section of the chapter contains two paragraphs dealing with the purposes of the study. In section four, the significance of the study, scope of the study and the definitions are described. In the last section of the chapter there is a brief description of the outline of the thesis. It shows how many chapters the paper has and which chapter deals with which parts of the thesis.

### 1.1 Background:

Language learning and teaching have been the subject of research for many years and many researchers have focused their studies on second language acquisition. From Krashen's Comprehensible Input (1985) to Swain's Comprehensible Output (1995) and Long's Interaction Hypothesis (1996), such researches have made great contributions to second language acquisition. The difference between second language acquisition and foreign language learning lies in that the second language acquirers have opportunities to practice the target language outside the classroom, while foreign language learners only have opportunities to learn English in the classroom. This observation prompted the present study, which explores the efficiency and effectiveness of classroom interaction for learning English language.

"Interaction is the collaborative exchange of thoughts, feelings or ideas between two or more people, resulting in a reciprocal effect on each other. Theories of communicative competence emphasize the importance of interaction as human beings use language in various contexts to 'negotiate' meaning, or simply stated, to get an idea out of one person's head and into the head of another person and vice versa." (Brown, 165)

Collaborative dialogue happens effectively between a learner and another learner or, a learner and an assistant during an interaction. Vygotsky was more interested in the individual's potential level of development than his /her current level of development. Two individuals may be at the same level of actual development as determined by their test scores, but may exhibit different levels of potential development as determined by their differing abilities to solve the same problem with a different degree of assistance

from an adult (Johnson, 2004). Dialogic interaction is the result between learners and other members of their sociocultural world such as parents, teachers, coaches, and friends. According to Vygotsky's theory, learning is an integral activity of learner's self and adult guidance or collaboration with more capable peers. Therefore, collaborative dialogue is knowledge of building dialogue, in which language use and language learning can co-occur. It is language use mediating language learning. It is a cognitive as well as a social activity. The Zone of proximal development (ZPD) has been defined as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers" (Vygotsky, 1978) The concept ZPD contains two features. The first is called subjectivity. This term describes the process how two individuals begin a task with different understanding and eventually arrive at a shared understanding. The second feature is scaffolding, which refers to a change in the social support over the course of a teaching session. If scaffolding is successful, a child's mastery level of performance can change, which means that it can increase a child's performance on a particular task.

### **1.2 Context:**

After the independence of Bangladesh we have seen many education policies at different times. Each and every policy put emphasis on learning English as a foreign language beside our mother tongue Bangla. However, though the teaching and learning of English was given priority, there was a clear instruction about the medium of instruction and it was Bangla. Once we noticed that English was totally eliminated from the syllabus of graduation. Fortunately we could realize the importance of English after almost one decade. English was given due importance in the syllabus and now it is considered as a mandatory course at every level in Bangladesh. In reality, the process of teaching and learning English was for a long time dominated by GTM (Grammar Translation Method) which was not suitable for learning English in our country. After a long time we realized the importance of CLT (Communicative Language Teaching Approach) and the Government of Bangladesh introduced it in 1996-1997 and still it is practiced with a few adjustments. In 2013, a new curriculum was introduced focusing on CLT approach. Before it all skills were given equal importance for practice but for exams only reading

and writing skills are given precedence. Though the new curriculum emphasized all four skills for testing and evaluation system, we do not still have the right environment to implement them. After introducing CLT approach in the education system in Bangladesh different patterns of interaction such as Teacher- student (T-S), Teacher – students (T-Ss), and vice versa; Student- student (S-S), Students – students (Ss- Ss), Student – students (S- Ss), etc. are seen in the classroom rather than GTM prompted Teacher – students (T – Ss) predominant pattern. The aim of this paper is to investigate how these patterns of interaction help English language learning.

It is generally believed that classroom interaction can facilitate students' language development and communicative competence. The most common proposition of the role of classroom interaction is its contribution to language development simply by providing target language practice opportunities. However, professional experience does lead us to believe that effectiveness of classroom language learning has something to do with the nature of classroom interaction. Therefore, many language-teaching specialists attach much importance to it. Their works (for example: Allright, 1984b, 1996; Breen and Candlin, 1980; Long, 1981; Selger, 1977, 1983) present important suggestions for learners' language development over the last few decades.

It is primarily assumed by the researcher as hypothesis of the study that *classroom interaction is essentially one of the issues occurring in the classroom that plays a vital role in learning English as a foreign or second language in the context of Bangladesh.*

(Swain, 2000) Or it (interaction) may be realized in the format of an everyday conversation. Classroom interaction should take the role as collaborative dialogues for its significance in communicative language teaching. Furthermore, it also accelerates the development of SLA if the classroom settings play an effective role as social settings.

Pair Work is a good way to change the traditional teachers' talk that dominates the class. Designing appropriate pair activity is part of teachers' interactive language use in the classroom. Pair work enables teachers to engage students in interactive communication with each other and the teacher within a short period of time, which increases students' interest and willingness to participate. Students in pairs can take turns asking questions and giving answers.

Group activities can also replace the dominant teachers' talk in class and provide a non-competitive atmosphere, a sense of involvement and a sense of equality. When students are comfortable with their peers instead of listening to teachers' introduction of the background knowledge, explanation of the text, they become more confident and take more risks. They learn more in groups where they have more opportunities for using English, discussing the target culture, and gaining additional perspectives on their own culture.

### **1.3 Purposes:**

The study has been done in three non-government secondary schools with a categorization of urban, semi urban and rural, with the intention of finding out the impact of classroom interaction on English language learning at the stage. Beside this, the aim was to identify the related factors that influence interaction in language learning in the classroom. Moreover, this paper aims to discuss a new perspective of classroom interaction, which not only contributes to language development but also co-construction of learners' self and cognitive development. Except the above stated aims and objectives, another purpose of the study is to elaborate the following challenging targets by summarizing current understandings about the role of classroom interaction in English language learning;

To fulfill the objectives of the study some questions usually come to the researcher's mind and the paper is prepared depending on the answers of those questions from the respondents. The general question is: "What are the effects of classroom interaction on learning English language?" More specific questions are: "1. What are the interaction patterns that happen in the classroom? 2. What are the factors that hinder classroom interaction? 3. When do interactions seem most effective in learning a language?". Analyzing answers from the respondents, both teachers and students, (using the research designs both qualitative and quantitative: Interview and FGD of teacher, questionnaires and FGD for the students and classroom observation) it is found that the result supports the hypothesis of the study that is mentioned in the context section of the chapter.



#### **1.4 Significance, Scope and Definition:**

The main aim of the study is to investigate the impact of classroom interaction on English language learning at the secondary level of education in Bangladesh. English is not treated as a second language in Bangladesh, but in many sectors, English is widely used as a means of communication. In our curriculum English has been treated as a foreign language. However there is a huge debate on the status of English in Bangladesh. We may consider the status of English as intermediary between a second and foreign language. In the paper the researcher has used both terms for the teaching of English.

Interaction patterns have significant importance in English language development. It is argued that interaction between teachers and students and also interaction among students facilitates language development and will lead to better language learning. Long (1996) and Gass (2003) have claimed that L2 interaction facilitates learning because, while focused on communicating, learners can receive feedback and get opportunities to make use of that feedback by modifying their output. Moreover, Allwright and Bailey (1991) stated that through classroom interaction, the plan produces outcomes (input, practice opportunities, and receptivity). So, classroom interaction has an important role in the teaching learning process. Though carried out on a limited scale, the present study is expected to play a significant role in the context of English language learning in Bangladesh.

Cambridge International Dictionary of English defines the verb 'interact' as '*to communicate with or react to (each other)*'. New Oxford Dictionary of English defines the noun 'interaction' as a '*reciprocal action or influence*'. Therefore interaction is more than action followed by reaction. It includes acting reciprocally, acting upon each other. It shows us the active and social part of a human being that affects other people. Brown (2001) relates interaction to communication, saying, "*...interaction is, in fact, the heart of communication: it is what communication is all about*". Interaction has a similar meaning in the classroom. We might define classroom interaction as a two-way process between participants in the learning process where teacher influences the learners and

vice versa. Needless to say, only when there is co-operation between both sides can communication effectively take place and learning occurs.

### **1.5 Thesis outline:**

The paper has been structured into six distinct chapters. The *first chapter* is the chapter dealing with introduction. In the introductory chapter the background of the study, context, purposes, significance, scope and definition and outline of the thesis are depicted. In short it can be said that the introductory chapter is the summary of the whole thesis.

In *chapter two*, literature review of the study is given. In this literature review chapter the historical background and research is depicted. . This chapter shows the gray area of previous researches which creates a scope for the present research.

*The third chapter* outlines the research methods for the study by combining both qualitative and quantitative techniques. It also describes the selection of the study area, sample and sampling, the data collection methods (interview, FGD, observation and questionnaire) and analysis procedures along with the limitations of the study in brief.

*Chapter four* of the paper reports on the results of the study. The chapter is divided into three parts. The first part of the chapter is a detailed discussion of the questionnaire results which were obtained from the students. The second part of the chapter presents the results found from the teachers by conducting FGDs and interviews. The third part of the chapter contains a detailed description of classroom observations.

*Chapter five* is named discussion/ analysis chapter. It is actually derived from the previous chapter (result chapter). Individually all findings are discussed in the chapter and interpretation and analysis of data have been attempted through a triangulation process.

*Chapter six* is the conclusion and suggestion chapter. This chapter deals with the concluding statement and recommendation which is the outcome of the whole research.

## Chapter 2: Literature Review

Research focusing on social interactions of the classroom was noticed to be begun in the 1950s and 60s. During the early phase, educationally oriented research into classroom interaction focused mostly on whole class interactions between the teacher and students. Among other things these initial studies revealed typical classroom interaction patterns, of which the most widely known is the Initial- Response- Feedback/ Evaluation (IRF/E) sequence (Cazden, 1986, 1988; Mehan, 1979; Sinclair and Coulthard, 1975). In this interaction sequence, during which the teacher often tightly controls the structure and content of classroom interaction, the teacher initiates the discussion by posing questions. After the student has responded to the question, the teacher finishes the interaction sequence by giving feedback on the student's response. Although the identification of typical sequences in classroom settings has increased our understanding of the interactional exchanges between the teacher and students, and highlighted the unequal communicative rights often present in transmission classrooms, it has nevertheless, been criticized for shedding little light on the communicative functions of interactions and on their consequences for the construction of meaning in the social context of the classroom (Orsolini and Pontecorvo, 1992). Wells (1993) has also shown that, although the exchange structure between the teacher and students may be constant in whole class discussions, its communicative functions, that is, the purposes for which language is used may vary widely. Consequently, the triadic interaction sequence may also be identified in teaching episodes conducted according to a view of learning and teaching as a collective meaning. The gradual change in focus from a transmission model of teaching to learner-sensitive instruction, emphasizing collective negotiation in classroom interaction, went hand in hand with the theoretical shift in perspectives on learning and teaching that began to emphasize the active role of individuals in meaning-making and knowledge construction (Wells, 1999).

Interaction is the heart of communication. It is what we interpret in a context; we negotiate what we receive; we collaborate to accomplish certain purposes. Interaction is the collaborative exchange of thoughts, feelings or ideas between two or more people resulting in a reciprocal effect on each other. Theories of communicative competence emphasize the importance of interaction. As Rodney H. Jones (2006) puts it: "Through

interaction, students can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students in discussions, students can use all they possess of the language – all they have learned or casually absorbed in real-life exchange. Even at an elementary stage, they learn in this way to exploit the elasticity of language” (pp. 269-299). And from the very beginning of language study, classroom should be interactive. “Interaction and interactive language constitutes a major role in EFL teaching, because a teachers’ interactive language can keep an interaction going on smoothly in EFL classroom.” (Ellis, R., & Barkhuizen, G, 2005, pp. 165-227)

In terms of a dialogical approach based on Vygotsky’s (1978) sociocultural theory, learning is to awaken a variety of internal developmental processes that are able to operate only when the child is interacting with people in his environment and in cooperation with his peers. Once these processes are internalized, they become part of the child’s independent developmental achievement. Therefore, classroom needs to reflect as closely as possible outside sociocultural and institutional realities, and classroom interaction involves the components of collaborative dialogue, negotiation and co-construction. Classroom interaction in the target language can now be seen as not just offering language practice, nor just learning opportunities, but as actually constructing the language development process itself. However, not all the forms of classroom interaction are equally productive for language development.

Co-construction is defined as “the joint creation of a form, interpretation, stance, action, activity, identity, institution, skill, ideology, emotion or other culturally-related meaning reality.”(Jacoby & Ochs 1995) According to them and Young (1998), interactional competence involves the knowledge of language that is jointly created by all participants in interaction. All the participants have the responsibility to construct a successful and appropriate interaction for a given social context. Meaning is negotiated through face-to-face interaction and is co-constructed in a locally bound social context.

Ellis (1990) claims in Interaction Hypothesis that when L2 learners face communicative problems and they have the opportunity to negotiate solutions to them, they are able to acquire new language. Negotiated interaction is essential for input to

become comprehensible. It runs counter to Krashen's Input Hypothesis, which stresses that simplified input along with contextual support is the key for comprehensible input.

According to Allright (1984), interactive negotiation should be person-to-person communication since the conditions would be satisfactory. Whenever a reader reads a text, which is analyzed silently, it involves three fundamental processes: interpretation, expression and negotiation --- or their various combinations.

Long's Interaction Hypothesis (1996) posits that interaction on the 'negotiation for meaning'. The frequency of occurrence of the target form brings about salience, negative feedback, and input modifications to increase comprehensibility and content predictability. These processes induce 'noticing' of new forms, new form-meaning connections, gaps in interlanguage, and mismatch between input and output. Long (1996) noted that interaction facilitates comprehension and acquisition of semantically contingent speech and negotiation for meaning. Long stresses the importance of the interactional modifications that occur in negotiating meaning.

Through peer negotiation learners in interactive situations learn and retain more L2 words. As Allright (1984) reports, the learners who negotiated the input achieved higher vocabulary acquisition scores in the immediate post-test, and what is more important, they maintained this advantage over time. Therefore, negotiation should be seen as an aid to L2 comprehension and SLA. In classroom settings, the students' input is modified through negotiation, which does not always lead to their immediate comprehension of meaning but it makes them manipulate the form. There are mainly two negotiated forms in classroom interaction: face-to-face peer negotiation and corrective feedback negotiation provided by the instructor. Some researchers may present three forms of negotiation, which includes self-negotiation. Self-negotiation is often considered a type of self-regulation or construction since it requires a close cooperation between learners and learners, learners and teachers.

A number of research studies conducted in this field and from the interest shown by educators across the world in developing their classrooms into interactive communities, it seems that in many contemporary classrooms social interaction is seen as a valuable tool for learning. The reasons for the growing interest in classroom interactions and more generally, in the processes of learning inherent in social interaction,

reflect a theoretical shift in perspectives on learning and instruction. These have begun to emphasize the social and cultural nature of human learning (Mercer, 2000; Resnick, Levine and Teasley, 1991; Rogoff, 1990). Learning tends to be seen not only as a constructive process that has been taken place in the mind of the learner but also as a process of meaning making and enculturation into social practices. According to this line of thinking, there is a pedagogical need to construct spaces in classrooms that invite and support learners' participation in diverse communities of practice, including specific subject domains and their discourses. On the other hand, classrooms need to be spaces that allow for differences by inviting all participants in the learning community to contribute to the ongoing interaction with their own voices and perspectives (Wells, 1999).

Contemporary views of learning and their pedagogical applications, including student-centered learning activities and collaborative working modes, have been changing the traditional interaction patterns of many classrooms and affecting the roles of teachers and students as communicators and learners. Such learning situations have given students more shared ways of knowing and thinking, and the extended student interactions arising from these environments could be regarded as windows students' meaning making and knowledge construction processes. Consequently, serious attention has to be paid to the pattern and content of students' interactions and how these support or challenge their learning. Moreover, a careful attention has to be paid to the context in which the social interaction takes place and how they contribute to or influence learning practices in the classroom.

## **Chapter 3: Research Design**

The study focuses on impact of classroom interaction on English language learning at the secondary school level in Bangladesh especially in Grade IX English classes. In this chapter the reader will get a short description of the design adopted by this research to achieve the aims and objectives stated in Chapter one. The first section of this chapter discusses the methodology and research design used in the study; the second section details the participants in the study; the third section lists all the instruments used in the study and their justification; the fourth section outlines the procedure used in the study; the fifth section discusses how the data was analyzed; finally, the last section discusses the ethical considerations of the research and its problems and limitations.

### **3.1 Methodology and Research Design**

There are a number of research methods for doing any kind of research, e.g. Experimental, quasi- experimental, correlational, casual-comparative, survey, discourse, case study, action research, etc. The researcher has chosen the empirical research method. To do the research the researcher prepared both qualitative research design which involves data collection procedures that result primarily in open-ended, non- numerical data analyzed by non-statistical methods and quantitative research design which involves data collection procedures that result primarily in numerical data analyzed by statistical methods. The researcher has used a combination of quantitative and qualitative research for data collection and analysis in the research in order to provide a general and satisfactory picture. Quantitative research may be used to fill the gap of qualitative study because it is not possible to the researcher to go more than one place at a time. On the other hand, it is not possible to collect all the issues through quantitative study. Considering the above mentioned situation it is better to say that the research was done by using a mixed method approach.

### **3.2 Participants:**

#### **3.2.1 Population:**

A large number of English teachers and the students at the secondary school level of Bangladesh in grade nine was the population of the study.

#### **3.2.2 Sample:**

As the population is huge, it was not possible to observe, interview, and even administer questionnaire survey on all informants of the population. Sampling techniques was used to conduct the study. The researcher selected three schools from urban, semi urban and rural areas following the random selection criteria. The researcher selected urban and rural schools from Natore district, (Natore sadar and Bagatipara upazilla accordingly) and the semi urban school from Haluaghat upazilla in Mymensigh. The selected sample has been used in the study as representative respondent of the total population. From the above mentioned three schools a total of 92 students of class nine for questionnaire survey, three English teachers for interview, three classes for observation, and 29 teachers for two focus group discussions from different schools from different districts were selected as sample for the study.

### **3.3 Instruments**

As mentioned in the research methodology and design section, the researcher has used both qualitative and quantitative design to get an unbiased result for the study. With a view to fulfilling the objectives of the study the researcher has used a number of research tools supported by the both research design and they are: (i) Questionnaire survey for the students, (ii) interview questions for the class teacher (English), (iii) FGD (Focus Group Discussion) questions for the English teachers, (iv) FGD questions for the students and (v) Classroom observation checklist for finding out the real fact by observing the classroom physically. The questionnaire survey was used for the students because sometimes students cannot express the truth unhesitatingly before the teacher. They can easily express their opinion in the questionnaire survey form which is very important for the study. The interview questionnaire was used to explore the teachers



thinking and intension directly. The classroom observation tool was used to extract the real scenario of the classroom activity and it is helpful for differentiating the teachers speech in interview (idealistic) and the practical (realistic) classroom activities done by the teacher and the students. FGD is really an authentic tool to get the real picture of the respective field. All the research instruments are attached in the appendices.

### **3.4 Procedure of data collection:**

The necessary data was collected from the representative respondents through observation (Classroom), interview (teacher), focus group discussion (Teacher), and questionnaire survey (students). The researcher went to the schools physically for collecting data. For questionnaire survey all the students got a short briefing before filling up the questionnaire. The researcher also clarified all the necessary things for conducting FGD (students) e.g. answering each question one by one, to tell the truth rather than giving a hypothetical/ false answer.

The class teacher and other subject teachers along with the Headteacher were present during questionnaire survey. The researcher got permission for doing this from the Headmaster orally. For teacher interview the researcher got permission from both the interviewee and Headmaster of the respective school orally. With the special permission of the subject teacher the researcher recorded his/her voice with a digital camera. For classroom observation the researcher had taken permission from both the Head Master and the class teacher. For FGD the researcher went to two BLC (BRAC Learning Centre) at Rajshahi and Natore. 15 and 14 English teachers were present there respectively. With the permission the facilitator of the both Learning Centre and the teachers (participants) the researcher recorded the interviews using a digital camera. While recording FGD and interviews one of the colleagues of the researcher helped him to record the conversation between him and the respondents. He also helped the researcher to collect data through questionnaire survey from one school.

The researcher captured all the data either on paper (questionnaire, observation) or recorded on camera for smoothly analyzing the data.

### **3.5 Data Analysis**

All the numerical data has been analyzed and processed manually and through using statistical software. Microsoft (MS) Excel of Office 2010 version has been used for computer based analysis. For qualitative data analysis interpretation mechanism (like reading transcript, listening to the recordings, field note, observation etc.) has been used to interpret them. For interpretation and analysis of data triangulation of different types of data has been attempted.

### **3.6 Ethics and Limitations**

Social research including research in education is concerned with people's lives in the social world and therefore it inevitably involves ethical issues. Ethical issues saturate all stages of research process, beginning with the researcher's choice of topic. Punch (1994) summarizes the main ones as harm, consent, deception, privacy and confidentiality of information. Again Punch (2005) points out that such issues are more acute in qualitative than quantitative approach because qualitative research often intrudes more into the human private sphere: it is inherently interested in people's personal views and often targets sensitive or intimate matters.

As the researcher has used a mixed method approach for this study, he also followed some of the research ethics such as he was very careful while preparing question both structured, semi-structured, open ended to avoid the sensitive issues of the respondents. The researcher has also taken oral permission from the Headmaster, subject teacher and other teachers for interview, FGD, questionnaire survey, classroom observation, etc. He also has made a commitment to the Headmaster, members of School Managing Committee that he will not use the information anywhere except his academic purposes and he will not disclose the information to anybody which might create problems for them. He will maintain confidentiality of the information.

This study has been done mainly on the basis of field survey; questionnaire survey, FGD and information from KII (Key Informant Interview). This study has not covered all population of the selected arena. So the researcher had to depend on answers

given by a small number of respondents. The small number of respondents might not represent the whole population. Moreover, the researcher could not manage enough time for the survey for the extensive study in the mentioned title and its area. So, anyone can study the matter extensively in the area and challenge the general findings of the study.

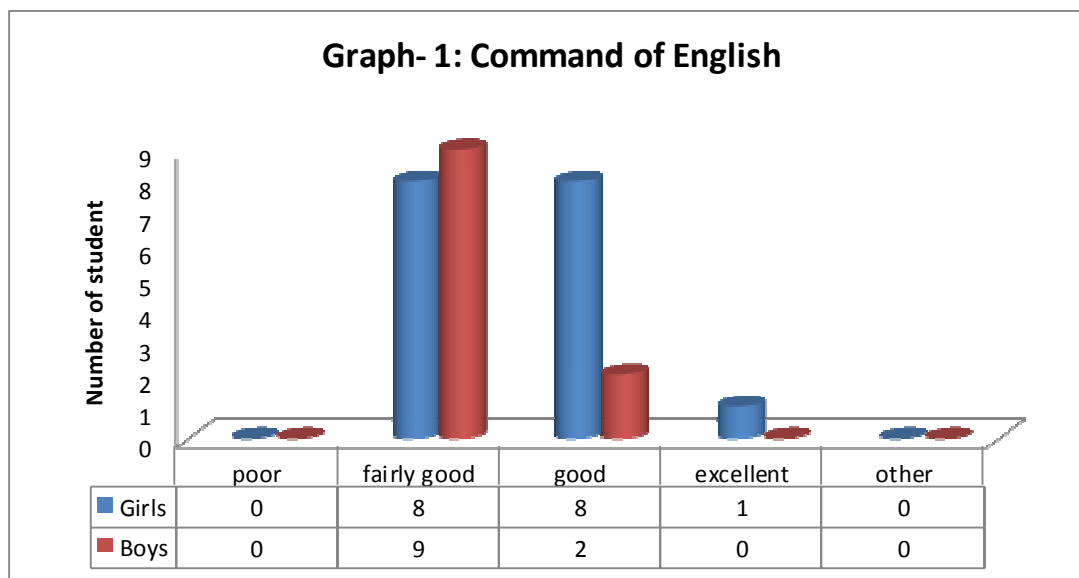
## **Chapter 4: Result**

The researcher selected three schools for the study. In this paper the researcher used questionnaire survey, FGD for the teacher and students both, interview only for the teacher and classroom observation. The selected three schools have different characteristics in terms of different issues. In the first section of the chapter is dealing with the result of questionnaire survey. The researcher prepared questionnaire for the students of class nine and total 92 students participated in the survey. The questionnaire survey tools are given in Appendix A. The second section of the chapter deals with the interview result of the selected three class teachers of three schools. The interview questionnaire is attached in Appendix B. The third section of the chapter deals with the result from FGD (Teacher) and the tools are attached in Appendix C. The result of students FGD is dealing in the fourth section of the chapter and the tools are enclosed in Appendix D. The fifth section of the chapter deals with classroom observation. The tools for classroom observation are given in Appendix E.

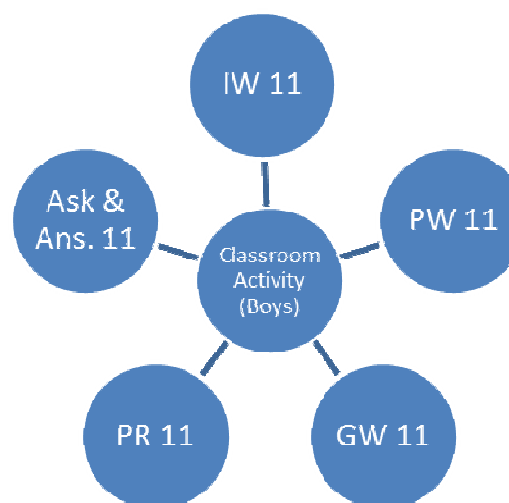
### **4.1 Findings from questionnaire survey:**

#### **4.1.1 School 1:**

In this school there were 28 respondents; out of them 17 were girls. Their age range was 14-16. On an average they have to stay 6 hours a day in their school except Thursday on a week. They also have to spend on an average one hour each day for their English class. All the specific findings are depicted below one by one using graphs and tables.



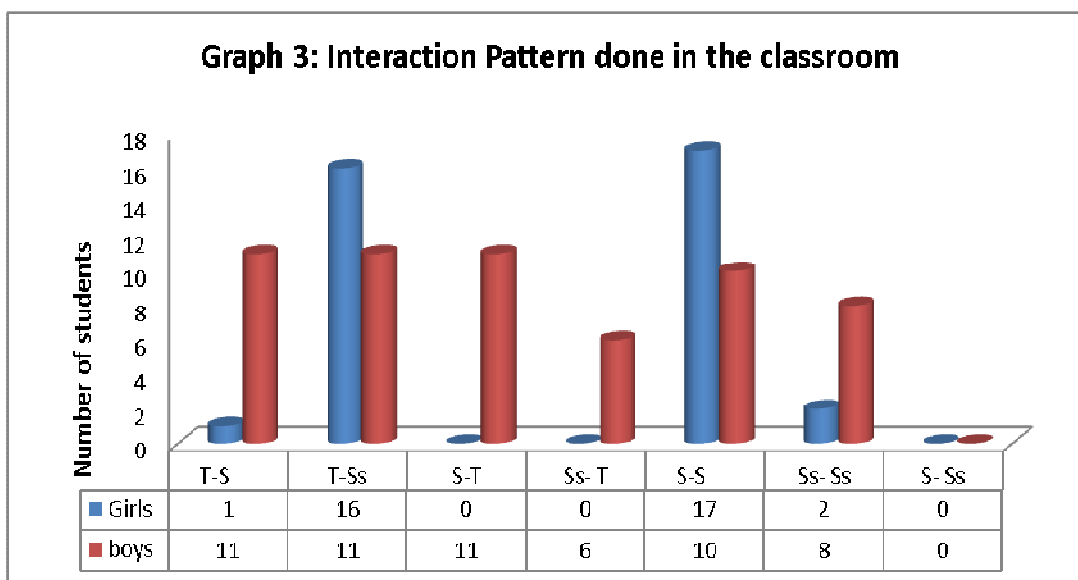
Graph 1 shows students' Command of English. It is observable that there were no respondents who have *poor* Command of English. The number of girls was 8 who have *fairly good* command of English, which approximately 47% of girls and 29% of total respondents. In response to query on *good* command of English, the number of girls was the same. On the other hand 9 boys, means 82% of total boys and 32% of total respondents, have *fairly good* and only two boys indicating 18% of boys and 7% of the total respondents have *good* Command of English. There was only one girl who has *excellent* Command of English indicating 6% of girls and 3.6% of the total whereas there was no boy who has *excellent* Command of English. A good number of the total respondents have *fairly good* Command of English and it was 17 which indicating about 61% and 10 student indicating 36% who have *good* Command of English but only 3.6% of respondent has *excellent* Command of English.

**Graph 2a: Classroom Activity****Graph 2b: Classroom Activity**

Here,

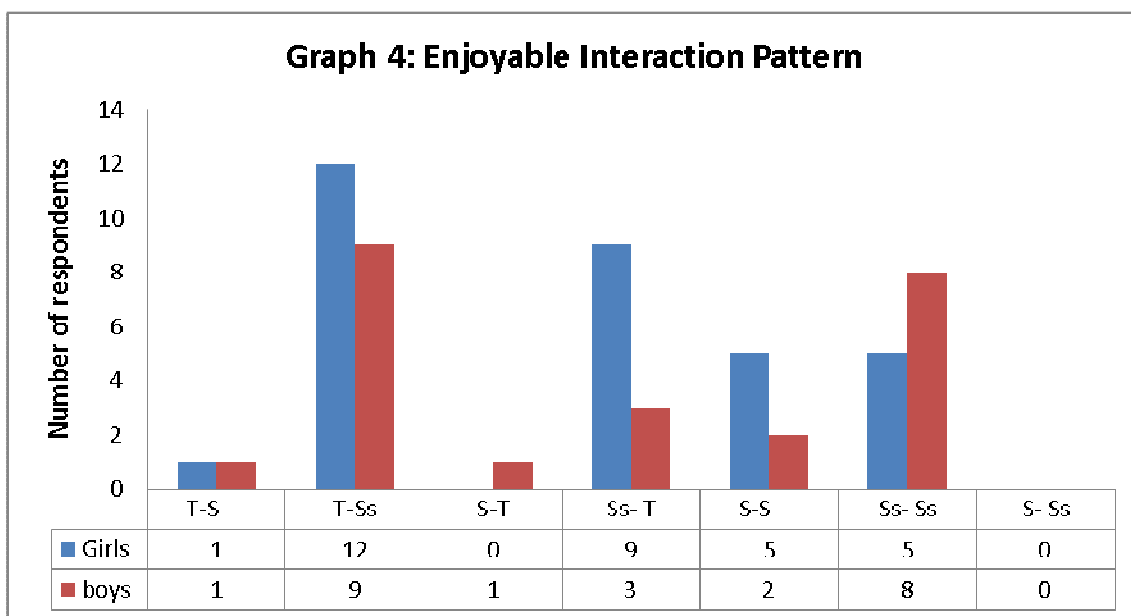
**IW= Individual word; PW= Pair Work; GW: Group Work; PR= Peer Reading; Ask & ans. = Ask and Answer**

Graph 2a and 2b shows the response of girls and boys respectively about classroom activity which were done in the classroom. One could see 17 girls in graph 2a and 11 boys in graph 2b means 100% students agreed on the IW (individual work) activity which was done in the classroom. Unsurprisingly it was true that all 11 boys meaning 100% of boys and 40% of the total respondents vote for each and every activity which was done in the classroom but the girls were a bit different. They only showed their unity on IW and Ask and Answer activity. Regarding Pair Work (PW), Peer Reading (PR) and Group Work (GW) only 8, 5 and 7 girls showed their stand respectively indicating 47%, 29% and 41% of girls and 29%, 18% and 25% of the total respondents respectively.



**T-S: Teacher-Student; T-Ss: Teacher- Students; S-T: Student- Teacher; Ss- T: Students- Teacher; S-S: Student- Student; Ss-Ss: Students- Students; S-Ss: Student- Students**

Graph 3 shows the interaction pattern which occurred in English classes according to the respondents (students). Before administering the portion of the questionnaire the researcher defined all sorts of interaction patterns to the students. In the questionnaire survey paper the researchers has set seven types of interaction patterns which are assumed to be practiced in the classroom. They are *Teacher – student*, *Teacher- students*, *Student- teacher*, *Students- teacher*, *Student- student*, *Students- students* and *Student- students*. The number of girls according to the chart 1, 16, 0, 0, 17, 2, and 0 responded to the interaction patterns (sequentially) indicating 6% , 94%, 0%, 0%, 100%,12%, and 0% of girls and 4%, 57%, 0%, 0%, 61%,7% and 0% percent of the total respondents respectively. On the other hand, 11 boys meant 100% of boys responded for the first three (*Teacher – student*, *Teacher- students*, *Student- teacher*) interaction patterns, 6 boys for the fourth one(*Students- teacher*.), 10 for the fifth one(*Student- student*), 8 for the sixth one (*Students- students*) and none for the last one (*Student- students*) indicating 57%, 91%, 73%, and 0% of boys respectively and 39% of the total for the first three, 21% for the fourth, 36% for the fifth, 29% for the sixth and 0% of the total for the seventh interaction pattern of the total respondents. A total 96% of students agreed on the point of *Teacher – students*, and *Student- student* interaction patterns. 43%, 39%, 21%, 36%, of total respondents responded for *Teacher –student*, *Student- teacher*, *Students- students* interaction patterns. For language learning the role of teacher and pair work played a vital role according to the respondents of the survey.



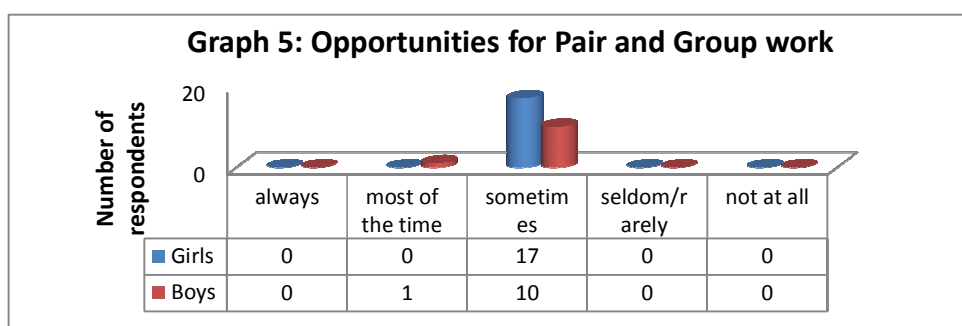
Graph 4 shows the interaction patterns which were enjoyable in the classroom. 2 students - one girl and one boy showed their interest for enjoying *Teacher –student* interaction pattern. 21 students indicating 75% of the total (12 girls and 9 boys) said *T-Ss* interaction pattern was most enjoyable to them. In the same way 1 student voted for *S-T*, 12 students for *Ss-T*, 7 students for *S-S*, 13 students for *Ss-Ss*, and none of them voted for *S-Ss* interaction pattern. Group work and pair work usually creates opportunity for the learning language in the classroom and the total support for the two categories was 20 which indicating 71% of the total number of respondents. Unsurprisingly the number of the boys and girls are equal (10+10), meant that they equally enjoyed these interaction patterns.



**Table No. 1: Language used by teacher in the Classroom**

	English		Bangla		Both	
	Boys	Girls	Boys	Girls	Boys	Girls
Instruction	1				10	17
Helping					11	17
Elicitation				6	11	11
Correction	2			3	9	14
Teaching vocabulary		5	1	11	10	1
Explaining task					11	17

Table No.1 has shown the language used by the teacher in the classroom for different activities. The responses are calculated like the following: there were two activities *instruction* and *correction* where the teacher used only English language said by the 1 and 2 respondents respectively. For *instruction* Teacher used both English and Bangla and 96% of the student vote for it. For *helping* them teacher used both the languages said 28 respondents (100%). For *elicitation* 6 students (21%) said that their teacher used Bangla language and 22 students (78%) said their teacher used both languages. For *correcting mistakes and errors (correction)* 23 of the total respondents (82%) vote for the both languages, 3 students vote for Bangla language used by the teacher. Regarding *teaching vocabulary* 12 students (43%) and 11 students (39%) of the total said their teacher used Bangla and the both languages respectively and for *explaining task* 100% respondent responded for the both (Bangla and English) languages.



In graph 5, the opportunity for group/pair work has been shown in the classroom. There was no respondent responded for *always* and only one respondent responded for *most of the time* which were very insignificant for language learning in the classroom. In

the same way *seldom/rarely* and *not at all* were fully blank and it was seemed a good symptom. *Sometimes* the students got opportunity for doing pair/group work responded by 27 students which indicates 96% of the total.

**Table No. 2: Language used by students**

Activity	Language					
	English		Bangla		Both	
	Girls	Boys	Girls	Boys	Girls	Boys
Pair work	0	0	0	1	17	10
Group work	0	0	3	0	14	11
Instruction	0	1	9	2	8	8
Helping others	0	0	11	3	6	8
Correction	0	1	0	1	17	9

Table No. 2, showed the language used by the student for different activities. For *pair work* 27 students (96%) used both languages and only 1 student used only Bangla. In *group work* no student used only English, Bangla used by 3 students and both language used by 25 (89%) respondents. For *instruction* one student used only English 11(39%) students used Bangla and 16 (57%) students used both languages. For *helping others* there was no student who used only English, 14 (50%) students used only Bangla and 14 (50%) of total respondent used both languages. There was only one student who used only English and the same result for using only Bangla but 26 (93%) of the total students who used both languages for *correcting mistake and errors*.

**Table No. 3: Impact on lang. learning in doing these activities**  
( 1= lowest, 5= highest, 2,3,4, in between)

Activity	Learning outcome				
	1	2	3	4	5
Group work		3	23	2	
Pair work	4	4	17	3	
Individual work		1	23	4	
Choral drill		1	16	5	4
Chain drill		1	14	7	6

Table No. 3 showed the impact of different activities done in the classroom on language learning. There was no respondent agreed on *Group work* impact on language learning at the highest and lowest point but all the students agreed on the in between points specifically 23 (82%) respondent voted on column number 3 and 3 students on column 2 and 2 students on column 4. While discussing the impact of *pair work* on learning language at the highest point there was no student who agreed and only 4 students agreed on lowest point. 25 students agreed on the in between ranges particularly column no. 3 where 17 (61%) students of the total respondents showed their stand. How *individual work* influence English language learning no student voted for lowest and highest, 1 student for column 2, and 23 (82%) for column 3 means they agreed in between lowest and highest and 4 students voted for the column 4. *Choral drill* help to learn language on the point no students agreed for the lowest point, 4 students for highest point. The table showed, for column 2 one student, 16 (57%) for column 3, and 5 (18%) students for column 4 means that they agreed in between lowest and highest point. How *chain drill* helps learning language only 6 (21%) students vote for the highest point and no one for the lowest point. The table showed 1 (4%), 14 (50%) and 7 (25%) students voted for column 2, 3 and 4 accordingly.

**Table No. 4: Difficulties Faced by students**

	Not at all		Seldom/rarely		Sometimes		Most of the time		always	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
a) Reading	0	0	9	9	2	8	0	0	0	0
b) Speaking	1	0	7	7	1	10	1	0	1	0
c) Writing	1	5	8	5	1	7	1	0	0	0
d) Listening	7	0	2	9	2	8	0	0	0	0
e) Grammar	0	0	6	1	5	14	0	2	0	0
f) Vocabulary	0	0	8	10	2	7	1	0	0	0

In Table No. 4 it has been shown how often students face difficulties while practicing different skills and systems of language. To measure the difficulty level some of the adverb of frequencies was used. Regarding Reading skill there were no student who faced difficulty *most of the time*, *always* and *not at all*. The number of students were 18 (64%) and 10 (36%) who faced difficulty *Seldom/rarely* and *sometimes* for reading skill respectively. For practicing speaking skill one student faced problem *not at all* 14 (50%) students faced problems *seldom/ rarely* 11 (39%) students faced difficulties *sometimes* and one student *most of the time* and *always* faced difficulties in practicing speaking skill. For writing skill practice the responses were a bit different. There were 6 (21%) students faced problem *not at all*; total 13 students (46%) faced difficulties in writing *seldom/ rarely*. 8 (29%) students faced problems in writing skill *sometimes* and one student faced problems *most of the time* in practicing writing skill. There was no respondent who faced difficulties *always* in practicing writing skill. While practicing listening skill 7 students (25%) faced difficulty *not at all*. 11 students (39%) *seldom/rarely*, 10 students (36%) *sometimes* faced difficulties in practicing listening skill. There was no student who faced problems *most of the time* and *always* in listening skill practice. Regarding practicing system of language e.g. grammar 7 students (25%), 19 students (68%), and 2 students (7%) faced difficulties *seldom/rarely*, *sometimes* and *most of the time* respectively. There was no student who faced difficulties in practicing grammar *not at all* and *always*. Regarding practicing vocabulary there were no student who faced difficulties *not at all* and *always*. In this regard 18 students (64%) faced

difficulties *seldom/rarely*, 9 students (32%) faced difficulties *sometimes* and one student faced problem *most of the time*.

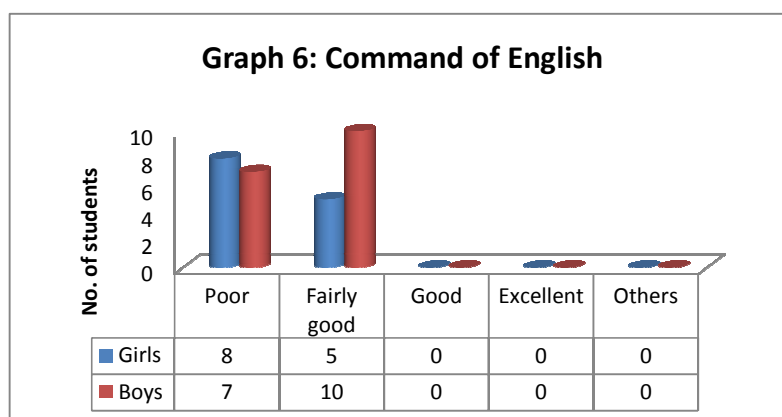
**Table No. 5: How they solved problems**

	Individual work		Pair work		Group work		Consulting with teacher	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
a) Reading	0	0	3	14	2	0	6	3
b) Writing	5	9	2	4	2	1	2	3
c) Listening	3	0	1	8	4	7	3	2
d) Speaking	0	5	2	9	4	0	5	3
e) Grammar	0	0	0	0	2	0	9	17
f) Vocabulary	0	0	2	0	2	8	7	9

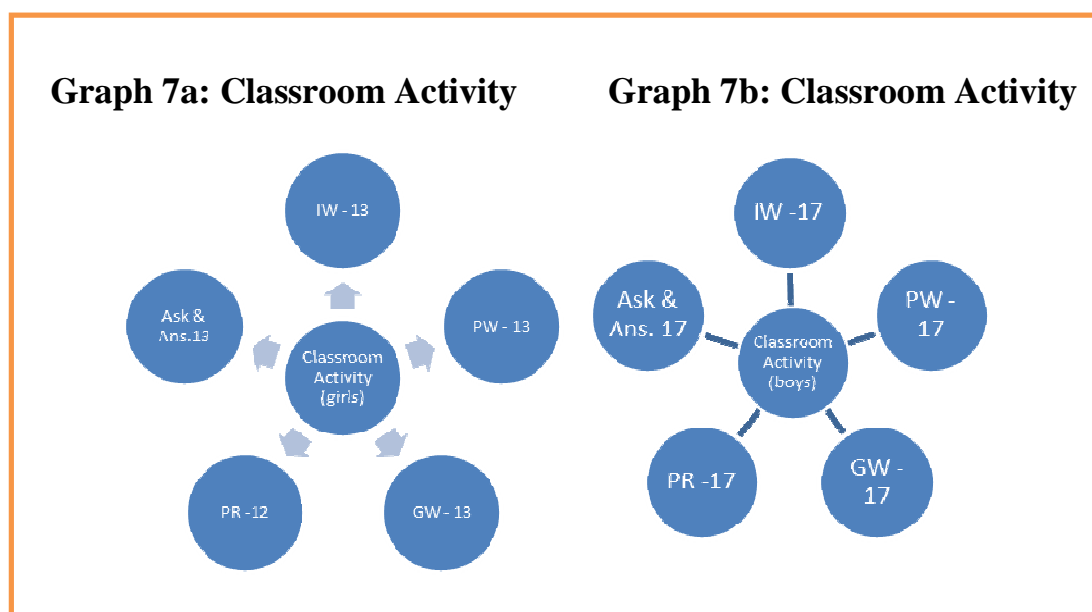
Table No. 5 showed how the students overcome their problems while practicing different skills and system of the English language. For reading skill there was not students who solved their problem *individually*, 17 (61%) students solved their problem through *pair work*, 2 (7%) students through *group work* and 9 (32%) students solved their problems by *consulting with the teacher*. In practicing writing skill there were 14 students (50%) who solved their problems *individually*, 6 (21%) students solve it by *pair work*, 3 (11%) students by *group work*, and 5 (18%) students solved their problem through *consulting with their teacher*. In case of listening skill, 3 (11%) students solved their problems *individually*, 9 (32%) took help of *pair work*, 11 (39%) by *group work* and 5 (18%) solved their problems by *consulting with their teacher*. For speaking skill, 5 students (18%) solved their problems *individually*, 11 (39%) through *pair work*, 4 (14%) through *group work* and 8 (29%) solved their problems through *consulting with their teacher*. To solve grammar problem, no students solved their problems *individually* and through *pair work*, 2 (7%) students solved by *group work*, and 26 (93%) of total student took help of their teacher (*consulting with teacher*). For vocabulary problems solving no student did it *individually*, 2(7%) students solved it with discussing with their *pair*, 10 (36%) students did it in *group*, and 16 (57%) of the students solved it with the help of their teacher (*consulting with teacher*).

#### 4.1.2 School 2:

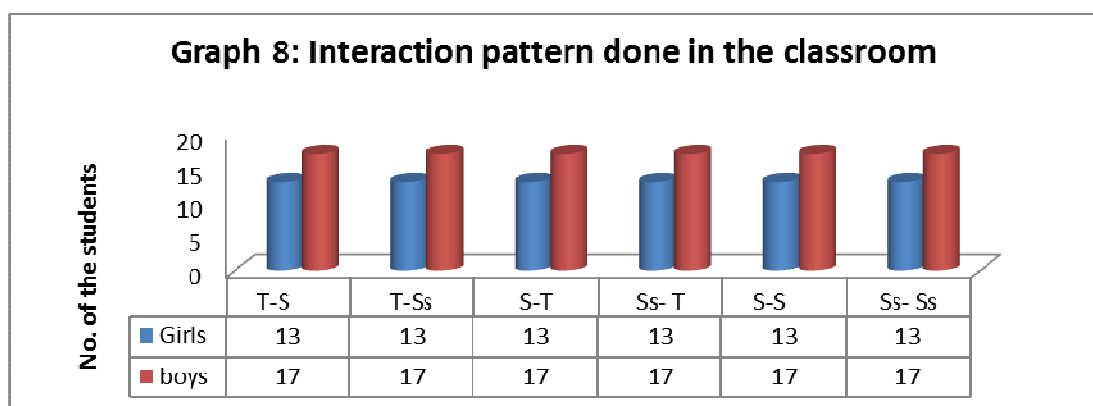
In this school there were 30 respondents out of them 13 were girls. Their age range is 14-16, on an average they have to stay 6 hours a day in their school except Thursday on a week. They also have to spend on an average one hour each day for their English class. All the specific findings are described below one by one using graphs and tables.



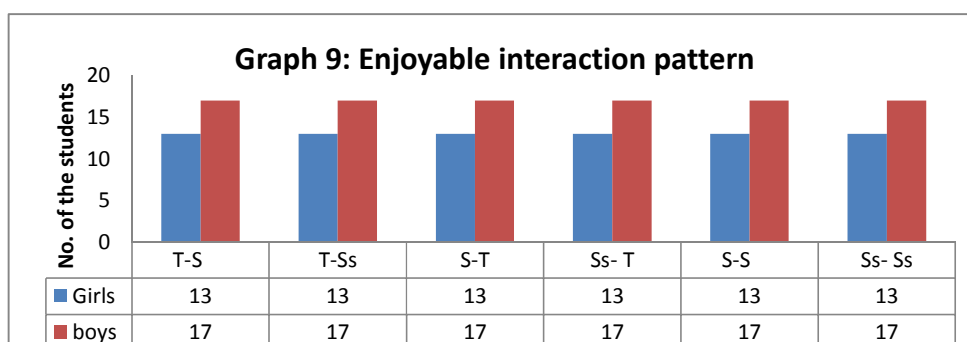
Graph no. 6 showed students' Command of English language. It showed that 15 students' Command of English was *poor* which representing 50% of total respondents among them 8 were girls indicating 62% of girls and 27% of the total respondents and 7 were boys indicating 41% of the boys and 23% of the total. According to the graph another 15 students who had *fairly good* Command of English which indicating 50% of the total respondents among them 5 were girls and 10 were boys. There were no students who have *good*, *excellent* and *other* Command of English.



Graph 7a and 7b showed the response of girls and boys respectively about classroom activity which were done in the classroom. There was some activities name in the questionnaire like *Individual work*, *Pair Work*, *Group work*, *Peer reading*, *asking and answering questions* etc. which was done in the classroom. Unsurprisingly it was found that for all the activities equal number of boys and girls responded. For each and every activity 13 girls which indicating 100% of girls and 43% of the total respondents responded. On the other hand, 17 boys indicating 100% of boys and 57% of the total respondent agreed on each and every activity which was possible to be done in the classroom.



In the interaction pattern section 30 students i.e. 100% of total respondents said that (*T-S, T-Ss, S-T, Ss- T, S-S, Ss- S*) all types interaction happened in the classroom and it was shown in the graph No. 8. More specifically, 13 girls indicating 100% of the girls and 43% of the total respondents said that all kinds of interaction were held in the classroom. On the other hand, it was found that all 17 boys indicating 100% of the boys and 57% of the total respondents agreed on the point of interaction pattern held in the classroom. From the chart it is clear that classroom is a place where all kinds of interaction patterns take place to accelerate English language learning.



Graph 9 showed the interaction patterns which were enjoyable in the classroom. 13 girls representing 100% of girls and 43% of the total respondents said that they enjoyed all kinds of interaction in the classroom. Unsurprisingly, 17 boys representing 100% of boys and 57% of the total respondents said that they enjoyed all interaction patterns which were done in the classroom. The statistics here shows that in different

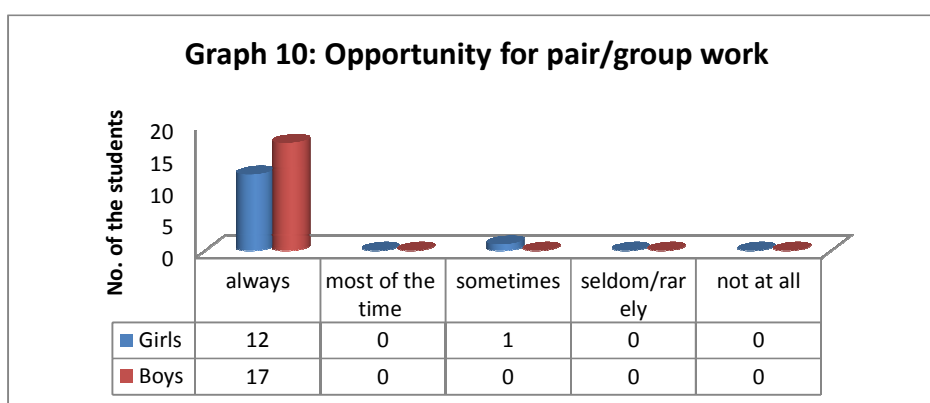


situations different types of interaction took place in the classroom which triggered students to learn English language.

**Table No. 6: Language used by teacher in the Classroom**

	English		Bangla		Both	
	Boys	Girls	Boys	Girls	Boys	Girls
Instruction	0	0	0	0	17	13
Helping	0	0	0	0	17	13
Elicitation	0	0	0	0	17	13
Correction	0	0	0	0	17	13
Teaching vocabulary	0	0	0	0	17	13
Explaining task	0	0	0	0	17	13

Table No. 6 represents the data which were found about using language in the classroom by the teacher for different activities. The responses were: there was no activity where their teacher used only English language or only Bangla language. For *instruction, Helping the student, eliciting answer or any responses, correcting mistakes and errors, teaching vocabulary, explaining tasks* in all cases Teacher used the both languages (English and Bangla) and 100% of the students affirmed for it.



In Graph 10, the opportunity for group/pair work in the classroom is shown. There was no student who talked *most of the time, seldom/rarely* and *not at all* when there was any scope to do pair work or group work. 12 girls indicating 92% of girls and 40% of the total respondents chose for *always* when there was opportunity for doing pair/group work in the classroom. Only one girl chose *sometime*.. The choice of *sometimes* was too

insignificant to take into consideration. On the other hand, 17 boys i.e. 100% of the boys and 57% of the total respondents agreed on the point that there was *always* opportunity for pair work and group work in the classroom. The total data represented by the graph is 29 students out of 30 i.e. a considerable number of students indicated that opportunity of pair work or group work was available in the classroom.

**Table No. 7: Language used by students**

Activity	Language					
	English		Bangla		Both	
	Girls	Boys	Girls	Boys	Girls	Boys
Pair work	0	0	0	0	13	17
Group work	0	0	0	0	13	17
Instruction	0	0	0	0	13	17
Helping others	0	0	0	0	13	17
Correction	0	0	0	0	13	17

Table No. 7, shows the language used by the student for different activities. For *pair work, group work, giving instruction, helping other, correcting mistakes and errors* - there was no students who used solely English or Bangla. All students i.e. 100% of girls and boys used both the languages (English and Bangla).

**Table No. 8: Impact on lang. learning in doing these activities**  
( 1= lowest, 5= highest, 2,3,4, in between)

Activity	Learning outcome				
	1	2	3	4	5
Group work	0	0	0	0	30
Pair work	0	0	0	0	30
Individual work	0	0	0	0	30
Choral drill	0	0	0	0	30
Chain drill	0	0	0	0	30

Table No. 8 shows the impact of different activities/techniques on English language learning. The learning outcomes are shown in number and 1 stands for the lowest, 5 stands for the highest and 2-4 represent position - in between the lowest and highest. However, the data represented in Table 3 shows 100% of the respondents chose

the highest point of learning outcome i.e. when they used or practiced the mentioned activities or techniques in the classroom, they got the highest outcome from them.

**Table No. 9: difficulties faced by students**

	Not at all		Seldom/rarely		Sometimes		Most of the time		always	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
g) Reading	0	0	0	0	17	13	0	0	0	0
h) Speaking	0	0	0	0	0	0	17	13	0	0
i) Writing	0	0	0	0	17	13	0	0	0	0
j) Listening	0	0	0	0	17	13	0	0	0	0
k) Grammar	0	0	0	0	17	13	0	0	0	0
l) Vocabulary	0	0	0	0	17	13	0	0	0	0

Table No. 9 shows the frequency of difficulty faced by students while dealing with different language skills and elements. For reading skill 13 (100%) of girls and 43% of the total respondents *sometimes* faced problems and 17 (100%) of boys 57% of the total respondents faced problems in practicing the same skills. There were no students who faced difficulties in the practicing reading skill under the frequency head *Not at all*, *Seldom/rarely*, *Most of the time* and *always*. Regarding Speaking skill there was no participant who faced difficulties in the frequency levels *Not at all*, *Seldom/rarely*, *sometimes* and *always*. But the table shows that 13 (100%) of girls and 43% of the total respondents faced difficulties in practicing speaking skill and 17 (100%) of boys indicating 57% of the total respondents faced difficulties in practicing speaking skill and their level of difficulty was *Most of the time*. The table shows that in practicing writing skill there was no student who faced difficulties except *sometimes* frequency level. At that level 13 (100%) of girls meant 43% of the total and 17 (100%) of boys indicating 57% of the total respondents faced difficulties. The table also shows the same result for the listening skill and language element- grammar and vocabulary.

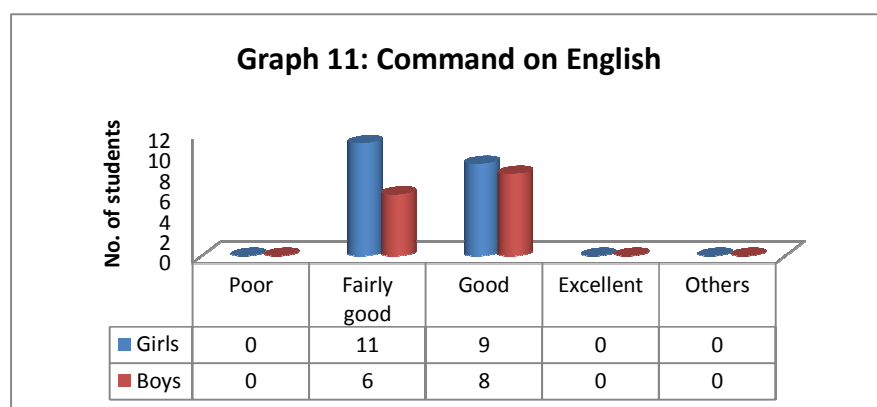
**Table No. 10: How they solved problems**

	Individual work		Pair work		Group work		Consulting with teacher	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
g) Reading	0	0	0	0	0	0	13	17
h) Writing	0	0	0	0	13	17	0	0
i) Listening	0	0	13	17	0	0	0	0
j) Speaking	0	0	13	17	0	0	0	0
k) Grammar	0	0	0	0	13	17	0	0
l) Vocabulary	0	0	13	17	13	17	0	0

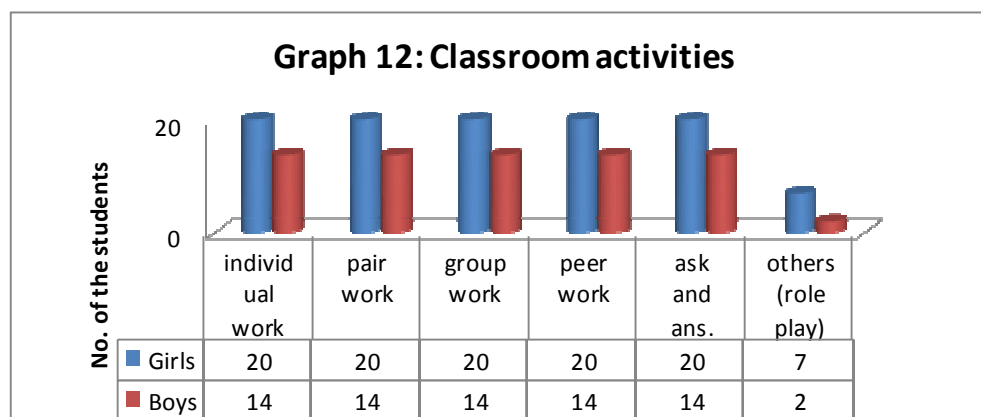
Table No. 10 shows how students overcome their problems while practicing different skills and systems of the English language. For reading skill it was found that 13 (100%) of girls meaning 43% of the total and 17 (100%) of boys meaning 57% of the total solved their problems *consulting with their teacher*. In this regard there were no students respondents for any other option like *individually*, *pair work* or *group work*. When anyone looks at the table for solving problems related to writing skill he/she would notice that all students did it in *group*. They did not talk about any other options. In case of listening skill, no students solved the problems *individually*, in *group* or by *consulting with teacher*. 100% of the students solved their problems regarding listening skill in *pairs*. For speaking skill, no students tried to solve their problems *individually*, no one did it in *group* or *consulted with their teacher*. They only took help of *pair work*. To solve grammar problems, there was no response for *individually*, *pair work* and *teacher consultation*. 100% of students did it though *group work*. For vocabulary problem solving there was no respondent who did it *individually* and *consulting with their teacher*. All students did it basically through *pair work* and *group work*. Observing the table it may be noticed that there were no problems in the classroom that could be solved only *individually*, through *pair work*, *group work* or *teacher consultation*, rather there would be a combination of all the possible ways.

### 4.1.3 School 3:

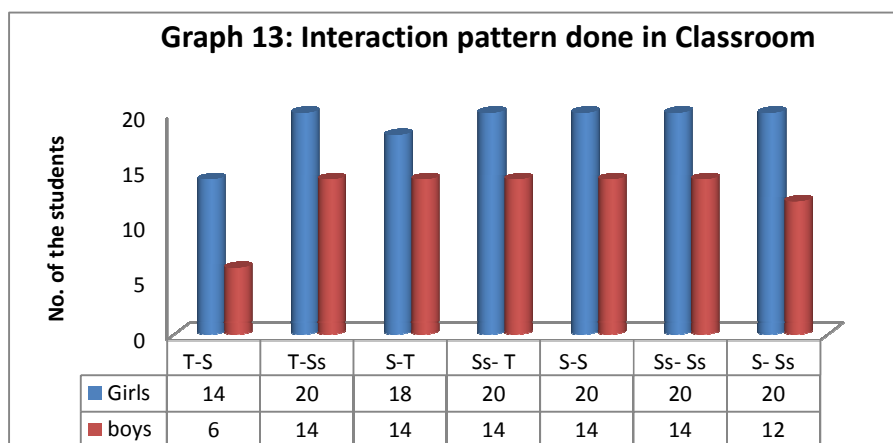
The school is situated in Haluaghat upazill under Mymensingh district. In this school there were 34 respondents and the proportion of girls was larger than the boys. There were 20 girls and only 14 boys in class nine. Their age range was 14-16, on an average they have to stay 6 hours a day in their school except Thursday in a week. They also have to spend on an average one hour each day for their English language class. All the specific findings are described below by using graphs and tables.



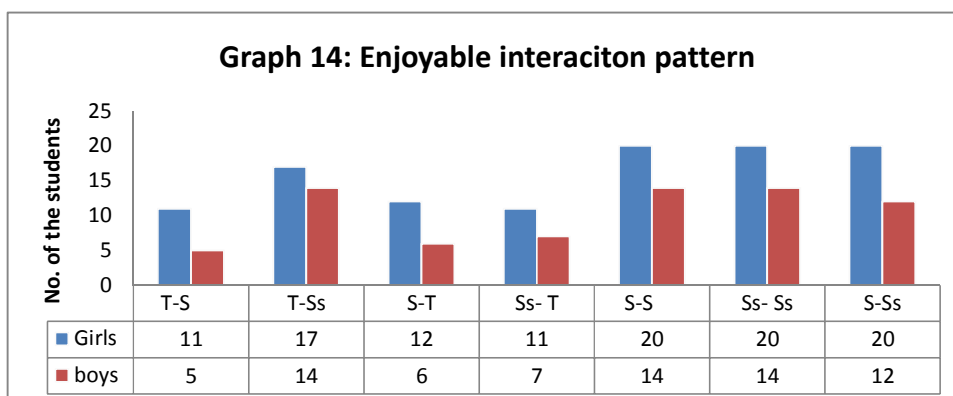
Graph 11 represents the findings of Command of English language of the respondents which was found in the questionnaire survey in the school. There were five options like *Poor*, *Fairly good*, *Good*, *Excellent* and *others* to get the real scenario of students' English competency. It was found in the survey that there was no student with *Poor* Command of English language and also the same finding found in case of *Excellent* and *Others* options. It was also found that there were 17 students indicating 50% of the total had *Fairly good* Command of English and the same number for the option *Good* Command of English. However, there were 11 (55%) of girls and 32% of the total respondents who were *Fairly good* and 9 (45%) of girls meaning 26% of the total respondents, who were *Good* at English. On the other hand, there were 6 (43%) of boys indicating 18% of the total who were *Fairly good* and 8 (57%) of boys meaning 23% of the total respondents were *Good* at English language.



Graph 12 shows the classroom activities which took place in the classroom. A list of classroom activities were given in the questionnaire survey and the participants responded accordingly. The classroom activities were *individual work*, *pair work*, *group work*, *peer reading*, *asking and answering question* and *others* like role play, dialogue demonstration, etc. To analyze the response of respondents on classroom activities, the researcher has categorized all students according to gender. It was found that for every classroom activity 100% of girls i.e. 59% of the total respondents agreed on all activities (*individual work*, *pair work*, *group work*, *peer reading*, *asking and answering question*) except *others*. On *other* segments of classroom activities, only 7 (35%) of girls representing 21% of the total respondents gave their opinion. On the other hand, the researcher found that 100% of boys i.e. 41% of the total respondents did agree that in their classroom all the activities took place except the segment *others*. However, in that part only 2 (14%) of boys representing 6% of the total respondents said they have very little scope for doing other activities in the classroom. In the graph it was shown that in the classroom there was an ample scope of practicing *individual work*, *pair work*, *group work*, *peer reading*, *asking and answering question* and 100% students agreed on that. But for the *other* activities like role play, dialogue demonstration, etc. were rarely done in the classroom.



Graph No. 13 shows the possible interaction patterns which can be done in the classroom and they are *T-S*, *T-Ss*, *S-T*, *Ss- T*, *S-S*, *Ss- S* and *S-Ss*. There were 14 girls indicating 70% of girls and 41% of the total respondents who said *T-S* interaction was held in the classroom. There were 20 (100%) of girls and 59% of the total respondents who indicated *T-Ss*, *Ss-T*, *S-S*, *Ss- Ss* and *S-Ss* interaction patterns practiced in the classroom and there were only 18 (90%) of girls indicating 53% of the total respondents, who agreed on the point that *S-T* interaction pattern also found in the classroom. On the other hand, looking at the graph it may be noticed that all 14 (100%) boys indicating 41% of the total respondents agreed on the point of interaction patterns namely *T-Ss*, *S-T*, *Ss- T*, *S-S*, and *Ss- S* held in the classroom. There were 6 (43%) of boys meaning 18% of the total and 12 (86%) of boys which expressing 35% of the total informants vote for *T-S* and *S-Ss* interaction patterns held in the classroom. Observing the graph one might say that the classroom is a place where all kinds of interaction patterns take place to accelerate English language learning.



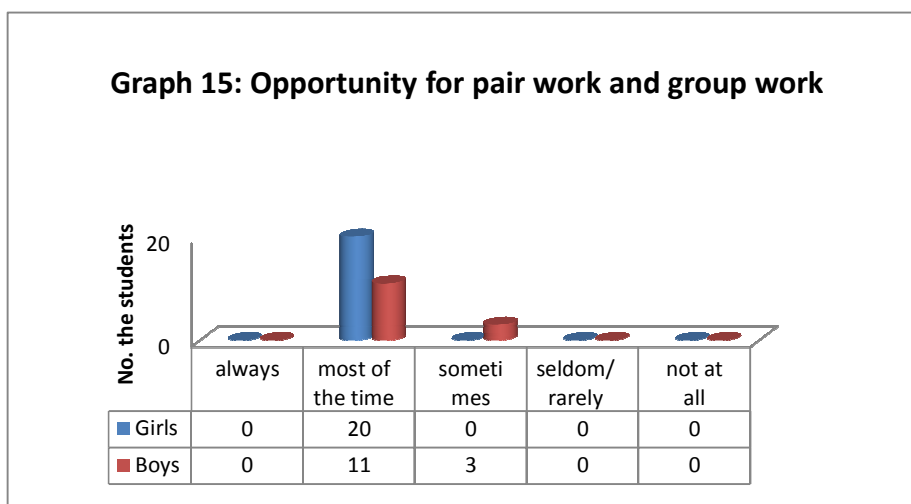
Graph 14 shows the enjoyable interaction patterns which were practiced in the classroom. There were 11(55%) girls meaning 32% of the total respondents who chose *T-S* interaction pattern as one they enjoyed very much. The same number of girls also showed their interest for *Ss- T* interaction pattern. For *S-S*, *Ss- Ss* and *S-Ss* interaction pattern 100% of girls indicating 59% of the total students expressed their stand. The graph also shows that 17 (85%) of girls meaning 50% of the total informants enjoyed *T-Ss* interaction pattern and for *S-T* interaction pattern 12 (60%) girls indicating 35% of the total respondents expressed their opinion. On the contrary, 14 (100%) boys meaning 41% of the total students enjoyed *T-Ss*, *S-S*, and *Ss- Ss* interaction patterns. 5 (36%) boys, 15% of the total enjoyed *T-S* interaction pattern in the classroom. 6 (43%) boys and 18% of the total voted for *S-T* interaction pattern. *Ss- T* interaction pattern was enjoyable for 7 (50%) boys indicating 21% of the total respondents. In the graph it may be found that 12(86%) boys indicating 35% of the total respondents enjoyed the *S-Ss* interaction pattern. From the graph it can be interpreted that 100% of the students preferred pair work and group work.



**Table No. 11: Language used by teacher in the Classroom**

	English		Bangla		Both	
	Boys	Girls	Boys	Girls	Boys	Girls
Instruction	14	20	0	0	0	0
Helping	0	0	0	0	14	20
Elicitation	14	20	0	0	0	0
Correction	0	1	0	0	14	19
Teaching vocabulary	0	0	0	0	14	20
Explaining task	0	0	0	0	14	20

Table No. 11 shows the response of students about language used by their teachers in the classroom during interactions. There were different indicators set in the questionnaire like *Instruction*, *helping students*, *eliciting answers* from the students, *errors and mistakes correction*, *Teaching vocabulary* or new words and *explaining tasks* to the students. For giving *instruction and Elicitation* 100% of boys and girls (all respondents) said that their teacher used English language and there was no student who said their teacher used only Bangla or both languages in the classroom. To provide *help* to the students, the teacher used both languages in the classroom, said 100% of the respondents. Only one of the girls gave her opinion that for *correcting mistakes and errors* teacher used only English language and rest of the respondents (19 girls and 14 boys) expressed their observation of the use of both languages. For *teaching vocabulary* and *Explaining tasks*, the teacher used both languages according to 100% of the respondents. In analyzing the table it was found that there were no indicators whether teachers used only Bangla in the classroom.



Graph No. 15 shows how much opportunity student got for pair work and group work in their classroom. 20 (100%) girls said that *most of the time* they have the opportunity for doing work in the classroom in pair or group, indicating 59% of the total respondents. On the other hand, boys responded a bit differently than the girls. In the chart it is found that 11(79%) boys indicating 32% of the total respondents' opinion was they have the opportunity for doing pair work and group work *most of the time*. 3 (21%) boys indicating 9% of the total have the opportunity of doing pair work and group work *sometimes*. There was no student either boys or girl who said they have opportunity for doing pair work or group work *always*, *seldom/rarely* and *not at all*.

**Table No. 12: Language used by the students**

Activity	Language					
	English		Bangla		Both	
	Girls	Boys	Girls	Boys	Girls	Boys
Pair work	0	0	0	0	20	14
Group work	0	0	0	0	20	14
Instruction	19	14	0	0	1	0
Helping others	0	0	0	0	20	14
Correction	0	0	0	0	20	14

Students have to do different activities in the classroom. Sometimes they have to do their class work in pairs and sometimes in group. They have to instruct their partners or group members, they have to help them and also they have to correct their friends in the classroom. Responses to the question as to what languages they use during the above

activities are given in Table No. 12. For doing *pair work* and *group work* 100% of the respondents used both languages and for *helping others* and *correcting* mistakes and errors 100% of the students used both languages. In only one activity *instruction*, 19 (95%) girls indicating 56% of the total and 100% boys indicating 41 % of the total respondents used only English language. There were no girls or boys who used only Bangla for any of the activities. Only one girl indicating 5% of girls and 3% of the total used both the languages for *instruction*.

**Table No. 13: Impact on lang. learning in doing these activities**  
(1= lowest, 5= highest, 2,3,4, in between)

Activity	Learning outcome				
	1	2	3	4	5
Group work				2	32
Pair work				34	
Individual work			34		
Choral drill	2	21	4	4	3
Chain drill	4	3	7	13	7

There are many activities that students have to do in the classroom. Often the teacher engages students in pair work, group work, sometimes individually and sometimes the teacher used choral drill and chain drill. The respondents gave their opinions on a scale of degrees (1 for lowest and 5 for highest) about the impact of the said techniques on their learning. While engaged in *group work* 2 students (6%) said they acquired language at point 4, which is a bit less than the highest point. For the same activity (group work), indicated by 32 students (94%) that they learnt language at the highest point. When they involved themselves in *pair work*, 100% of the respondents said their language learning occurred at the point 4 level which was a bit below the highest point. *Individual work* also helped them in learning English language and 100% of them learnt English at the point 3, indicating the middle of highest and the lowest point of learning outcome. *Choral drill* also helped the students to learn English language and the responses were vastly different from the previously discussed two techniques. Here 2 (6%) of the students voted for the lowest outcome, 21 (62%) voted for the learning point 2, 4(12%) students voted for the middle learning point, the same number of the students

voted for the second highest point (Point 4) and 3(9%) of the total respondents voted for the highest learning point. *Chain drill* is one of the important techniques for teaching and learning a language, especially English language. 4 (12%), 3(9%), 7(21%), 13 (39%) and 7(21%) of the students responded for the lowest to the highest points accordingly as shown in Table No. 13.

**Table No. 14: Difficulties faced by students**

	Not at all		Seldom/ rarely		Sometimes		Most of the time		always	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
a) Reading	0	0	2	14	11	6	0	0	0	0
b) Speaking	0	0	0	10	4	4	9	6	0	0
c) Writing	0	0	0	16	10	4	3	0	0	0
d) Listening	0	0	1	6	11	10	1	4	0	0
e) Grammar	0	0	12	7	1	12	0	1	0	0
f) Vocabulary	0	0	1	6	8	12	4	2	0	0

Table No. 14 shows the difficulties faced by students while practicing different language skills e.g. Reading, speaking, listening, and writing skills and systems of language like grammar and vocabulary. There were five adverbs of frequency (*not at all, seldom/rarely, sometimes, most of the time and always*) used to express the degrees of difficulties. For practicing reading skill there were no students who faced difficulties in the degree of *not at all*, total 16 (47%) of the respondents faced difficulties *seldom/rarely* out of them 2 (14%) were boys and 14(70%) girls. 11 (79%) boys and 6 (30%) girls indicating 17 (50%) of the total respondents faced difficulties *sometimes* and there was no student who faced difficulty *most of the time* and *always* in practicing reading skill.

In practicing speaking skill there was not students who faced difficulty *Not at all*, no boys faced difficulty *Seldom/ rarely* but 10 (50%) of the girls which indicating 29% of the total *Seldom/rarely* faced problems. Total 8 (24%) of the respondents out them 4 (29%) of boys and 4(20%) of girls faced difficulties *Sometimes*. In the frequency level *Most of the time* 15 (44%) of the total respondents faced difficulties out of them 9(64%) were boys and 6(30%) were girls according to the table.

In practicing writing skill there were no students who faced difficulties *Not at all* and *Always*. There was no boys who faced difficulties *Seldom/rarely* in practicing writing skill but there were 16 (80%) of girls which indicating 47% of the total faced difficulties *Seldom/rarely*. There were 10 (71%) of boys indicating 29% of the total and 4(20%) of girls indicating 12% of the total respondents faced difficulties *Sometime* in practicing writing skill. There were 3 (21%) of boys meaning 9% of the total respondents faced difficulties *Most of the time* but there were no girls who faced difficulties *most of the time*.

There were no students who faced difficulties *Not at all* and *Always* in practicing listening skill. There were 1(7%) of boys and 6 (30%) of girls which indicating 3% and 18% of the total respondents accordingly faced difficulties *Seldom/rarely* in practicing listening skill. The table showed that 11 (79%) of the boys and 10(50%) of girls meaning 32% and 29% of the total respectively faced problems *Sometimes* in practicing listening skill. There was 1(7%) of boys which indicating 3% of the total and 4 (20%) of girls which indicating 12% of the total respondents faced difficulties *Most of the time* in practicing listening skill.

Practicing system of language especially grammar and vocabulary are very important to communicate properly. In the questionnaire survey students put their opinion whether they faced any difficulties in practicing system of English language. For grammar practice no student faced difficulties *not at all* and *always*. There were 12(86%) of the boys indicating 35% of the total and 7 (35%) of girls indicating 21% of the total faced difficulties *Seldom/rarely* in practicing grammar. There was only 1 (7%) of the boys and 12(60%) of the girls which indicating 3% and 35% of the total respondents faced *Sometimes* difficulties in grammar practice. There were no boys who faced difficulties *Most of the time* in practicing grammar but there was 1(5%) of girls meaning 3% of the total faced problems *Most of the time* in grammar practice.

Regarding vocabulary practice not a single student faced difficulties *Not at all* and *Always*, the result showed in the table. There were 1(7%) boy and 6(30%) girls indicating 3% and 18% of the total respondents *Seldom/rarely* faced difficulties in practicing vocabulary accordingly. It is shown in the result Table No. 4 that there were 8 (57%)

boys meaning 24% of the total and 12 (60%) girls indicating 35% of the total who faced problems *sometimes* in vocabulary practice. There were 4 (29%) boys and 2(10%) girls indicating 12% and 6% accordingly who faced *Most of the time* problems here. In analyzing the difficulties of the students in different stage it is clear that the problems are arisen *Seldom/rarely*, *Sometimes* and *Most of the time* of the adverbs of frequency.

**Table No. 15: How they solved problems**

	Individual work		Pair work		Group work		Consulting with teacher	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
a) Reading	11	4	18	11	17	12	20	13
b) Writing	9	0	18	10	15	11	20	13
c) Listening	11	0	12	9	16	11	20	13
d) Speaking	7	1	17	11	14	11	20	13
e) Grammar	5	4	15	7	18	5	20	13
f) Vocabulary	3	5	20	12	19	8	20	13

Table 15 is shows the result of how students overcome the problems they face while practicing different language skills and systems of English language. Sometimes they solve their problems *individually*, sometimes in *pairs*, sometimes discussing with *group* members and sometimes they *consult with their teacher*. To solve reading skill problems 11(55%) girls representing 32% of the total and 4 (29%) the boys signposting 12% of the total respondents tried *individually*. In *pairs*, 18 (90%) girls, indicating 53% of the total and 11 (79%) boys meaning 32% of the total solved their problems. 17 (85%) girls and 12 (86%) boys, implying 50% and 35% of the total solved their problems in *groups*. 20 (100%) girls and 13 (93%) boys indicating 59% and 38% of the total solved their problems by *consulting with their teachers*.

To solve writing problems 9 (45%) girls indicating 26% of the total respondents tried *individually* but there was no boys who did it. 18 (90%) girls and 10 (71%) boys i.e. 53% and 29% of the total students solved their writing problems by consulting with their partners (*pair work*). The table shows 15 (75%) girls and 11(79%) boys indicating 44% and 32% of the total solved their writing problems in *group*. Most of the student 100% girls and 93% boys solved their problems by *consulting with their teacher*.

In solving listening skill problems, 11(55%) girls indicating 32% of the total tried on their own (*individually*) but there were no boys who tried on their own to solve problems to practice the listening skill. There were 12 (60%) girls and 9(64%) boys, indicating 35% and 26% of the total tried to solve their problems by listening in *pairs*. There were 16 (80%) girls and 11 (79%) boys implying 47% and 29% of the total respondents, who believe in *group work* to solve the listening problems. Almost all students (20 girls and 13 boy, 33 students out of 34) i.e. 97% *consult with their teacher* to solve their listening problems.

There were 7(35%) girls and 1(7%) boys which was indicating 21% and 3% of the total respondents solved their speaking problem by their own effort. 17 (85%) girls indicating 50% of the total and 11(79%) boys indicating 32% of the total shared their problems with their *pairs* to solve the problems. There were 14(70%) girls and 11 (79%) boys implying 39% and 32% of the total work in *groups* to solve their speaking problems. There were 20 (100%) girls and 13 (93%) boys indicating 59% and 38% of the total who solved their problems by *taking help from their teacher*.

Regarding grammatical problem solution 5(25%) of girls indicating 15% of the total respondents and 4 (29%) of boys implying 12% of the total tried on their own (*Individually*). 15 (75%) girls and 7(50%) boys indicating 44% and 20% of the total solved their problems by sharing with their partners (*pairs*). 18 (90%) girls indicating 56% of the total and 5 (36%) boys indicating 15% of the total students solved grammatical problems in *groups*. By *consulting with their teachers*, 100% of girls and 93% of boys and all together 97% of the total respondents overcome their problems.

When the students are faced with problems in using vocabulary 3 (15%) girls and 5 (36%) boys implying 9% and 15% of the total tried to solve it on their own. On the other hand, in *pair* 100% of girls and 86% of boys indicating 59% and 35% of total respectively solved their vocabulary problems. 19 (95%) girls and 8(57%) boys solved their vocabulary problems in *group*. Finally, cent percent of girls and 93% of boys took help from their teachers (*consulting with their teacher*) to solve vocabulary problems.

The table shows that a very small number of students solved their problems relating to skills and systems of language *individually*. Most of the time majority of students tried to get solution of their problems with their *partners or group members* or their *teachers*, indicating there were interactions that took place and they learnt better when they interacted with their friends and teachers.

## **4.2 Findings from Teachers interview:**

The researcher has interviewed three teachers of three selected schools for the study. They are experienced in teaching English for many years. Not only teaching English they have experienced of different subject teaching like social science, history etc. The researcher has used an interview tool which is given in the appendix A. there are 12 questions regarding classroom interaction and language used in the classroom.

### **4.2.1 Teacher - 1:**

The researcher went to interview an English teacher School -1 who has been serving there for 10 years. He was appointed as an English teacher and from the very beginning he has been teaching English along with some other subjects like social science and mathematics in the same school. He has to conduct five English classes in a day. The first period duration is one hour and fifty minutes for each of the rest four. The teacher said that he performed different types of activities e.g. giving instructions, clarifying tasks to the students, monitoring and helping the class when students were engaged in pair work or group work, even when they did any task individually, eliciting and cross checking answers of the students and wrote them on the board. He also mentioned that he tried to create opportunity for students for working in pairs and groups. These activities were really helpful to him and his students for developing English because through these activities everyone got an environment of using English to express themselves. To instruct the student he used English and sometimes Bangla language when his students could not understand English. For clarifying any task the teacher used simple English and sometimes Bangla for their better understanding. In the classroom he used more than 80% of English so that students got inspiration from him.



Interacting patterns: *T-S*, *T-Ss*, *S-T*, *Ss-Ss*, *S-S* and *S-Ss* took place in his classroom as told by the teacher. He mentioned some of the advantages of these interaction patterns for example; students got chances to share their ideas, views, concepts and experiences with their partners and teachers in English. These activities created opportunities for students to speak, listen to others which considerably bear importance for learning English language. He also mentioned some disadvantages e.g. sometimes the class became too noisy which was good for learning a language but harmful for the other classes. Sometimes some of the students became quiet and reluctant while doing pair work and group work. Then he monitored to involve them in work and sometimes made fresh pair or group to make the class live and thus he overcome the problems.

When the students involved themselves in pair or group, they learn better- said the teacher. He also showed some causes for his opinion. For example, the students got the scope to speak, listen, read and write any task in collaboration. There were some barriers which hampered classroom interaction he faced. Of them large class size, protestation from other teachers and the Headmaster for controlling noise in the classroom while doing task in pairs or groups etc. were mentionable. He sat with the Headmaster and other teachers to convince them that a language class could be noisy, otherwise students would not be able to learn to speak in English. Then they were convinced and allowed him to do his activities in the classroom. The accommodation problem has yet not been solved though the concerned people have been informed. The expected language outcome has come when students work in pairs and groups.

#### **4.2.2 Teacher - 2:**

The researcher interviewed a class teacher of school-2, and he was the Assistant Headmaster of that school. He has been teaching English from the very beginning of his teaching career and he has 18 years experienced in teaching in the same school. He has to conduct five English classes in a day with a duration of one hour for the first one and 50 minutes for the rest. The teacher said that he had to perform different types of activities, e.g. giving instructions, clarifying tasks to the students, monitoring when students were engaged in pair work or group work, even when they did any task individually.

He also mentioned that he often creates opportunities for students to work in pairs, and groups. After the completion of tasks by the students, he elicited their responses and in most cases he wrote them down on the black board so that each and every student could see the right answer. These activities helped him and his students to develop English because through these activities all of them had chance of using English to express themselves. While giving instructions he used English, but sometimes he had to use Bangla language when his students were unable to understand English. For clarifying any task the teacher used simple English and sometimes Bangla if they could not understand. On average the teacher used 90% English in the classroom according to him.

Regarding interaction patterns, the teacher said that *T-S*, *T-Ss*, *S-T*, *Ss-Ss*, *S-S* interaction patterns took place in his classroom. To express the advantages of interaction patterns he said, students got chance to share their ideas, views, concepts with their partners and teachers in English. Through these activities they got opportunity to speak and listen to others, which were considered as very important for learning English language. He also mentioned some disadvantages. Sometimes the class became too noisy which hampered other classes because they were having classes in a tin shed building. Sometimes some of the students felt bored and reluctant while doing pair work and group work. Then the teacher monitored them to engage in work and sometimes he put them into fresh pairs or groups to make them more active. Thus he tried to overcome the problems.

The teacher admitted that when the student did anything in pair or group, they learnt better because they got the scope to speak, listen, read and write during any task collaboratively. He mentioned some of the barriers which hinder classroom interaction e.g. shortage of accommodation, large number of students, complains from others, especially for creating noise in the classroom while doing any task in pairs or groups. To solve these problems he said he could control noise somehow but accommodation problem went beyond his capacity. Even then he asked more than five students to sit in a bench considering they were friends. The teacher admitted that when he put his students into pairs or groups, the interaction seemed most effective to him because pairs or groups produced language beyond his expectations.

### 4.2.3 Teacher- 3:

The researcher took an interview of an English teacher of School 3, who had been working there for 11 years. She had been teaching English there since the beginning of her job along with performing some administrative work as she is the Assistant Headmistress of the school. She has to conduct five English classes in a day with duration of one hour for the first one and 50 minutes for the others. She said that she performed different types of activities e.g. giving instructions, clarifying tasks to students, monitoring and helping the class when students were engaged in pair work or group work, even when they did any task individually, eliciting and cross checking answers of the students and writing them on the board. She also added that sometimes she arranged debate competition in the classroom and took them outside the classroom for project work which are given in the textbooks. She also mentioned that she tried creating an English speaking environment in her school. She formed a language club in her school so that students could practice English there and she is the president of the club. Further she said that she liked to see her students work in pairs and groups in her classroom and outside the classroom. These activities really helped her and her students in developing English because by these activities she could create a congenial English speaking environment. She used English to instruct her students and seldom she used Bangla language. To clarify any task the teacher used very simple English and she also used Bangla for the same purpose if her students faced difficulties to understand.

Regarding interaction patterns, the teacher said usually in her class *T-S*, *T-Ss*, *S-T*, *Ss-Ss*, *S-S* and *S-Ss* interaction patterns took place. She mentioned there were many advantages of these interaction patterns she found in practice. For example, students shared their ideas, views, concepts and experiences with their partners and teachers in English. These created opportunities for students to speak, listen to others which were very important for learning English language. On the other hand, she also mentioned some of the disadvantages e.g. sometimes the class became too noisy which was good for learning a language, but polluted environment for other classes. Sometimes some of the students became quiet and reluctant and some of them tried to make the classroom chaotic while doing pair work and group work. To overcome these problems she

monitored and engaged them in work and sometimes she made fresh pairs or groups, which made the class live.

When the students involved themselves in pair or group work, they learn better than any other situations, as described by the teacher. She also gave reasons for her comments. For example, students got the scope to speak, listen, read and write while doing any task set for them in the classroom collaboratively. There were some barriers which hampered classroom interaction she faced in practice. Of them large class, allegation from other teachers and Headmaster for controlling noise in the classroom while doing tasks in pairs or groups etc. were mentionable. They also complained against her to the SMC (School Management Committee) that she was unable to control her class. She sat with the Headmaster, SMC and other teachers several times and convinced them that language classes likely to be noisy. Without speaking no one can learn his or her mother tongue, let alone any foreign or second language like English. Then they were convinced and allowed her to do these activities in the classroom. When students worked in pairs or in groups the expected language outcome observable, so when she put her students into pairs and groups the interaction seemed most effective.

### **4.3 Finding From FGD (Teacher)**

#### **4.3.1 FGD-1 (Teacher)**

The researcher conducted an FGD (Focus Group Discussion) with non-government secondary school English teachers at Rajahahi BLC (BRAC Learning Center). There were 14 teachers and only three of them were female teachers. First of all, the researcher explained his intention for the interview. With the permission of the trainer and participants he recorded their speech for the purpose of further use while writing the dissertation paper and defending the thesis as evidence.

All teachers said usually they use the both language (English and mother tongue Bangla). Only one teacher who belonged to a tribe (Santal), said, "I use three languages in the classroom - English, Bangla and Santali". Every one of the interview session agreed on one point that they used all these languages for the better understanding of their students. They also mentioned that when their students are unable to follow them in

English, they use other languages especially their mother tongue. To teach words they use their mother language, e.g. to make students understand the English word 'Rice' in Bangla they use 'vat' and in Santali 'daga'.

In English class they face some difficulties in using English language. One of the teachers said that most of the students are from very poor family, they could not afford to buy a good dictionary or any other necessary books. Actually they blamed poverty. But after a long discussion it was found to be false with BRAC school students. One of the teachers of the group supported by other teachers said that the English competency level of the students is very poor; they cannot understand their (teacher's) language. They also admitted that some of the students have good Command of English and they can understand English easily.

They all agreed on the necessity of learning English because English is an international language. For getting a good job, going abroad, for higher study, to talk with a foreigner even to maintain social status learning English is essential.

According to teachers, they engage their students in different activities like asking and answering questions, playing games, discussing pictures, writing on different topics, choral drills (while teaching vocabulary especially pronunciation), pair work, group work, chain drill etc. During performing these classroom activities they expect English language from their students but often they do not get it.

The informants of FGD said that they usually do different activities mentioned above in the classroom. Some types of interaction take place there. For example, while giving instructions, all students listen to the teacher. So Teacher- students interaction pattern is obtained here. They mentioned student- student, students- students, student-students, teacher- student, and Student- teacher interaction patterns occurring in the classroom. They also mentioned teacher- students and student- student interaction patterns occurring about 70% of the total time of the class.

Regarding using language in the time of different types of interaction pattern they usually use the both languages (English and Bangla), two teachers said they use English sometimes. 50% of the respondents said that during interaction with their students they

sometimes used English and sometimes Bangla. Rest of the participants said they used both Bangla and English. When they asked the students any questions they answered in English. When the students used Bangla while doing pair/group work all teachers inspired them to use English. All the teachers said that every day they involved students in pair and individual work and sometimes they involved them in group work.

While doing pair work and group work, they faced some challenges like the class becoming noisy and chaotic, some students become inattentive and reluctant, and some students keep silent. To overcome these problems they do monitoring and ask them to lower their voice. Three teachers said that they asked them to stop. Two teachers said mentioned a very interesting technique to stop their noise. They start singing and allows students comeback to the topic.

They all agreed on the point that pair work and group work are helpful in learning a language because students get a chance to practice language with their partners. They feel free to exchange their opinions with their friends. They do not bother about the right or wrong expressions, they just continue their conversation and thus they get the real practice of language. When they (students) got stuck and cannot continue their conversation, the teacher allows them to speak in their mother tongue.

#### **4.3.2 FGD-2 (Teacher)**

The researcher conducted another FGD (Focus Group Discussion) with non-government secondary school English teachers at Natore BLC, there were 15 teachers and only two were female. First of all the researcher explained his aims and objectives for the interview. With the permission of the trainer and participants he recorded their speech for the purpose of further use while writing the dissertation paper and defending the thesis as evidence.

Regarding using languages in the classroom they said usually they use both languages (English and mother tongue Bangla) and the percentage of using English was 70% and Bangla 30%, there was only one teacher who said he used only English in the classroom. Teachers from different schools in the FGD session agreed on one point that they use all these languages for the better understanding of their students. e.g. To make

the instructions clear, asking and answering questions, describing objects and pictures. Further they said to teach difficult word they used Bangla.

In English class they faced some difficulties in using English language. Some of them mentioned some problems while interviewing as the students did not have good Command of English, they felt shy to speak in English, they did not have listening and speaking skills up to the mark. So, the teacher could not use English in the classroom.

Everybody agreed on the point of necessity of learning English because to communicate with others they need English as it is an international language. For getting a good job, going abroad, for higher study, to pass the exam even to maintain social status learning English is essential. To operate computers, mobile phones and using any other technology in the modern age learning English is essential. Because the development of commercial and business sectors and for earning foreign currency, they need to learn English. After all learning English is a matter of prestige.

There are some common activities that take place in a typical classroom according to the FGD interviewees, e.g. pair, group and individual work. Sometimes group work, dialogue demonstration, asking and answering questions, debates, vocabulary tests, etc. are practiced in the classroom. Usually, as teachers all of them prefer the use of English by their students but they face some problems while speaking English because they have limited stock of vocabulary and they feel shy. One of the teachers said there was nothing wrong with the students, actually when we the teachers cannot speak English well to clarify each and every point.

In the FGD session, teachers said about different types of interaction pattern that take place in the classroom. When students share their ideas with the teacher then Student- teacher interaction happens. When one student shares anything with another student, then Student- student interaction happens. In the same ways they talked about Students- students, Student- students interaction patterns in the classroom.

During interacting in different stages, the teacher uses both the languages for the student's better understanding and the students also do the same. Most of time all teachers involve their students in pair work and sometimes they practice group work.

When students practice pair work and group work in the classroom, they face some challenges such as the class becoming noisy and it creates disturbance for other classes. Some students take the role of a dominating person and other students feel inferior. To overcome these problems they do monitoring and ask them to lower their voice. Sometime they use body language to lower their voice. They counsel both students who talked much and less to ensure everyone's participation.

Pair work and group work can be effective for learning English language because students get chance to practice language with their partners. They feel free to exchange their opinions with their friends. They do not bother about the right or wrong expression, they just continue their conversation without any hesitation. When they (students) get stuck and cannot converse smoothly, they (teacher) allow them (students) to speak in their mother tongue.

#### **4.4 Findings Form FGD (Student)**

##### **4.4.1 Students-FGD 1:**

According to students their teachers used both languages (Bangla and English) though their proportion was (50-50) in the English classroom. Actually, when a teacher wanted to make topic under discussion and instructions for tasks clear, he used mother tongue, said the students. There were some problems with using English in the classroom like students' stock of vocabulary was not enough and it was true for the teacher too. When the teacher tried to continue his class in English, students could not follow the teacher. So, the teacher was obliged to use Bangla in his class, said 80% of the total students.

If they used English, they would be able to communicate in English with their friends, teachers and relatives and ultimately they would be able to communicate with English speaking people from home and abroad. They also said that for higher education, good jobs, using modern technologies for different purposes, etc. knowing English was important.

The teacher engaged them for doing pair work, group work, asking and answering questions, writing answers, paragraph writing, etc. during pair work and



group work they preferred to use English language but they could not continue their conversation/ discussion in English because of shortage of vocabulary and practice in real life.

Different types of interaction patterns like Teacher – student, Student- teacher, Student – student and Students – students, etc. took place in the classroom but most of the time they became involved in pair work and sometimes group work. They tried to use English language during pair work and group work. They faced some problems like some of their friends did not like to participate in the conversation or discussion. Then they and their teacher encouraged them to use English in their classroom. Students believed that pair work and group work were effective for practicing English language because they got real chance to speak, listen, read and write which were very important for learning language. Sometimes their teacher allowed them to use Bangla with a view to continue communication, but not most of the time.

#### **4.4.2 Students FGD- 2:**

The teacher used both Bangla and English language in the classroom to make students understand the topic and tasks clearly. When students faced difficulties to understand, the teacher used Bangla, about 60% of the students said. The rest 40% of the students said, actually, when their teacher could not continue speaking in English, then teacher used Bangla and English.

They said learning and practicing English was very important because English was an international language. To communicate with foreigners and high officiala in Bangladesh, learning English was very important. Not only that, for higher study at home and abroad, using technology like computers, even operating mobile phones, English was essential.

In their classroom they sometimes engaged in pair work, hardly they do group work. Sometimes they had to do writing activities on different topics for different types of writing like paragraphs, compositions, letters, etc. and they usually write from their memory. They also engaged in asking and answering questions, dialogue demonstration, role play, etc. They preferred to use English language while doing pair or group work.

Different types of interaction patterns took place in the classroom like *T-S*, *S-T*, *S-S*, *Ss-Ss*, etc. When they did pair and group work they tried to use English language with their partners. Yes, they said they faced some problems for doing group work because their benches were fixed so they could not move freely. Their teacher encouraged them to use English while doing pair work but sometimes they used Bangla too. The teacher also allowed them to use Bangla in the classroom when they engaged in pair or group work only to continue the communication.

#### **4.5 Finding from Classroom observation:**

The researcher has observed one class in every school. It has been mentioned earlier that the researcher selected three schools for the study. Because of some ethical issues, the researcher has not been mentioned the schools and teachers names in the study. The observation reports are as follows:

##### **4.5.1 School 1:**

There were 34 students according to the register in class nine and 28 students were present on that day. The physical setting of the classroom was very traditional. The benches were arranged in three columns and the students were placed there accordingly. In one bench there were 5 students. One column was specified for the boys and the rest two for girls. The number of girls were almost double than boys. The teacher started the class with greetings in English and then he hardly used English in the class. The medium of instruction was Bangla. The teaching material used by the teacher was authentic (he was teaching narration) and it was made up by him. The teacher created a scope for students to do pair work. He wrote some of exercises on the board and students were asked to do the exercises discussing with their partners. He monitored the class and elicited answers from the students. He asked students to come to the front of the class for writing answers on the board. After writing answers on the board the teacher did not check it in the whole class. He also used chain drill teaching technique for eliciting answers. He did not use any written lesson plan and the time was not distributed properly for different segments of the class and activities.

The interaction pattern in the observed class was T-S, T- Ss and S-S. The teacher used 80% Bangla and 20% English which was totally reversed of what was said in the interview. The language used by students was 50% English and 50% Bangla though the teacher encouraged them to speak in English. The treatment of errors was too direct. He gave feedback to the students one by one in front of the class. Teaching techniques and procedures used by the teacher was a mixture of GTM and CLT (Grammar Translation Method and Communicative Language Teaching Approach). Attitude of the students and the teacher towards English was negative. Some of the students tried to give answers in English and they made mistakes, then the teacher asked them to use Bangla if they could not express themselves. It seemed to the observer that the students were animated; they were not accustomed to using English in the class. Students and the teacher were in a stressed environment, seemed to the observer. The overall observation of the class was very interesting, it was English class but English was used occasionally.

#### **4.5.2 School 2:**

In the second school there were 41 students, but only 30 were present on the observation day. The classroom setting was a bit different from the very first school. Here also benches were fixed but in each bench there were 3 students placed there. The teacher started the class through greetings and tried his best to use English in the classroom. The medium of instruction was mostly English; sometimes he used Bangla for students' better understanding. Both pair work and group work were done in the classroom. The teaching material used by the teacher and the students was guidebook from the market, no one use the textbook by NCTB (National Curriculum and Textbook Board). The teacher asked his students to do a gap filling activities from the guidebook individually. After completing each task, he asked them to exchange their writings with their partners for peer checking. He also made groups for another activity and he asked them to exchange scripts among groups for cross checking. He elicited answers from the students by mentioning their name and wrote the answers on the board and checked them in the whole class.

There were T-S, S-T, T-Ss, S-S, and Ss- Ss interaction patterns found in the classroom. The language used by the teacher was about 70% of English and 30% of

Bangla. The teacher was really encouraging the students for using English. The students used 60% English and 40% Bangla in the classroom.

The treatment of errors was sometimes direct and sometimes indirect. The teacher used a mixture of CLT and GTM in the classroom. Attitude towards English by the teacher and students was positive. It was seemed to the observer that the students were enthusiastic in learning English. They tried their best to use English in the classroom. Both the teacher and the students were active, but they were not animated. The atmosphere of the English class was congenial for learning English, stress free and the teacher was able to create friendly environment in his classroom.

#### **4.5.3 School 3:**

The total no. of the students of the class was 35, among them only 34 were present on that day. The seating arrangement was different from previously mentioned two schools. The classroom setting was 'U' shaped though boys and girls sat separately. The teacher started the class through greetings in English. Then she continued her class and used about 10% Bangla in the class. There was a practice of pair work and group work in the classroom. The students used only English during pair work and group work. Sometimes they used Bangla and continued their discussion. The teacher monitored the class, inspired students to use English and ensured everyone's participation. She was using textbook by NCTB. She involved students in peer reading and Jigsaw reading and the student were very spontaneous in the class. The teaching techniques and procedure was eclectic (a mixture of CLT, GTM, Audio lingual, direct etc.). The treatment of errors was a bit different. She elicited answers from the students and wrote on the board so that every student could get the correct answer. If any student made mistakes she accepted his/her answer and wrote on the board. Then she asked her/him to read the answer and also asked to find out mistakes if there any. When that very student was unable to find any mistake, then she asked the whole class for correction and if any of them could not do that she herself made the correction. They showed their positive attitude to use English in the classroom and both of them were not animated in the classroom. The atmosphere of the classroom was friendly, stress free, congenial and suitable for English teaching and learning. The teacher's role was in the class provoked the students' learning of English.

## Chapter 5: Discussion

### 5.1 Discussion on questionnaire survey:

From the urban school 30 students (13 girls and 17 boys), semi-urban 34 students (20 girls and 14 boys) and in rural school 28 students (17 girls and 11 boys), total 92 students, (including 50 girls) took part in the questionnaire survey. Only the urban school has 8 girls and 7 boys who have poor command of English and in the rural school one girl has excellent Command of English. In the three schools 49 indicating 53% students (out of them 50% girls) have fairly good Command of English which is considerably good syndrome according to the survey. And 27 indicating 29% students have good command of English (among them 63% girls). Almost every student of the three schools admit that they have the opportunity of doing individual work, pair work, group work, peer reading, Asking and answering questions in the classroom, but in rural school's 100% girls do not agree on pair work, group work and peer reading. About 50% of girls agree on the point that they have opportunity of doing pair work and group work and only 29% girls of the rural school said they have opportunity for peer reading in the class.

Regarding interaction pattern 100% of the students from urban and semi-urban schools said that *T-S*, *T-Ss*, *S-T*, *Ss-T*, *S-S*, *Ss-Ss* and *S-Ss* interaction patterns were found in their classrooms, but the rural school students expressed a different opinion. Almost 100% of them agreed on *T-Ss* and *S-S* interaction patterns and only 10 students said *Ss-Ss* interaction pattern occurred in the classroom, but there were no students who said that there was *S-Ss* interaction pattern occurred in the classroom.

Regarding enjoyable interaction patterns occurring in the classroom, 100 % of the students from urban and semi-urban schools enjoy them but the scenery of the rural school is a bit different. 75% the students enjoy *T-Ss* interaction pattern. Only 25% students enjoy *S-S*, and 46% students enjoy *Ss-Ss* interaction pattern in their classroom.

A teacher has to perform many activities in the classroom such as giving instructions, providing help to students in different situations, elicit answers, error correction, teaching vocabulary, explaining tasks, etc. To perform these activities the urban school teacher uses English and Bangla language according to the needs of

students and for the rural school the result is almost the same as the urban school. The semi-urban school has a different picture here e.g. for giving instructions and for elicitation the teacher uses only English language and for other activities teacher uses both languages.

While answering the specific question how often they have the opportunity of doing pair work or group work in the classroom, 92% (12) girls and 100% boys of the urban school said *always* they have the opportunity and only one (8%) girl said about *sometimes*. On the other hand, in semi-urban school's 100% girls said *most of the time* they have the opportunity for pair and group work but 79% and 21% boys said for *most of the time* and *sometimes* accordingly. In the rural school 100% girls agree for the *sometimes* and 91% and 9% boys agree for *sometimes* and *most of the time* accordingly which are almost contradictory with the result of interaction patterns done in the classroom.

Students have to do pair work, group work, giving instructions to others, helping others and also correct others mistakes and error in different situations in the classroom. During doing all these activities 100% students of urban school used both Bangla and English languages. For the semi urban school the result almost same except *instruction*, here 100% boys and 95% girls used only English and 5% girls used the both languages. In the rural school, only one boy used only English for giving instructions and error correction each. One boy used only Bangla while doing pair work, 3 girls used Bangla while doing group work, 9 girls and 2 boys used Bangla for giving instructions, 11 girls and 3 boys used Bangla for helping others and only one boys used Bangla for correcting mistakes. And the rest students used both Bangla and English language for doing these activities.

Teachers usually use different techniques for teaching in the classroom such as pair work, group work, individual work, choral drill, chain drill, etc. what is the outcome of these techniques in language learning, to answer the question 100% of the urban school students voted for the highest point (5 is indicating the highest and 1 is indicating the lowest point) for each. In semi urban school 94% students agreed on the highest learning outcome while doing group work, they also agreed on the second highest point

of language learning outcome while doing pair work. So interaction between student-student and interaction between students- students are better than any other interaction pattern. In the rural school, students also choose the second highest and the third highest point as their learning outcome for pair and group work.

Regarding facing difficulties in practicing different language skill and system 100% students of urban school faced difficulties *sometimes* for all skills and system except speaking skill and 100% student faced difficulties here *most of the time*. In the semi urban school, about 45% students face problems *sometimes* for all skills and systems, 36 % *seldom* and 19% students faced problems *most of the time*. In the rural school, about 40% and 33% of the total students faced difficulties *seldom* and *sometimes* respectively for all language skills and systems and the rest students faced problems *not at all*, *most of the time* and *always*.

While analyzing the data how they solve the problem they faced in practicing language skills and system it is found that in urban school, 100% students took help from their teacher for reading, for writing and grammar 100% students relied on group work, for listening and speaking 100% students took help from their partner. For solving vocabulary problems they chose both pair work and group work. In the semi urban school, the students preferred to take help from their teacher for each and every problem. Beside that they also chose to work in pair and group most of the cases. In the rural school, all students also chose to take help from their teacher and also preferred to work in pair and group. The result showed us the importance of interaction among the students and teacher, student- student, and students- students.

## 5.2 Discussion on Interview:

The three interviewee teachers have 10, 18 and 11 years of experiences in teaching English in their own school respectively and they have to spend 4hours and 20 minutes for conducting English classes in a day. In their English classes they engage their students in different types of activities where students get chance to share their ideas, views, experiences, everything. They can interact with not only their partners or group members but also with their teacher individually and collectively. While doing pair/group

work teachers face some problems like the classroom become noisy, some of the students become reluctant and silent. Teachers make them active through monitoring. Sometime their colleagues complaint against them to the Headmaster and SMC. They convinced them by arguing that without making sound no one can learn a language. The teachers use more than 80% English in their classes and 20% Bangla for their students' better understanding which creates an environment for the student to speak and listen to English with their teacher and friends.

### **5.3 Discussion on FGD (Teacher):**

From two FGDs it is found that teachers are using both languages (Bangla and English) to make the students clear the instructions and tasks which students are to do in the classroom. They engage student is different activities in the classroom and most of them they do it individually and in pairs. Sometimes they put their students into groups for doing some tasks and they get good results when students do something in pairs or groups only because they get the chance to negotiate their understanding with their friends. There are some classroom activities (asking and answering question, dialogue demonstration, project work, debate competition, creative writing etc.) which create opportunities for different types of interaction e.g. student- student, students –students, teacher- students, teacher- student, student- teacher, etc. These interaction patterns create room for negotiation which is crucial for language acquisition and learning.

### **5.4 Discussion on FGD (Student):**

According to student FGD, it is found that the teacher could not continue their speech in English though it is expected. Different types of interaction patterns are practiced in the classroom, among them pair work and group work are seemed to be most effective to learn English. It is their (students) opinion that learning English is essential for many reasons and the students learn better when they have the scope of speaking with their friends (Pair and group work) that implies the fact of collaborative learning. When students face any difficulty in speaking English, if they get help form their teacher they can practice well the language. Lev. Vygotsky's ZPD also support the finding from student's FGD.



### **5.5 Discussion on Classroom observation:**

The physical setting of the observed classes of three schools was not same. The first and second school has the traditional setting which is not suitable for interacting with each other but the third school has the “U” shaped sitting arrangement which is really good for interaction. Three schools have common scenery and that is boys and girls sat separately according to the Bangladeshi culture.

The medium of instruction of the first school was Bangla and the rest two English. The first school’s students used Bangla while doing pair work, but the rest two schools’ students used English. In the first school only pair work is done but the rest schools pair work and group work are done. The material used by the teacher was authentic for the first school, second school’s teacher used guidebook and the third school’s teacher used textbook by NCTB where many scopes found for interaction. T-S, T-Ss, and S-S interaction patterns found in the first school but in the rest two schools Ss-Ss interaction pattern also found along with previously said interaction patters. Peer reading and Jigsaw reading techniques were found in the third school. So, ultimately, school 2 and 3’s students could use English far better than the first one due to interaction and it is supporting by Vygotsky’s constructivism theory. The processes of error correction were different in three schools. First one was direct and rest was indirect. The environment of the first school was stressful and the rest two were stress free and that’s why they learn better than the first school. This finding is proved the reality of Krashen’s Affective filter hypothesis. As the medium of instruction of 2<sup>nd</sup> and 3<sup>rd</sup> school was English and the teachers of these school were encouraging so, the students learn English better than the first one and it is another proof of Krashen’s Acquisition learning hypothesis.

### **5.6 Triangulation of the discussion:**

From the above discussion there it is found that there is an inconsistency between the findings from the observation and the interview. Though the interviewees demanded they use at least 80% of English in the classroom but the observation report does not support them. In the questionnaire survey students also express the same opinion. However, teachers use Bangla to clarify tasks, clear the instructions and teaching new and difficult

words in the English classroom which is not expected, but it is also proved that to teach a foreign of second language using mother tongue contributes in good result than any other techniques.

In analyzing the result (of all the research tools used by the researcher) it is found that there is a scope to interact with Teacher- student, Teacher – students, Student-teacher, Student- student, Students- students, and also Student- students in the classroom which accelerate negotiation and collaboration. Language learning is a result of collaboration and negotiation if it is interactive which is supported by Ellis (1990), Alright (1984) Long (1996) and many other researcher. The observation reports and the student's questionnaire survey give the proof that where there is more interaction there is more language outcome and vice versa. So, classroom interaction is essentially one of the issues occurring in the classroom that play a vital role in learning English as a foreign or second language in the context of Bangladesh. The hypothesis of the study is proved. Among the other issues that has impact on English language learning are the atmosphere of the classroom. Stress free, congenial and friendly and environment with less anxiety gear up the English language learning and vice versa. The role of the teacher is also a very important issue for English language learning, it is also found in the study. In the school 3 which is regarded as semi urban located school the teacher is too active in her class and she has been doing different activities for her students and result seems positive in English language learning. On the other hand, where the teacher is not friendly, animated, the proficiency of English language is very poor.

## **Chapter 6: Recommendations and Conclusion**

### **6.1 Recommendations:**

#### **6.1.1 Recommendations for researcher:**

Though this study has an importance in the context of English language learning in Bangladesh, to get more reliable and authentic result in the arena of the study the researcher has some recommendation on the following issues to the other researcher for further research:

- Include more school and informant for questionnaire survey as sample as there are millions of students studying in the field ( this research has a survey on only 92 student of class nine from three schools).
- Conduct more FGD with at more teachers ( the researcher has conducted only two FGDs with 29 teachers)
- Conduct more FGD with student from different class.
- Conduct more interview of English teachers as thousands of teachers are in this area (in the present study, only three teachers were interviewed).
- Do more classroom observation to get the real scenario of the field (only three classroom observation was done by the researcher for the study)
- To talk with other subject teachers and take field notes for comparing with the opinion of interviewee (English teachers), observations and survey.

#### **6.1.2 Recommendations for Teacher:**

The researcher has recommended on some point regarding class conduction and interaction from his experience of conducting this study. They are as follows:

- ❖ Creating more and more opportunities for pair work and group work so that students can get abundant scope to practice target language especially speaking and listening.
- ❖ Making the environment congenial, stress free and fearless for using English inside the classroom which inspire students to practice it outside of the classroom.
- ❖ To laud students so that they feel proud of using the target language.
- ❖ To encourage students to be creative in using English language.
- ❖ Setting tasks which reflect students' daily activities.

- ❖ Creating room for debate competition among students.
- ❖ Setting language club in the school where students can use English language without any hesitation.
- ❖ To enhance using prescribe textbooks by NCTB.
- ❖ Ensuring the use of authentic teaching materials.

## 6.2. Conclusion:

Different types of classroom interactions are significantly important in foreign language/ Second language development. It is argued that interactions between teachers and students and also interactions among students will facilitate language development and will lead to better language learning. Long (1996) and Gass (2003) have claimed that classroom interaction facilitates learning because, while focusing on communicating, learners can receive feedback and receive opportunities to make use of that feedback by modifying their output. In the present paper it is found that when students get chance to interact with their teacher they can practice language. It is also found that teacher has an important role to play to make the environment congenial, friendly, stress free, fearless and environment with lower anxiety which accelerate interaction for learning. Another important finding of the study is - when students get any opportunity to interact among themselves, they learn better. So, the classroom interaction has an important role in teaching learning process. The hypothesis of the study “classroom interaction is essentially one of the issues occurring in the classroom that play a vital role in learning English as a foreign or second language in the context of Bangladesh” is proved by the result of the study.

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## Appendices

### Appendix A Questionnaire (Student)

(You are requested to fill up the following information. Your name will not be disclosed anywhere. The information will be used for academic purpose only.)

Name of the school: \_\_\_\_\_

Upazilla: \_\_\_\_\_ District: \_\_\_\_\_

#### I. Participant's Information:

a) Name: (optional) \_\_\_\_\_ b) Age: \_\_\_\_\_

c) Class: \_\_\_\_\_ d) Roll no. \_\_\_\_\_

h) Mother tongue: \_\_\_\_\_

i) Target language: \_\_\_\_\_

j) Command of the English language:

(i) poor (ii) fairly good, (iii) good, (iv) excellent (v) others: (please specify) \_\_\_\_\_

#### II. Regarding Classroom Activities:

1. How long do you have to stay in the school in a day? (Please mention)
2. How long do you have to spend for English classes in a day?
3. Did you study at any other school before? If yes, please mention details about that school. (Name, address, position in the Upazilla and district, environment of learning, quality of teachers and relationship with them) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. What activities do you usually do in the classroom?  
(a) individual work, (ii) pair work, (iii) group work, (iv) peer reading, (v) ask and answer questions, (vi) others (please mention) \_\_\_\_\_
5. Which of these interactions patterns usually happen in the classroom?  
a. T-S; b. T-Ss; c. S-T; d. Ss- T; e. S-S; f. Ss- Ss
6. Which one you enjoy more for your English learning?  
a. T-S; b. T-Ss; c. S-T; d. Ss- T; e. S-S; f. Ss- Ss g. S-Ss

7. Which language do your teacher use in the classroom for the following:

Activity	Language		
	English	Bangla	Both
Instruction			
Helping			
Elicitation			
Correction			
Teaching vocabulary			
Explaining task			

Why? Please mention \_\_\_\_\_  
\_\_\_\_\_

8. Are there any opportunities to do pair /group work? If yes, how often?  
A. always, B. most of the time C. sometimes, D. seldom/rarely E. not at all.
9. Which language do you use while doing the following activities:

Activity	Language		
	English	Bangla	Both
Pair work			
Group work			
Instruction			
Helping others			
Correction			

10. What is the impact of doing the following activities in the classroom; please put tick mark in the relevant box. 1 is indicating lowest learning outcome and 5 the highest and 2,3, 4 in between.

Activity	Learning outcome				
	1	2	3	4	5
Group work					
Pair work					
Individual work					
Choral drill					
Chain drill					



11. Do you face difficulty in practicing the following skills? How often do you face difficulty?

	Not at all	Seldom/rarely	Sometimes	Most of the time	always
m) Reading					
n) Speaking					
o) Writing					
p) Listening					
q) Grammar					
r) Vocabulary					
s) others					

Please Specify other: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

12. How do you overcome that problem? You can select more than one option.

	Individual work	Pair work	Group work	Consulting with teacher
m) Reading				
n) Writing				
o) Listening				
p) Speaking				
q) Grammar				
r) Vocabulary				
s) others				

Please specify other:  
 .....  
 .....

13. . Do you have any suggestions?

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**Thank you!**

## **Appendix B**

### **Interview questions for Teacher**

1. How long have you been teaching English?
2. How long is your English class?
3. What are the classroom activities you perform?
4. How do these activities help you and your students to develop English language?
5. Which language do you use for instruction?
6. Which language do you use for clarifying any topic? Why?
7. What are the interaction patterns that take place in the classroom?
8. What are advantages and disadvantages of those interactions?
9. Do you think students learn better if they work in pair/group? Why or why not?
10. What are the factors that hinder classroom interaction?
11. How do you overcome them?
12. When does interaction seem most effective?

## Appendix C

### Focus group discussion questions (for Teachers)

Brief introduction: Introducing myself and explanation of objective and procedure.

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#### Questions:

**1. Think about the classroom language used in your class.**

- What languages do you use in your classroom? Why do they use them?
- When do use mother tongue?
- Are there any challenges/ difficulties in using English? What are they?

**2. Use English in the classroom.**

- Why is it essential/ necessary to use English?

**3. Classroom activities.**

- What activities do you engage your student in the classroom?
- Which language do you prefer for those activities?

**4. Think about the interaction patterns of your classroom.**

- What are the interaction patterns you observe in the classroom?
- Which language do you use during any kind of interaction?
- How often do you involve your students in pair/group work?
- Do you face any challenges doing pair/group work in the class? How do you overcome them?
- Do you think pair/ group work can be effective to learn English? How?
- Do you allow your students to use mother tongue while interacting with other students? Why?

**5. If you have any more suggestions:**

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## Appendix D

### Focus group discussion questions for students

Brief introduction: Introducing myself and explanation of objective and procedure.

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#### Questions:

**1. Think about the classroom language used in your class.**

- What languages do your teachers use in your classroom? Why do they use them?
- When does your teacher use mother tongue?
- Are there any challenges/ difficulties in using English? What are they?

**2. Use English in the classroom.**

- Why is it essential/ necessary to use English?

**3. Classroom activities.**

- What activities does your teacher engage you with in the classroom?
- Which language do you prefer for those activities?

**4. Think about the interaction patterns of your classroom.**

- What are the interaction patterns you observe in the classroom?
- Which language do you use during any kind of interaction?
- How often does your teacher involve you in pair/group work?
- Do you face any challenges doing pair/group work in the class? How do you overcome them?
- Do you think pair/ group work can be effective to learn English? How?
- Does your teacher allow you to use mother tongue while interacting with him/her/other students? Why?

**5. If you have any more suggestions:**

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## Appendix E

### Checklist for classroom observation

Name of the institution:

Upazilla:

District:

Total no. of participant:

present:

Grade:

Date:

Subject:

Topic of the lesson:

Class time:

-----  
a. Physical setting of the classroom:

- Physical dimension of the classroom;
- Seating arrangement;
- Furniture condition
- Other equipments

b. Classroom management features:

- Instruction
- Pair work
- Group work
- Monitoring
- Checking
- Elicitation
- Time management
  - Allocation of time for different segment of lesson plan
  - Allocation of time for different activity
- Lesson planning
- Material according to lesson plan

- c. Interaction pattern:
  - T- S
  - T- Ss
  - S- T
  - Ss- T
  - S-S
  - Ss- Ss
  - Others
- d. Use of L1/L2 by the teacher:
  - Percentage of L1
  - Percentage of L2
- e. Use of L1/L2 by the students:
  - Percentage of L1
  - Percentage of L2
- f. Teaching materials:
  - Textbook
  - Teacher's prepared materials
  - others
- g. Treatment of errors and language use:
  - Direct
  - indirect
- h. Teaching technique and procedure:
  - GTM
  - CLT
  - Eclectic
  - Drill
  - Elicitation
  - Demonstration
  - Discussion
  - dramatization

i. Attitude of teachers:

- Friendly
- Helpful
- Supportive
- Distant
- Indifferent
- other

j. Attitude of students:

- Animated
- Active
- Attentive
- Distracted
- Passive
- other

k. Overall observation:

- Atmosphere
  - Stressful
  - Un-stressful
  - Positive
  - Negative
- Other

l. If any other comments:

## Appendix F

### (i) Picture of FGD (Teacher)





**(ii) Pictures of FGD (Students)**



**(iii) Pictures of questionnaire survey**



(iv) Interview picture:



(v) Pictures of Class observation:

