

Different types of teaching techniques used by teachers in ESL speaking
classroom: Focus on Secondary level Bangla medium students of Bangladesh

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Declaration

I hereby declare that this thesis is a presentation of my original research work. Whenever contributions of others are involved, every effort is made to indicate this clearly, with due reference to the literature and acknowledgement of collaborative research and discussions.

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Abstract

Teaching technique is the way that every teachers use to create an effective English class. Different teachers have their own techniques and perform accordingly. The paper deals with the creation of various techniques and its implementation in class in order to create a communicative class. Besides, the paper talked about how the teacher took initiatives through techniques to arouse students' motivation level to focus on learning. The study tries to find out the effectiveness of implementing various techniques in class of Bangla medium school. For the empirical research, the study used questionnaires survey for both teachers and students. In addition, an observation survey was prepared where a checklist was used that was as same as the questionnaires survey for in-depth information and to compare the results between questionnaire and checklist. The results, from the findings and analysis, reveal that in present scenario teachers using various techniques in class has a number of strength with positive responses from learners but at the same time has several weaknesses with negative responses too. Lastly, the study came up with various possible steps in order to overcome the negativity that the researcher found through survey.

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Chapter 1. Introduction:

“A technique for teaching speaking is a replicable learning activity organized by the teacher with the intended purpose of the lesson and according to the principles of communicative-oriented teaching method.”

- (Millrood.2015.p.48)

Use of teaching techniques creates a bridge to pass the information to the student by their teachers. Use of various teaching techniques by teachers in class helps learners to understand the objectives of the lesson taught by their teachers. It also helps learners to be more active in participation in the given task. The main reason of using a technique in speaking class is that learners especially in Bangladeshi context speaking English is like a nightmare to them due to less or no exposure to the language. However, generating the speaking skill among learners can be fruitful when the teacher teaches the language using their own technique of teaching as the speaking skill becomes the medium of negotiating the meaning between speaker and the listeners. Besides, it is very hard to grab the attention of learners in English class especially the high school learners in our country. Ahmed (2001) noted that, even though the Govt. of Bangladesh in cooperation with National Curriculum and Textbook Board (NCTB) has implemented a language policy for the development of communicative ability under Bangladeshi education system, the curriculum does not implemented properly (Cited in Hossain, Nessa and Kafi, 2015 p.8). Therefore, it becomes a challenge for the teachers to make the learners pay attention in class within the given hour in all possible way. Implementing different technique in class will arouse learners' curiosity which will make them come to class and learn the lesson.

The main focus of this paper is teaching technique used by the teachers in ESL speaking class. The paper will define teaching technique with some background information and will continue by explaining other related information such as different models that developed language teaching, activities used as technique, consideration of speaking sub-skills while using techniques, rising motivations while using technique, creating a balance between teacher talk and student talk used as technique, teacher playing different role as a technique while teaching speaking in Class.

1.1 Research question:

This paper tries to find out the answers of major research questions: Which are such as-

1. Do the teachers use various activities to cater to students possessing different intelligences?
2. Do the students react positively towards the speaking activities (Sharing information, role-play, mock debate, presentation etc) provided by their teachers as a teaching technique?
3. What types of teaching techniques, used by teachers, do students prefer in speaking class?

Chapter 2. Literature Review:

Many changes have been made in the profession of language teaching over the decade. The scenario of previous language teaching can hardly be seen in the present scenario. To develop the research this chapter has presented relevant literature and theoretical framework of this study. This chapter begins with the understanding of teaching technique from various

times. Later other relevant information related to teaching technique was developed through discussion.

2.1. Define Teaching techniques for speaking:

Teaching techniques are the procedures or ways of teaching used by teachers in class which allows the teachers and learners to solve certain task. Different teachers use different techniques to indulge their students to do the task. Though learners are the role model in developing speaking skill, it is the teacher who prepares the stage for the learners to perform the task using techniques. Bygate (1987) pointed out that the success of teaching and the preparation depends on how much the teachers understand their aim of teaching (p.3).

The teachers are now focusing on demonstrating the technique which serves the purpose of communication. Learners especially high school students like to interact when the topic is familiar or according to their trend. Keeping in mind, teachers use different types of techniques in a communicative way that helps the learners to practice their speaking skill not only with their class mates but also with other member of the society. Not only that teachers introduce different types of speaking activities such as discussion, role play, debate etc. so that the students motivation level of learning will increase. According to Miller (1999) there are three perspectives constituting teaching: teaching as transmission, teaching as transaction and teaching as transformation (as cited in Johnson, 2015). Johnson (2015) described about these three perspectives. According to Johnson (2015), in the teaching as transaction the knowledge is transmitted from teacher's head to student's head which means that teacher let the student know by providing the knowledge through teaching. The perspective of teaching as transaction is that the teachers will not provide all the knowledge. S/he will guide the learners to construct

knowledge by creating a situation where the learners will be able to interact with each other. Here the old information that is gained by the student through experience will transact to the new one to create meaningful information. Lastly, teaching as transformation is creating a condition where the teacher gained the potential to help transform the learners into different level such as: cognitive, emotional, social, creative etc.

2.2. Theory in relation to language teaching:

Various studies show that linguists from different period developed different types of models regarding the development of language teaching. Those models depict the hierarchy of the processes of teaching second language in ESL classroom. Edward Mason Anthony Jr., first applied linguists formulated a framework in 1963 who distinguished the terms- Approach, Method and technique that applied in language teaching to describe various teaching method (Celce-Murcia, n.d. p.2). According to Anthony, “The organizational key is that techniques carry out a method which is consistent with an approach (as cited in Venu & Reddy, 2016, P.344).”

In terms of Anthony’s model, approach encompasses the overall orientation of teaching and the broadest of the three providing the philosophy of the whole process of teaching instruction by making the technique to be specific. For Anthony, a method is a set of step by step procedures for teaching a second language. Finally, technique, in Anthony’s system, is a specific classroom activity which represents the most specific and concrete of the three concepts. (Celce-Murcia, n.d. p.2) Though it was accepted in the beginning as the concept was useful when classifying different teaching practices, the model was criticized lately as it was limited and failed to clearly distinguish the differences among the three.

Like Anthony many linguists also tried to generate their own model to describe the nature of language teaching. Richards & Roger (2016) described the work of Mackey who elaborated the well-known model of 1960s, focused on teaching methods and technique, in his book *Language teaching analysis* in 1965 (p.19). According to Richards & Roger (2016), Mackey's model only concentrated on the dimension of the selection, gradation, presentation and repetition underlying the method. The model failed to address the level of approach and it did not deal with actual classroom behaviors of teachers and learners. It only focused on the analysis of the textbook and the underlying principle of organization (pp.19-20).

Richard & Roger (2016) tried to develop by revising and extending Anthony's model as the model did not explain how the approach might be realized in method and how the method and techniques were related. It also did not say about the roles of teachers and learners assumed in the method (p.20). Their model discussed about approach, design and procedure. In the model Richards & Roger (2016, p.19) described approach as "the level at which assumptions and beliefs about language and language learning are specified". Not only that Richards (1985, p.17) added some element to approach as "theories about the nature and the nature of language learning that operate as axiomatic constructs or reference points and provide a theoretical foundation for that language teachers ultimately do with learners in the classroom (as cited in Cumming, n.d. p.300)." According to Richards & Roger (2016), it is necessary to develop a design for an instructional system to lead the approach to the method. They had considered the followings in terms of *Design* that were-

- What the objectives of method are
- How language content is selected and organized within the method, that is, the syllabus model the method incorporates

- The types of learning tasks and teaching activities the method advocates
- The roles of learners
- The roles of teachers and
- The role of instructional materials (p.24).

Cumming (n.d.) summarized the second level of the model “Design” by saying- “it is the connection of how learning and language come together in language teaching as instructional design features and how they are viewed (p.304).” Richards (1985, p. 197) also illustrated the definition by adding the scope of design by stating – “thus refers to the operationalization of information and theory into a form from which objectives can be formulated and learning experiences planned (as cited in Cumming, n.d. p. 304). ” The third level of Richards model is “procedure”. Richards & roger (2016) said that procedure “encompasses the actual moment to moment techniques, practices, and behaviors that operate in teaching a language according to a particular method [.....] and how a method realizes its approach and the design in classroom behavior (p.31)”

2.3. Activities used as techniques by teachers in speaking class:

The difficult task for the teachers, to keep the students attention, is to choose the appropriate activities and use it as technique. Sometimes it happens that the interesting lesson ended up to be a boring one due to faulty choice. Whatever techniques the teacher chooses to provide in class it should be communicative so that the students do not take it as a boring lesson. Not only that, the activities should have the connection with the reality which the students face it in their daily life. When they can relate the task with reality they will be more motivated to

progress their learning. The possible classrooms techniques, introduced by many authors, the teacher can use in class to develop the students speaking skill are as below:

2.3.1 Information gap:

This activity is a when a person has an information that the other person lacks. They both need to use the target language to share their information. This activity can be used in class in the beginning where the students do not know about others. They can get the information and have an idea about that person. For example, A does not know the name of B. By asking, A will get the answer. In this way they can develop their discourse. (Nunan.2003. p.56)

2.3.2. Jigsaw Activities:

According to Nunan (2003), this activity is bidirectional or multidirectional information gap (p.56). In this activity, each person or the group will be given piece of information that will be needed by other group or individual. To fulfill the task they have to share their information to other. For example one group has the timetable for bus journey where the other has the map of the location. Now, both the group will have to discuss to make a plan for their journey. This activity will work well among individuals, pair or small groups as large group may create chaos in class.

2.3.3 Picture differences task:

In pairs, both the students will get the same picture but with differences. Without looking at each other's picture they have to find out the differences. To do so, they have to explain the pictures to each other or they will have to ask if something missing in the picture. (Scrivener.2011.p.218)

2.3.4 Pyramid Discussion:

According to Scrivener (2011), a “Pyramid Discussion” is an organizational technique which works well with simple problem based discussion with several possible solutions (p.218). At first individuals will receive the same problem task and will ask them to think of one possible solution. Then the individuals are combined to make pairs and they discussed with final agreement. Then the pair meets another pair and forms a group and does the same procedure. The small group will meet another group and finally the whole class will come up with the answer in which everybody has agreed. The benefit of this activity is that the individuals get time to prepare their speech with the whole class.

2.3.5. Role Play:

This activity is an interesting one which the students will enjoy and willingly participate in it. The students will be given a role to play individually or pair or in a group. Whatever the role is given they have to act accordingly and produce their speech. They will get time to prepare their speech and deliver it to the class. For example in pair one student will be the book seller where the other will be the customer. They will have to prepare their speech where the customer will deal with the bookseller in order to purchase a book. They will be motivated as the role that they will be playing happens in reality (Nunan.2003.p.57).

2.3.6 Instant Comment:

To make the students practice their fluency of speaking instant comment activities are helpful. The class is introduced to some pictures or topics or poems and the teacher ask anyone to comment on task and the comment will be whatever comes first into their head about the

particular task. The students will not be judge according to accuracy or faulty answer. The teacher will see whether the students can respond to it (Harmer.2007.p.350).

2.3.7 Debate:

The students are likely to enjoy this activity as they can produce their own thoughts of arguments in favor or against with various proposition. To make the debate successful the groups should be given enough time to prepare their speech and delivers to the class. Not only that the students have to keep in mind that this is a formal debate so they cannot hurt the opposition feelings and pay respect to their opinion (Harmer.2007.p.350).

2.3.8. Prepared Talk:

In this activity the students will have to give presentation on any topic of their choice. S/he will be given time to prepare his talk with supporting details. This activity will help them to give presentation with proper reasoning. It can be individual, pair work or even a small group. Besides, at the end of the presentation rest of the class will give their feedback. This is how they will know about their understanding as well as progress of their work. Also giving presentation in front of the people will lower their affective filter and will be motivated to develop their speaking skill (Harmer.2007. p.351).

2.3.9. Technique applied while teaching speaking sub-skills in class:

Teaching only the ability to speak in target language is not enough. Some issues are there which also needed a concentration. Those items can be placed under the speaking skill and are popularly known as the sub-skills or micro-skills. According to Liyanage and Walker (2014), there are two micro-skill of speaking- Pronunciation and intonation and Oral presentation (p.20).

Torky (2006) included grammatical, discourse and pragmatic competencies sub-skills while explaining the development of speaking skill (p.27). The sub-skills under those competencies are as follow:

- Grammatical competency includes:
 - Demonstrating intelligible pronunciation
 - Following grammatical rules accurately
 - Using relevant, adequate and appropriate range of vocabulary
- Discourse competency includes:
 - Structuring discourse coherently and cohesively
 - Managing conversation and interacting effectively to keep the conversation going
- Pragmatic competency includes:
 - Expressing a range of functions effectively and appropriately. (Torky, 2006, p.27)

However, there are many speaking sub-skills from which some of them will be mentioned here such as- pronunciation, intonation, changes in stress pattern, appropriacy. The reason is that learners are not aware of these items while engaging in speaking. Besides, they had less exposure to these items outside the class where the target language is not their mother tongue. Another reason is that teaching in different way in class will relief them from thinking that the learning of speaking is complex. This relief will help to increase their motivation level while lowering their affective filter. The reason behind their being motivated is that in Communicative Language class these sub-skills are not taught using imitation or drilling. These items are taught in a communicative way which they can relate with their real life context. Adding authentic materials along with the text for teaching speaking will be helpful for learning. To make the learner's understand about the lesson these items are taught in isolation followed by

one after for motivation and the feedback process by the teacher is effective which motivates them to learn these sub-skills. The ways in which these sub-skills came in consideration while teaching are described below:

2.3.9.1. Pronunciation:

It is necessary for the ESL learner's to maintain the accurate pronunciation of the language. From the very beginning of class they should be encourage about practicing pronunciation so that their learning's will be valued in class and in society outside the class. Besides, faulty pronunciation made their friend or other people mock or bullies them. If the learners are aware of these problems they will be intrinsically motivated to learn pronunciation. If the teacher teaches the pronunciation of a single word and made the learners read after him/her it will not be effective and these will demotivate the learners. To get rid of it teacher can use multimedia as a technique. The teacher can play various video clips in which the focus is on pronunciation. Moreover, different countries pronunciation varies and that can also be introduced to class so the students will be motivated and interested to know more about pronunciation and so Kelly (2006) also mentioned that—"the language learner show considerable enthusiasm for pronunciation (p.13)"

2.3.9.2. Intonation:

Proper intonation pattern in any conversation makes it much more meaningful and understandable to the listeners. Wrong use of intonation not only changes the meaning of the sentence but also sometimes create misunderstanding. Shafaei (2010) also agreed to the fact that ESL learners are not aware of the fact that variation in pitch, rhythm, intonation, facial expressions and other bodily movements signify changes in meaning of what is being said

(p.24). Besides, it is important for the learners to know the variation of intonation pattern (rising intonation and falling intonation) and the appropriate use of it. For example, same sentence can be delivered in various ways for different meaning. Example can be “It’s raining” just changing the intonation pattern will vary the meaning. The same sentence can be said while being surprised or just giving information about the situation or saying it with a question mark. Asking to find out the variation of intonation pattern, role-play a dialogue using proper intonation pattern as well as showing some conversational clips will help the learners to understand and to use it in their speaking task. As a result, they will not be discouraged only remembering the rules of using it but enjoy and be more motivated to increase their skills.

2.3.10. Correction as a technique used while teaching Fluency and Accuracy in speaking class:

Before exploring the technique it should be noted that both Fluency and accuracy became the most common topic of discussion that led to the debate in ESL class. Fluency or accuracy- which one should come first while teaching? What is “Fluency” and “Accuracy?”, how teacher deals with these terms in class using technique and why these lead to a debate among linguists etc. are described below:

2.3.10.1. Accuracy:

Accuracy in speaking means to produce the language accurately. There should not be a mistake while having conversation or producing speech. Each and every detail should be grammatically correct which is why Srivastava (2014) says- “The learner should not only know correct grammatical rules of the language but also able to speak and write accurately (p.55).” It helps the learner to produce any sort of discourse with accuracy. The most popular technique

teacher uses is that they pause the learner at the middle of their speech and immediately correct them or remind them of their mistake. However, maintaining accuracy is not always effective. It sometimes demotivates the learners and increases their effective filter. The learners tend to produce less in front of the audiences as they will always think whether their production is accurate or not because the rule of accuracy is that the production will be error free.

2.3.10.2. Fluency:

According to Hartmann and Stork (1976, p. 86), "A person is said to be a fluent speaker of a language when he can use its structures accurately whilst concentrating on content rather than form, using the units and patterns automatically at normal conversational speed when they are needed (cited in Brown, 2003, p.1)." So, it can be stated that the goal of fluency to most of L2 learners is that they want to be fluent in order to express their thoughts easily by focusing on the meaning rather than grammatical form in any situation (Jong and Perfetti, 2011, pp.533-534). Fluency gave learners the liberty which lacks in accuracy. It is the term when the learners are told to produce their speech fluently without the fear of making mistakes. It focuses on how fluent a learner can produce his/her speech with comfort. It helps the learners to be in relaxed mood while having a discourse in any situation. The teacher uses technique by providing activities such as role play, story-telling, describe a familiar situation, talk about given topic, creating a real life situation in class for speaking etc. that requires the learners to speak fluently without having the consciousness of error.

Accuracy was a popular form in previous era and the teachers focused more on accuracy rather than fluency. They used the technique of drilling methods such as Grammar translation method, audio-lingual method etc. where the learners got less time to produce creative speech.

The scenario changed when the CLT approach were introduced in class in post-method era. The teachers tend to focus on teaching in more communicative level focusing on fluency. They came out of the techniques of using the drilling method in their teaching. Even though in present time more focused is given on fluency, both accuracy and fluency carries equal importance in developing speaking skills. It should be better to have equal balance on focusing accuracy and fluency while teaching. If the lesson requires accurate then the teacher has to give more emphasis on accuracy rather than fluency and vice-versa. It would be best for the teacher to divide the teaching session of both accuracy and fluency so that the learners will not be demotivated while only maintaining the accuracy and so Belchamber (2007) says –“accuracy practice is the bridge to a fluency activity (p.2).” The technique will not only satisfy the needs of learners but will help to accomplish the learning objectives.

2.4. Technique arouses motivation level while teaching speaking:

Motivation determines the level of success of Second Language Learning and acts as one of the major variables that has been broadly recognized by scholars, researchers as well as teachers. Numerous studies have shown that motivation is linked to success in learning the English language (Othman and Shuqair.2013.P.123). To lead the motivation into success the teachers while using techniques have to turn the class in such a way that the learner’s motivation in completing the task increases. It is because without the effect on their motivation they might find the class boring and thus be de-motivated in delivering their speech. On the other hand if the learners find the class interesting they will show their eagerness in learning and producing their speech. As a result, the teachers should be concerned on choosing techniques to create the stage for the learners. Harmer (2007) talked about the 20-metre-high “Angel of the north” a remarkable statue by Gormley in the north-east of England which provides the metaphorical

notion to deal with the greatest difficulty teacher's faces in terms of motivation. Harmer also pointed out that the teachers are not only the sole responsible to build and nurture motivation. The students need to play their part too (p.100).

According to Harmer there are five stages of "Motivation angel". Here is a brief detail:

- **Affect:**

Affect is basically concerned with learner's feelings. If the students get the sense that their teacher has little interest in them they lost their motivation in their learning. They feel motivated when they see the teacher is caring, helping in their need are more likely to be interested in what they are doing. In this case, rapport will be helpful in creating a good relationship between the teacher and the learners. This will also help the teacher to provide the techniques and the learners will also accept the process.

- **Achievement:**

Teachers have to make sure the success of the learners in order to reach the goal because the longer the learners' success continues, the more likely they will stay motivated to learn, though nothing comes without an effort. While testing the ability of the students the teacher should not provide too easy or too difficult task which will not be of any help. One type of technique should be that showing them how to get things properly if they want success. This type of achievement will keep them motivated.

- **Attitude:**

Attitudes of a teacher will determine the learners' motivational level because most of the student remembers the 1st impression of their teacher in the beginning of the class. The students need to feel that they know what they are learning and what the teacher is teaching. The students remain engaged in their work when they see confidence in them and in their teacher. Teachers should be aware about these types of matters before start teaching in class.

- **Activities:**

The most common techniques that the teacher use in speaking class to keep the student motivated is to engage them with activities. Students are likely to enjoy doing the task instead of listening to the lecture. Different types of activities should be introduced in every class. Otherwise, repeating the same activity will bore the students. The best way to do so is to make them sing a song, imitate others etc. that will ensure the continuity of their learning process.

- **Agency:**

At this point the teacher becomes the agent. When the students have agency on their side, they are likely to make some decision about what is going on, and, as a consequence they take some responsibility for their learning. Rinvolucri (1998) gave an example saying that we might allow students to tell us when and if they want to be corrected in a fluency activity (Cited in Harmer. 2007. p.103).

According to harmer the more the teacher empower the learner and give them agency, the more likely they are to stay motivated over a long period (p.103).

From the stages it is seen that the teacher's action should have the five pillars in order to motivate the student's learning process. Choosing proper technique for particular lesson should provide the sense of the stages of "Motivation Angel" to create appropriate atmosphere for speaking class.

2.5. Teacher's role as technique while teaching speaking:

Teachers seem to be playing different role in different class at the same time. It is the teacher's technique of shifting from one personality to another in order to complete the lesson objectives. Sometimes teachers appear in the form of controller where s/he participates in the discussion on the other time, though in our classroom situation most of the teachers have to be in charge of a controller. However, Harmer talks about five different role played by the teachers. It is believed that these different roles have different purpose. They are as below:

2.5.1. Controller:

This is the role when the teacher has the control of the class. The teacher is the one telling the students what to do when to do and how to do the task. The students are not permitted to do according to their wishes. They get less opportunity to show their creativity. Though all the works are properly done as the teacher are the one organizing the whole lesson plan, it does not work in terms of motivating the learners. This also does not create the scenario of interaction.

2.5.2. Prompter:

The teacher chooses to be in the role of prompter when s/he wants to help the students or does not want to help them at the same time. The students are thought not to be fully depending on teachers every word but to focus on their creativity. For example, the students got lost at the

mid-way of their work and are not sure how to proceed and then the teachers help them by giving suggestion or ask others to give suggestion or to participate about their own thoughts.

2.5.3. Participant:

Teacher became participant when s/he take part in the discussion or role-play or any other activities. The reason is that being a participant will liven the situation instead of monitoring their work from outside the group. The students will also feel encourage to give their full effort in producing the task to the class. Not only that they will also feel motivated and not less important like the good student in class. The students will enjoy the class and provide more of their thoughts.

2.5.4 Resource:

In classroom situation sometimes it becomes inappropriate to be in a role of controller or prompter or even participate where the students are busy in their task and for that time being the teacher's interruption might distract them. To keep the flow and being in handy in their needs the teacher can play the role of a resource. Whenever the students stuck in their task they can get help from their teacher. At the same time the teacher has to be careful not to spoon-feed the students by giving all the answers. S/he can lead the way so that the students get the answers on their own. It is not necessary that teacher will know all the answers but s/he has to ensure the students to let them know the correct answer in the following class otherwise the students will lose confidence in their teacher.

2.7.5. Tutor:

The role of tutor works well when teaching a small group of students or individuals instead of a large class. The feature of prompter and resource are combined while being in the role of tutor. Teacher can focus on their progress as teaching small groups or individuals. If the large class is divided into several small groups it will be easy to go to each group and tutor them. Though, each role has different characteristic and different purpose it will be appropriate for the teacher to switch among the roles when needed. Calculating the need of the students and their achievement goal the teacher has to be a performer with the ability to transform into different role.

2.6. Materials used as teaching technique in ESL speaking class:

Material's role is very significant when it is introduced in class effectively. Teacher operates the class using materials. Uses of materials not only help teachers to organize his objectives but also help the students to learn accordingly with proper understanding of those particular objectives. As a result, Akbari and Razavi (2015) stated the scholars' argument that "Use of authentic materials help students to bridge the gap between classroom knowledge and their capacity to participate in the real world event (p.106)." Gower, Phillips and Walters (1995) talked about two types of materials in use- published material and authentic materials (p.77). A brief discussion about these materials and use of these materials as technique by teachers in ESL class is given below:

Published materials includes course books, skill books, Readers, Other supplementary books including language games and songs, Reference books, Resource books, Video, CALL etc. Course books can be student's book or work book, cassette, teachers' book or a video. Skill

books are concerned with language skills. Readers are significant for exercising reading skills. Reference books comprise books of language games, songs, roleplay and simulations. Reference books are dictionaries and grammar books. CALL stands for Computer Assisted Language Learning (Gower, Phillips and Walter, 1995). The advantages of published materials are many. For example: Course books make a link between the expectation of both the teacher and students.

According to Bacon and Finnemann (1990), authentic materials are those texts which are made for non-pedagogical purposes (as cited in Akbari and Razavi, 2016, p. 106). Authentic materials can be theatre programs, newspapers, magazines, poems, songs, brochures, information leaflets, menus, news broadcasts, and films, on video and so on (Gower, Phillips and Walter, 1995). Authentic material motivates students which increase their confidence. These materials led the student to be involved with authentic tasks. It is helpful for a student to be an independent learner.

Both Authentic material and published material are used as a technique by a teacher as they are using it to complete classroom activities. In terms of published material, the authority of the institution has many roles to play. They need to choose a suitable material which can be helpful for teaching as well as learning. On the other hand, a teacher should suggest useful authentic material for students for further information after completing their text books. Besides, the teacher has to focus whether one type of material is replacing the other. Use of these materials with balance between the two will help motivate the learners to be interesting in their learning.

2.7. Students attitudes towards teaching technique in class:

In any classroom situation teacher's point of view is being focused as teacher's role is important in conducting the class properly. We cannot think of an effective class without teacher. Likewise, student's role in class is also beneficial. If the students do not agree with the pattern of teaching it will become a difficult task for the teacher to continue the class. In previous time the teaching was teacher centered and mostly followed the traditional method of teaching. At that time the students did not have choice to express their opinion. Now-a-days the teaching pattern changed and the classroom is never teacher centered. Most of the classes are being conducted in a communicative way. However, many researches were done to get the students response towards classroom teaching. For example, Franklin,(1990), Macaro (1997), Dickson (1990), Swain and Lapkin (200), Scott and de la Fuente (2008) Etc. (Ahmed, Yossatrn and Yossiry, 2012, p. 159). Ahmed, Yossatrn and Yossiry (2012) did a research on student's perception towards teacher's use of activity in class. They divided the result into five sub-sections (p.160). They found that most of the students gave positive feedback towards teacher's use of activities in class (p.161). The students' opinions were similar. They think that the classroom activities help them to enhance their learning effectively. Though the research was done on small scale they recommended to do further research on large scale to get the view of student's attitude toward activities provided by teachers in class (Ahmed, Yossatrn and Yossiry, 2012, p.163).

2.8. Balance of STT and TTT used as a technique in speaking class:

Teacher Talking time (TTT) is when the teacher do most of the talking in class. In traditional teaching style use of (TTT) is a common scenario and much research was found which focused on the quantity and effectiveness of TTT (Davies.2011.p.1). Some agreed that

TTT increase the development of the student's intake. Cardenas (2013) says- "Several authors have helped locate teacher talk as the means of providing students with input in the second language, especially when the responsibilities for learners to communicate in the L2 outside the class are limited. (p.18)" However, too much TTT is not effective. Though TTT provides lot of information, the students might distract themselves and lost interest in their learning.

Student Talking Time (STT) is opposite to TTT where the students got privilege to talk much than the teacher in class. When the students are given more time to talk they come out of inferiority complex and nervousness. They tend to be delivering more speech in class and by doing so the teacher gets to know the strength and weakness of the students and proceed accordingly. Jeremy Harmer (2001) claims that- "getting students to talk-to use the language they are learning- is a vital part of a teacher's job (as cited in Cardenas, 2013, p.21)." besides, the teachers have to be careful whether the STT is taking too long than suggested. The students might not utilize properly if they are given too much liberty of STT. It is also the teacher's job to maintain the balance of TTT and STT to have a meaningful class.

Chapter three: methodology

This chapter will explain the methodology of the study which will help us to understand about the present scenario of using various teaching techniques by teachers in ESL speaking bangla medium school. In this chapter the nature of research (Qualitative and quantitative), methods of Data collection: survey (Questionnaire and observation checklist), participants and sampling of the study, data analysis process and the pilot testing: testing the questionnaire etc. will be discussed.

3.1. Nature of the research: Quantitative and qualitative

The combinations of quantitative and qualitative research approach are widely used in any research field to obtain the realistic result from the research. From 1990s, researchers started to use both quantitative and qualitative researches which were important and thoughtfully mixed in a single research studies (Johnson and Christensen, 2013, p. 32).

Johnson and Christensen (2013) describe the characteristic of both qualitative and quantitative research. According to Johnson and Christensen (2013), quantitative research relies purely on “quantitative data i.e. numerical data and follows other characteristics i.e. objective, agreed-upon, material, structured etc. (p.34).” It follows the scientific method as its focus is on hypothesis testing and theory testing which is why the researcher considers it to be primary importance to state one’s hypothesis and test them with empirical data to be supported (Johnson and Christensen, 2013, p. 33). So, it can be said that quantitative research is a systematic process which is used to answer particular questions about measurable concepts.

On the other hand, qualitative research follows the exploratory scientific method which is used to describe what is seen locally (Johnson and Christensen, 2013, p. 33). With the help of qualitative research, people’s experiences towards particular concept and their views can be examined on the settings. Opposite to the quantitative research, qualitative research is subjective and the responses varied from person to person. It also helps the researcher to get the opinion from the respondent as they are not restricted to give their opinion from pre-determined answers.

Following the characteristics of both quantitative and qualitative research, the researcher of this study used the combination of both quantitative and qualitative research. For quantitative research the researcher gathered the information using questionnaire and for qualitative research

the researcher used observation. The observation helped the researcher to get in-depth knowledge about the implementation of teaching technique used by teachers in class.

3.2.Methods of Data Collection: Survey

The researcher used the questionnaire survey and classroom observation as an instrument of research to get fruitful result from the participants. The methods used for this study are as below:

- Students' questionnaire survey
- Teachers' questionnaire survey
- Observation using a checklist

Questionnaire:

Questionnaire is a popular tool and used widely to gather information. It is used for the purpose of gathering information from respondent. Besides, questionnaire can be thought of a written interview (Macleod, 2014). Comparing to other form of research survey, questionnaire is relatively cheap and easy to collect a large amount of information from a large sample of people. According to Macleod (2014), questionnaire is effective when used to measure the behavior, attitudes, preferences, options and intentions of large number of subjects in a more cheaply and quickly than using any other methods. Data collected through questionnaire helps the researcher to interpret the result more easily.

With the help of questionnaire survey the students were asked to fill out the questionnaire by giving a tick mark (Appendix-A) with 31 items on the modified Likert-scale (1= Entirely agree, 2=Agree, 3= Not sure, 4= Disagree, 5= Entirely disagree) on the classroom activities provided by their teacher, their teachers role of motivating them by using different technique and their reaction towards the technique used by their teachers in class etc. Thinking the advantages

of using questionnaires instead of interviewing the subjects the researcher chose questionnaire survey. Kerlinger (1986) defined a likert- scale as “a summated rating scale whereby an individual’s score on the scale is a sum or average of the individual’s responses to the multiple items on the instrument (as cited in warmbrod, 2014, p.31)”. So, the response for each statement is a “linear scale” that helps to indicate respondents agree or disagree to each statement. (Warmbrod, 2014, p.31)

Observation

Marshall and Rossman (1989, p. 79) said that observation is, chosen for the purpose of study, the systematic description of events, behaviors and artifacts in the social settings (as cited in Kawulich, 2005). In this process the observant is allowed to stay at one corner of the settings and observe. As the observation is done without creating a chaos the participants can concentrate on their work. The main advantage of observation is that participants became aware as they are under observation and try to give their good performance.

Researcher also did the observation survey to have in-depth knowledge about the responses from the participants. It is because the subjects might give all positive answers to the questions but might not follow when it comes in demonstrating in reality. The observation also helped the researcher to link the quantitative responses with the quality of information.

To do the observation the researcher asked permission from the principle. The researcher needed at least one class from different institutions to gather necessary data. The researcher sat at one corner of the classroom from where she could get see the whole class. She just observed the class quietly and wrote down necessary information. The researcher used checklist in the forms of questionnaire. The questionnaires were same as the statement given to the participants so that

she can compare the result with the questionnaire. She filled up the checklist after doing the observation. The checklist was used in this study for the researcher's own evaluation.

3.3. Participants and sampling of the study:

Participants are the source of getting the information and a great help for the researcher in developing his/her claim on certain topic. The research becomes successful when the participants are willing to disclose their views, opinion as well as experience. Such participants are hardly to find in a formal setting. To get the participants honest approach, the researcher needs to give "Safe space" in which the participants are ensured that their information will not be used against them and they will not suffer or get disadvantages (Bergold and Thomas, 2012).

A sample was prepared to collect the data and was distributed among subjects from 5 different Bangla medium schools of the country. The number of subjects was 10 teachers and 138 students. In the questionnaire there were 31 questions in the form of statement. Both the teachers and students took 10-15 minutes to finish the questionnaires. The participants were cooperative in filling up the questionnaire.

Samples selected for the survey are shown below:

Table 1: Samples for the survey

Type	Number
1. Students' questionnaire	138
2. Teachers' questionnaire	10

Institution wise numbers of student and teacher participants are given bellow:

Table 2: Detailed Sampling Plan

Institution	Teachers No.	Students	
		Class	No.
1. School A, Dhaka	2	8	29

2. School B, Dhaka	2	9	22
3. School C, Dhaka	2	9	25
4. School D, Dhaka	2	9	40
5. School E, Dhaka	2	10	22

3.4. Data Analysis

The raw data that were collected with the help of using instrument (Questionnaire and Observation checklist) were hand tabulated. Those data were analyzed in terms of mean score. The stability of mean score is used in repeated sampling and also used in advanced statistical analysis procedures (Seliger and Shohamy, 1989, p. 215). As a result, use of mean score, in order to analyze the numeric data, has become popular among researchers and is frequently been used (Abdulrahman, 2012). The mean score is the sum of all scores of all subjects in a group divided by the number of subjects (Seliger and Shohamy, 1989, p. 215). Heaton (1988: 175) also agreed by saying “Means is the summation of all scores divided by the numbers of all test-takers (Cited in Abdulrahman, 2012)”. A sample of calculating mean score is given below:

$$\bar{X} = \frac{\sum X}{N}$$

Where, \bar{X} = Mean

X = Raw data

\sum = The sum of

N = The number of cases. (Mousavi, 1999: 214, cited in Abdulrahman,)

3.5.Pilot study: testing of questionnaire:

According to Porta (2008), pilot study is a small-scale test of the methods and procedures before applying on a larger-scale (as cited in Leon, Davis and Kraemer, 2010). With the help of pilot study the researcher get the opportunity to find out any confusion in the questionnaire and also understand whether the sampling, methodology, way of delivering the information etc. are appropriate for the subjects on larger scale. Besides, the researcher got the prior idea about time to fill the questionnaire by the participants. It also helps the researcher to work on the problems that came out from pilot test result.

For the study, the researcher did the pilot testing before doing the main survey. She did the pilot test with a student and a teacher from the school where she decided to do the main survey. Before doing the pilot study the researcher talked with that particular teacher and student if they would like to help her in doing the pilot testing. She gave the idea about the questionnaire and reason for doing the trial. She also asked them to be sincere and inform if any statement confuses them so that she will be able to work on the problems the participant faced while doing the pilot study. The questionnaire prepared for the test was okay to the teacher but the student got stuck with some words. Then the researcher worked on the problems and finalized the questionnaire for the main survey.

Chapter 4. Findings and analysis

This chapter will describe about the findings and analysis collected from the raw data. At first all the Findings were shown in Table and in bar chart and later analyzed. The presentation of the findings of 31 questions is presented step by step in the following pages.

** (The interpretation key of teachers' and students' attitude is: 1.00-1.5 = very satisfactory, 1.6-2.00 = satisfactory, 2.1-3.5 = not satisfactory, and 3.6-5.00 = negative attitude.)

- **Define Teaching techniques for speaking:**

Table 1.

No	Statements	Mean score		
		Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
1.	'students playing different role (like doctor-patient, seller-customer),' 'giving speeches' and 'sharing information' activities help both the teacher and the students to become more engaged in English language class.	1.2	1.5	1.4

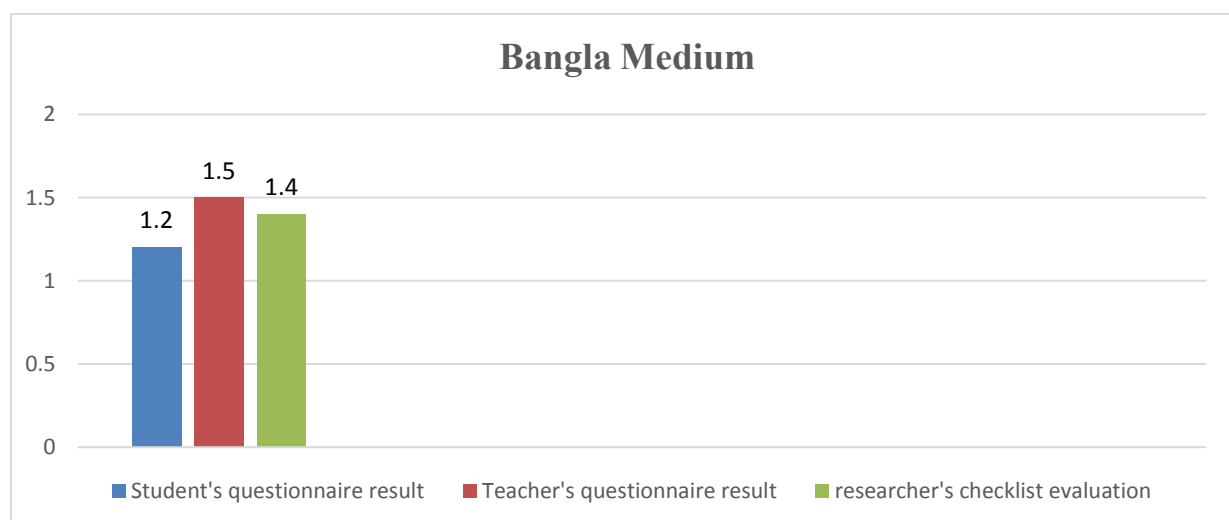


Figure: Activities used as technique help both teacher and student engage in English class

Teaching technique, used by teachers, which include role-play, giving speech, sharing information practiced by students in speaking class affects both the teachers and students to be engaged in class. Besides, the survey results from both questionnaire and observation checklists show the result to be very satisfactory. When there are variety of technique provides by teacher it becomes easy for the students to participate in class.

Table 2.

No	Statements	Mean score		
		Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
2.	Practicing above activities develop students speaking skill.	1.3	1.8	1.8

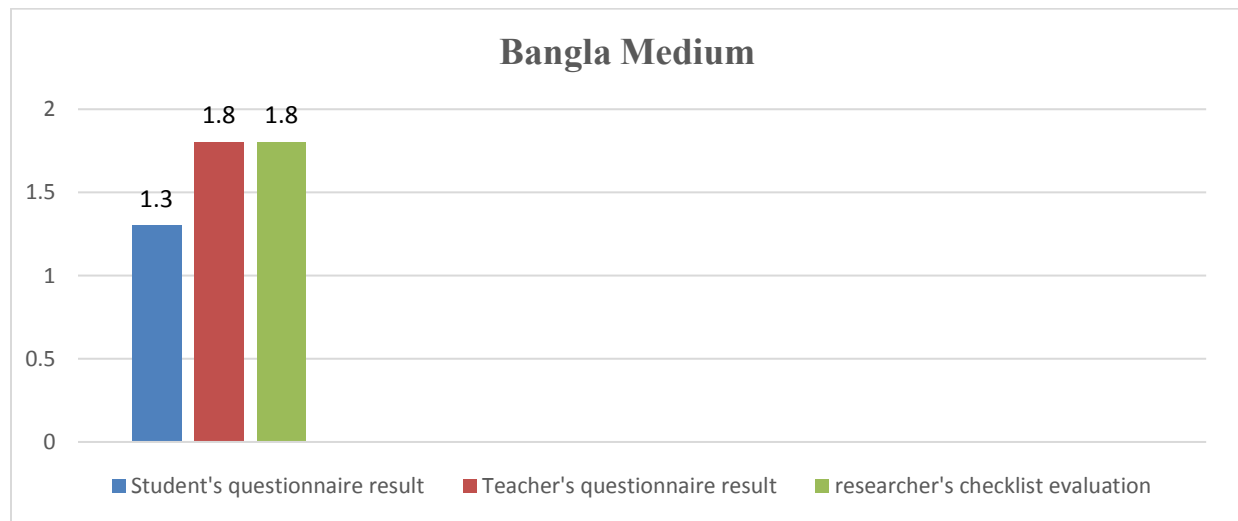


Figure: activities as technique develop students speaking skill

It is believed that when the students are engaged in any activities their skill developed. Providing activities to the students such as role-play, jigsaw, sharing information etc. as a technique have positive outcome that is very satisfactory, which researcher ensured with the help of questionnaire result and observation result

Table 3.

No.	Statements	Mean score		
		Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
3.	Practicing activities, following materials, seeing video, listening to audio, etc. develop students speaking skill.	1.4	1.4	1

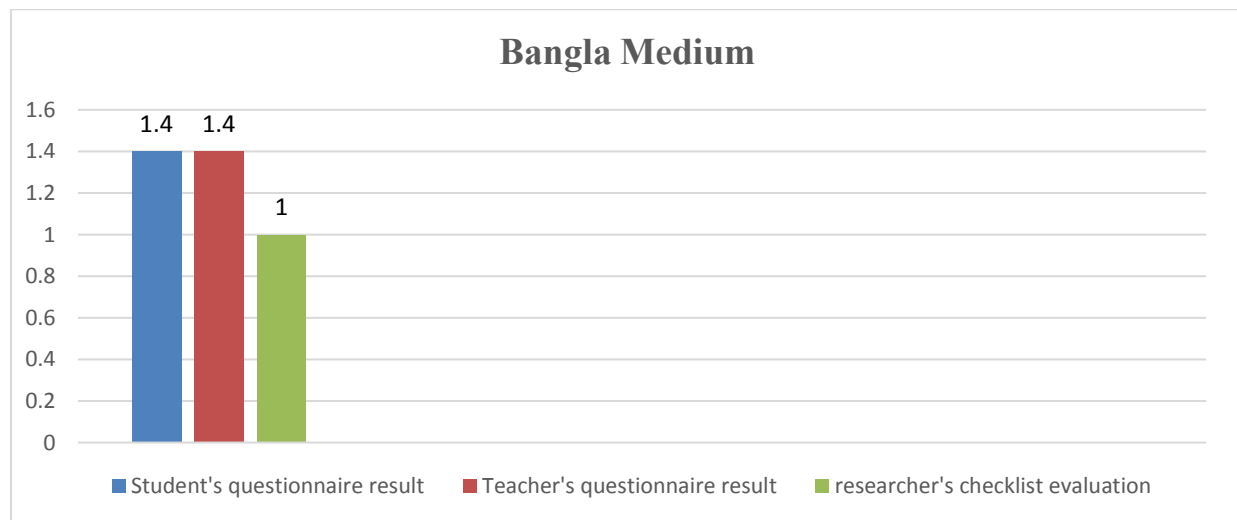


Figure: different types of teaching technique develop students speaking skill

As shown in the previous result that practicing activities develop students speaking skill, other techniques such as providing authentic materials, showing video clip and giving audio clip to the

students also benefit them. Both the students and the teachers respond positively which shows highly satisfactory result and researcher also agree with the result by doing the observation.

- **Activities used as techniques by teachers in speaking class:**

Table 4.

No.	Statements	Mean score		
		Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
4.	Activities such as asking other groups to answer particular question, acting like an actress, giving speech, telling story etc. encourage students to participate in class.	1.4	1.6	1.8

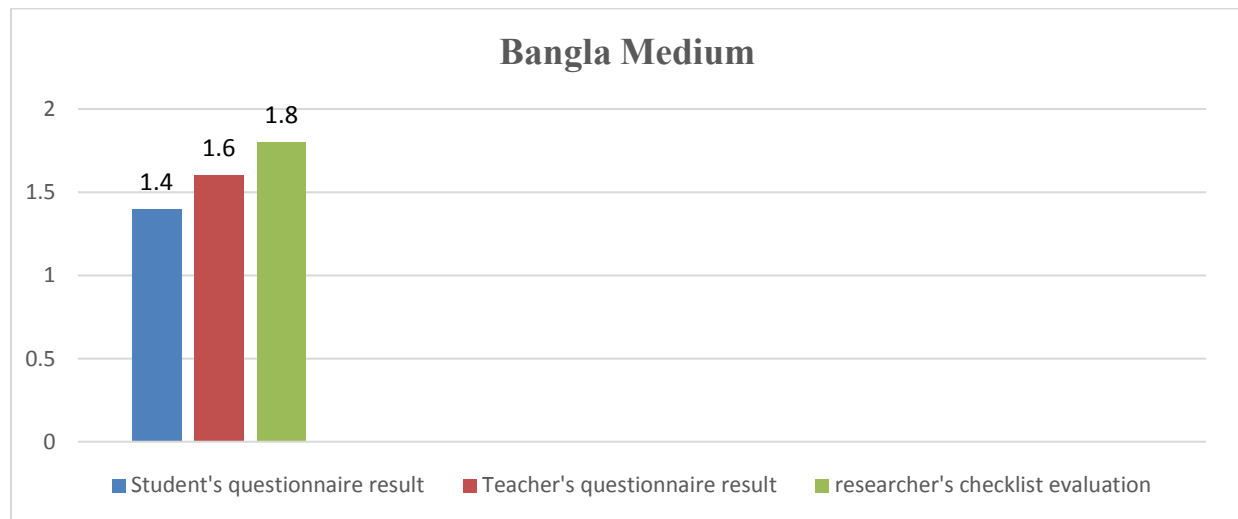


Figure: activities encourage students to participate in class

To make the students attentive and responsive in class there are no better way than to indulge them in any activities. It is because they will give their full attention in completing the given

task. There is slight difference between students' responses and teachers' responses. In class it is seen that the students are very satisfied when they are given activities to complete. Even though the teachers are not very satisfied with the statement, they are satisfied in using activities as a technique in class. In addition, the researcher also has the same view point as the teachers. It is because she could not get the notion by observing a single class from different institution but overall the scenario is same.

Table 5.

No	Statements	Mean score		
		Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
5.	Teacher changes seating arrangement of students to suit different activities.	2	1.5	3.2

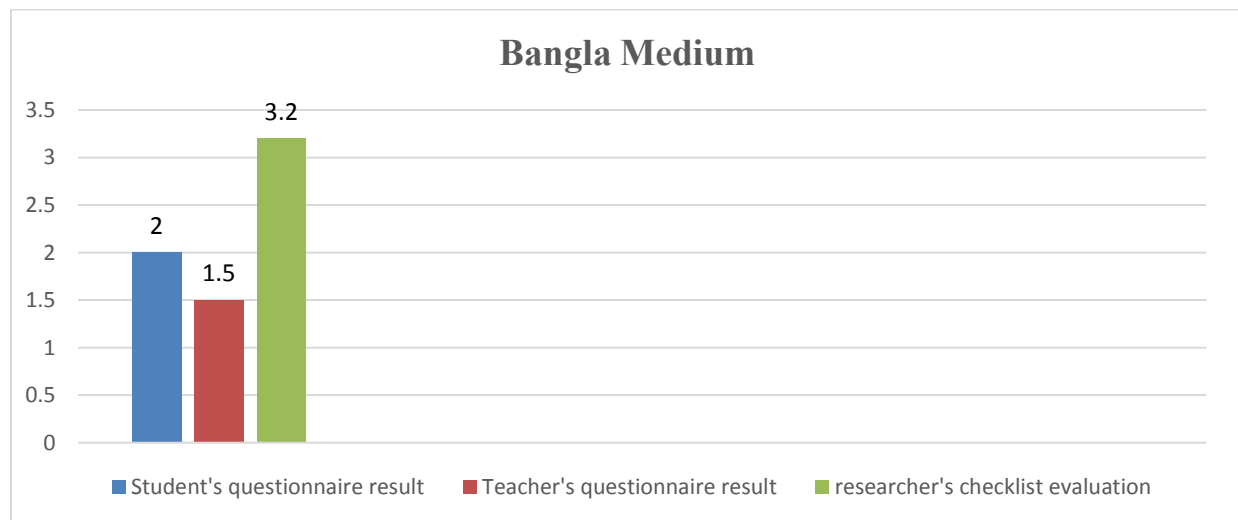


Figure: Changes sitting arrangement to suit different activities

Different types of sitting arrangement are also responsible for getting any students attention in class. However, it is not always possible to change the sitting plan. In classroom setting movement of chairs is not possible in most school as there are benches for the students. Instead of the movement the teacher can change the sitting of the students. For example, the back bencher students are called front to do particular task and the front to the back or even the left side students were ask to go to the right and vise-versa. Even though the results are from satisfied to very satisfied analyzed from the data researcher shows dissatisfaction towards it. The outcome were different after doing the observation as there were no sitting arrangement rather the person sitting side by side were told to help each other. It was because maybe there were no changes on the sitting plan as the class was observed or maybe the sitting plan was not performed on the daily basis.

Table 6.

No	Statements	Mean score		
		Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
6.	Teacher engages students in group or pair works i.e. assigning activities in pair or groups instead of giving lecture all the time.	1.6	1.8	3.4

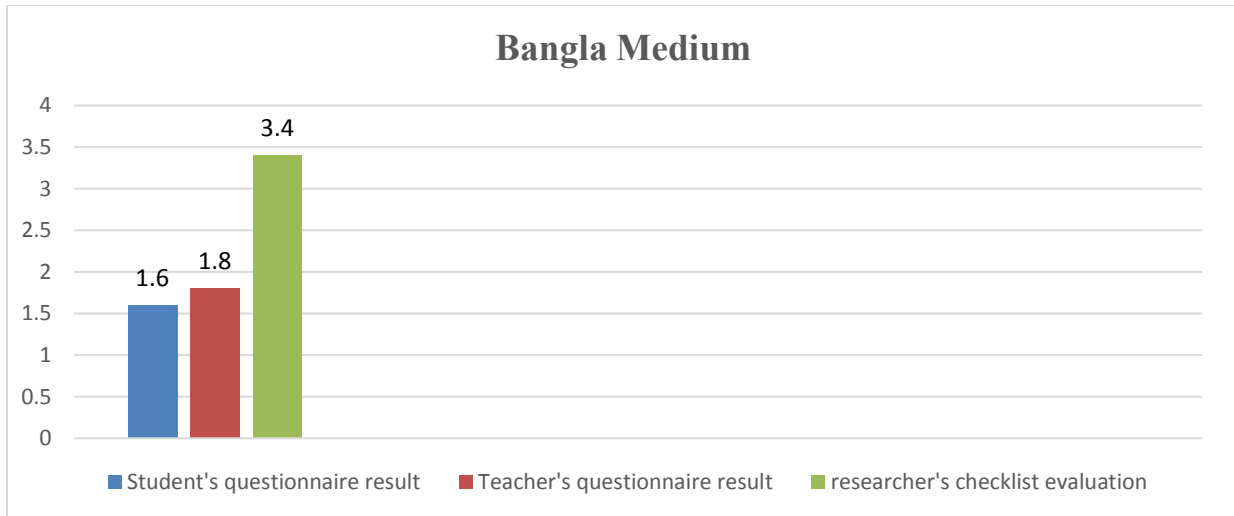


Figure: Assigning pair or group work instead of giving lecture all the time

Pair work as well as group work helps students to come up with new information regarding the topic. Sometimes it so happen that a person is lacking about particular topic. However, if that person works in pair or group s/he will be able to understand about the task and will come up with new or existing information that he is unaware. Even though the result from students response and teachers response show that they are positive about having pair work or group work, the researcher gave negative feedback after having the observation. Among 5 classes she found pair works in 2 classes while observing. The other 3 classes did not hold any pair activities. It is difficult to come to conclusion about the negativity of not assigning group work in class as less number of classes was observed.

Table 7.

Mean score	
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No	Statements	Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
7.	Students play different roles to develop their speaking i.e. two students are acting the role of doctor and patient in class.	1.6	2.2	2.8

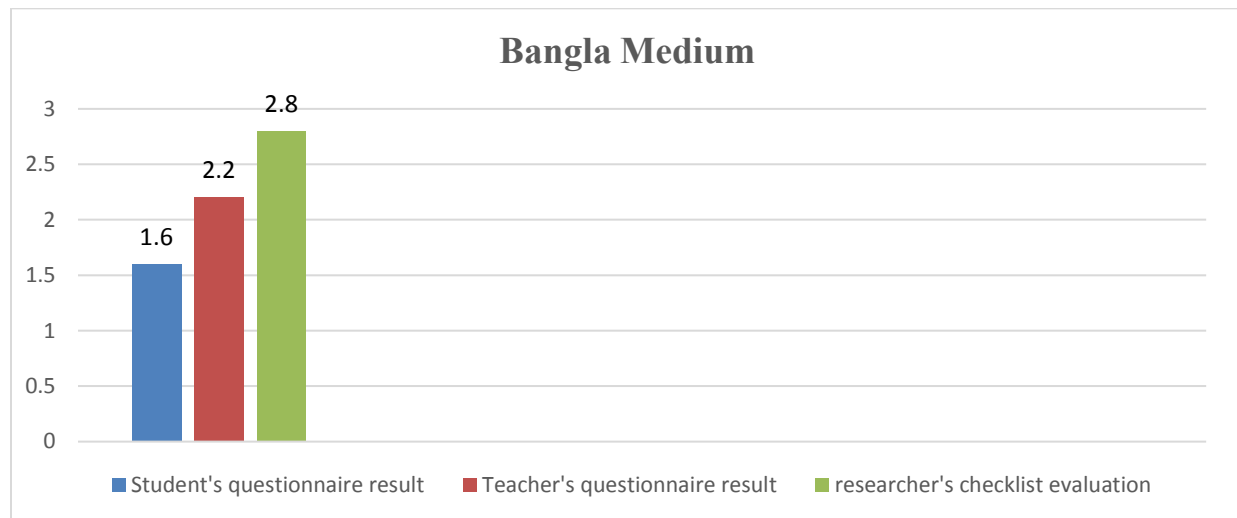


Figure: Students playing different role in class

Activities such as “role play” not only help students to utilize their learning outside the class but also interesting. It can be applied to the students from lower to higher class. Role play helps students to be in different role and perform differently. As different roles or characters are created in class it is easy for them to relate with their real life. Creating a class especially English class, which are not favorable to the students, is one kind of technique that a teacher can focus on. It is because it is difficult to get students’ attention for a long time. From the result it can be seen that students have positive response whereas both the teacher and the researcher said the

opposite. Researcher again found it less exercised comparing to 5 different classes as most of the classes were still following GTM teaching method.

Table 8.

No	Statements	Mean score		
		Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
8.	Sometimes students take part in mock debates in class on given topics.	1.8	1.8	3

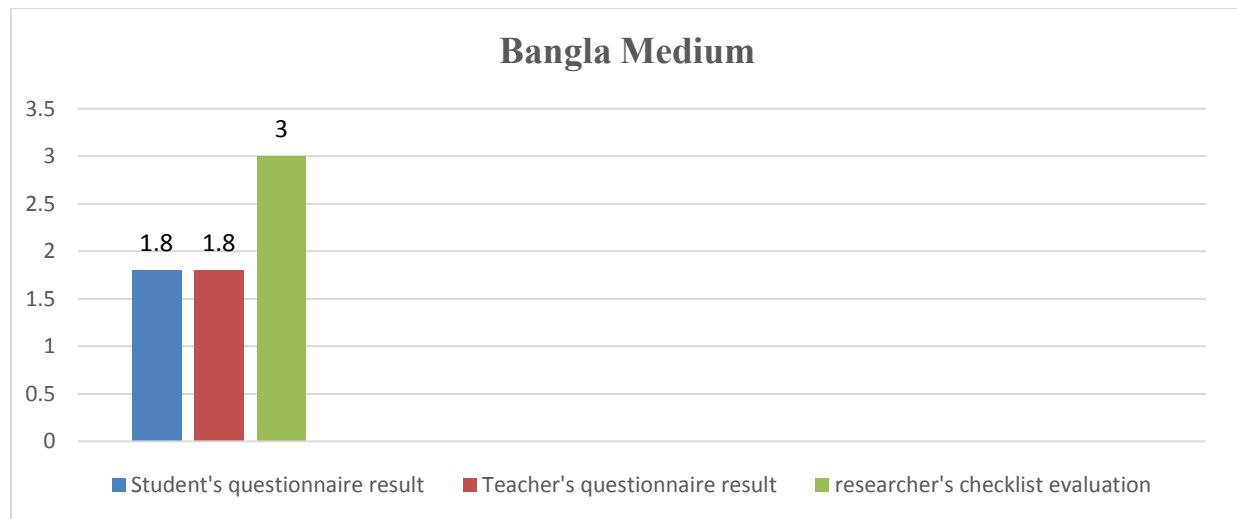


Figure: Students perform mock debates

Both teachers and students have same response towards having mock debates in class on particular topic. Whenever the students are told that they will have a debate on the topic that they are familiar to the students they seem to be more active and eagerly participate in the debate that can be said after seeing the chart result. Researcher also has the same opinion though such

activity was not found on that particular class. Researcher's result was "not sure" but she got the information that most teacher agreed about students performing mock debate but not in every classes.

Table 9.

No	Statements	Mean score		
		Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
9.	Teacher calls students to the front of the class to present on given topic.	1.4	1.9	2

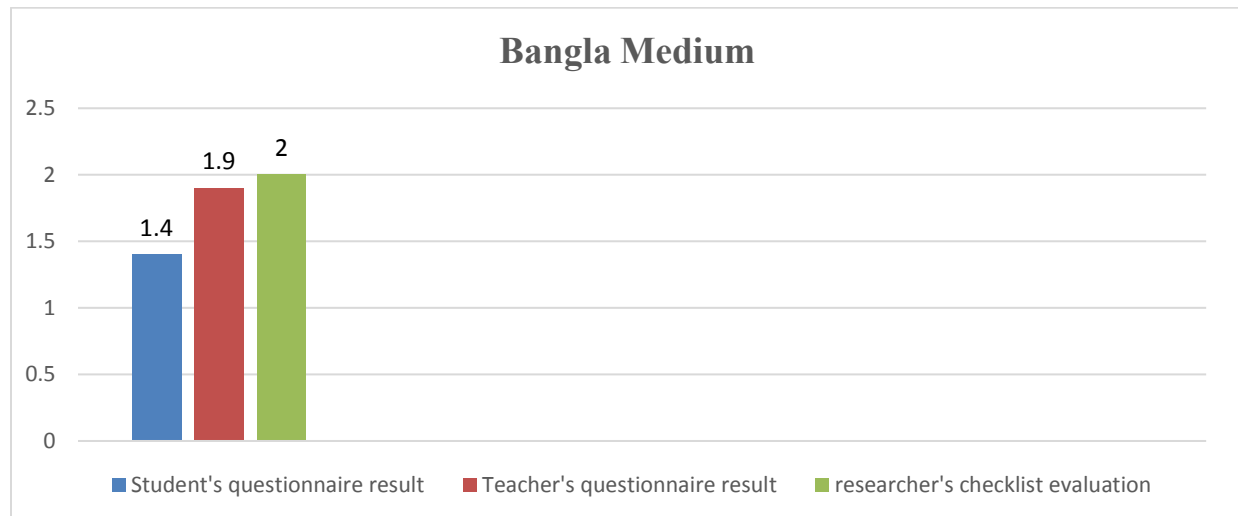


Figure: students are called to the front to present on given topic

In Bangladeshi context, it is a common scenario that teacher calls students either to go front of the class or to say something about the particular topic standing from their seat. There is no doubt that this technique is not being in use. Besides, the result is very satisfactory from

students' point of view and satisfactory from both the teachers and researchers. This is a common technique that a teacher uses to know students understanding about any particular topic.

Table 10.

No	Statements	Mean score		
		Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
10.	Activities provided by teachers activate student's creativity.	1.6	1.5	1.4

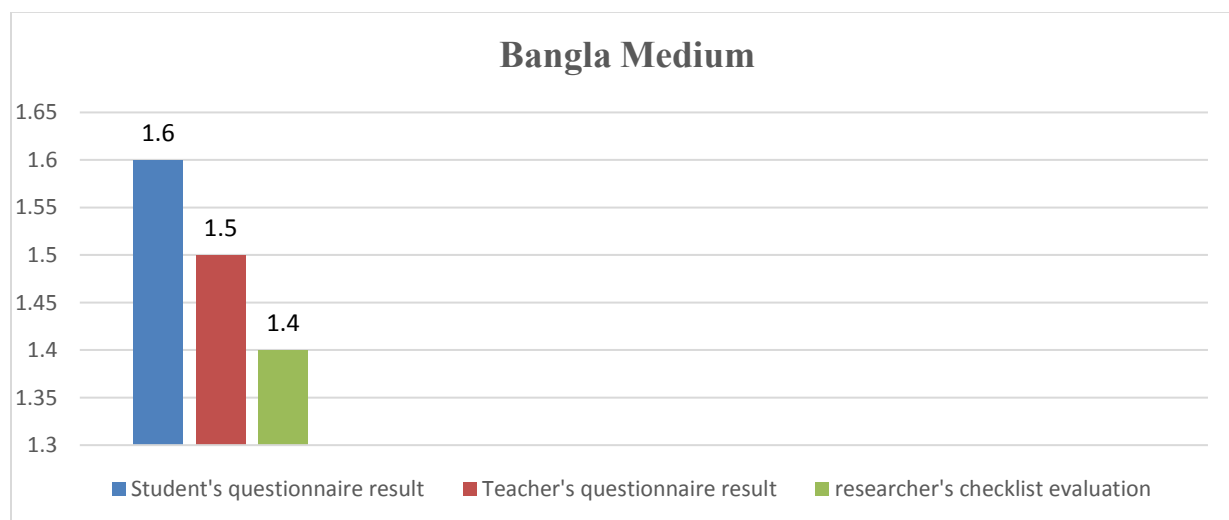


Figure: Activities activate students' creativity in speaking

Activities such as 'telling stories,' 'prepared speeches,' 'role-plays' etc. help students to generate their creativity and show their creativity in their speaking. Sometimes the students are seen saying such things that are familiar in use but not found in the grammatically structured form. Examples can be "excessibly too much" which researcher noted while observing a class. Here using 'too much' is not necessary as 'excessive' denotes the same meaning. However such

example is accepted but the researcher think that such use of word should not be used in formal settings.

Table 11.

No	Statements	Mean score		
		Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
11.	Teacher asks students to summarize the day's lesson.	1.8	2.3	2

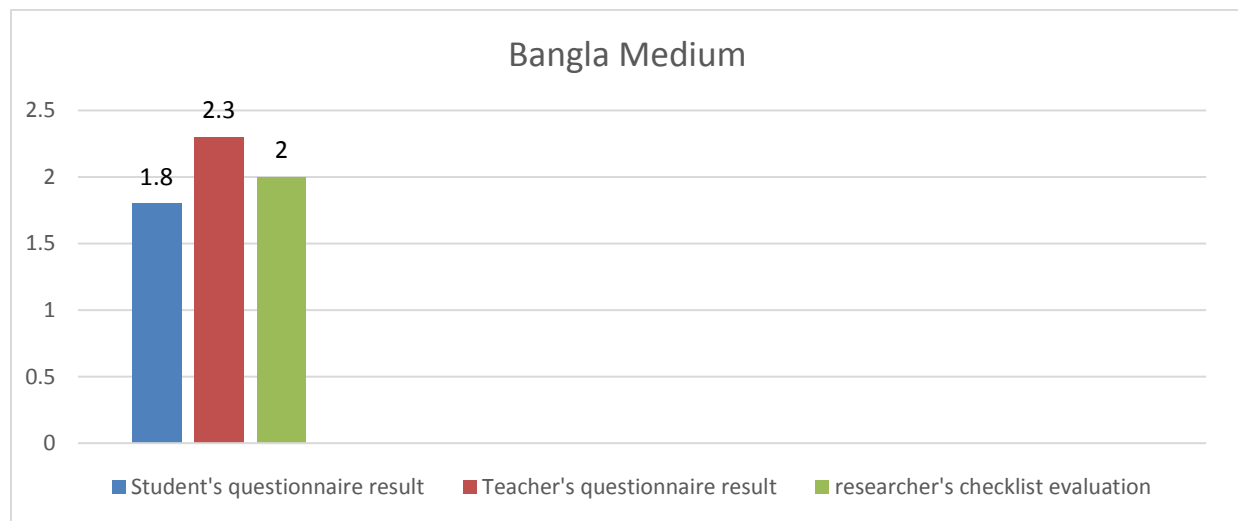


Figure: students are asked to give a summary about the day's lesson

Writing a summary is common and familiar to the students as they have to write a summary compulsory in their exam. It is not a hard task for the students if they are asked to exercise summary in their speaking class. Summarization also helps them to organize their speech and give an overview about a particular topic. Asking students to summarize also prepares them to

use this technique when they are asked to say in brief in real life. Researcher did not understand why the teachers' responses came out negative as she was positive after observing 5 different classes. The teachers more or less asked the students to give a brief summary about the day's lesson. Besides, the students show satisfactory attitudes towards summarization.

Table 12.

No.	Statements	Mean score		
		Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
12.	Teacher shows video clip on how the pronunciation varies and how to pronounce any particular word.	1.8	3.3	4

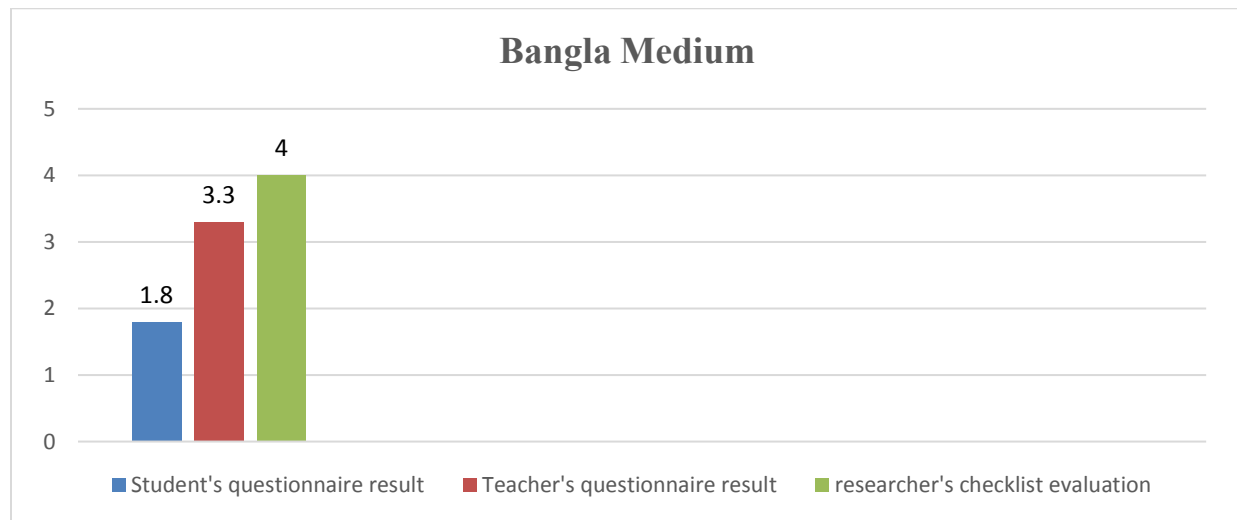


Figure: shows video clip to help student identify the different pronunciation

Not all students understand about particular topic at the same time. Some of them understand well with the help of visual aids as they seemed to be visual learners. There is no strict rule that

everything should be pronounced in an accurate way. However, the pronunciation should be clear and understandable to the audience to make them understand what the speaker is trying to say. If ‘yellow’ is pronounced ‘yolo’ the audience will not be able to understand a bit of it. Showing a video clip also help the student to identify the different pronunciation from different place. Students were satisfied with the statement but teachers result shows the opposite and the researcher also agreed with the teachers’ response. It is because in all classes that she observed there was no projector or other visual aid that will help to play any video clip.

Table 13.

No	Statements	Mean score		
		Students’ questionnaire results	Teachers’ questionnaire results	Observation checklist evaluation
13.	Teacher shows how a single sentence can be understood differently by only changing the intonation pattern i.e. “it is raining” it’s a normal statement. “it is raining!” shows that the person is amazed.	1.4	1.5	1.2

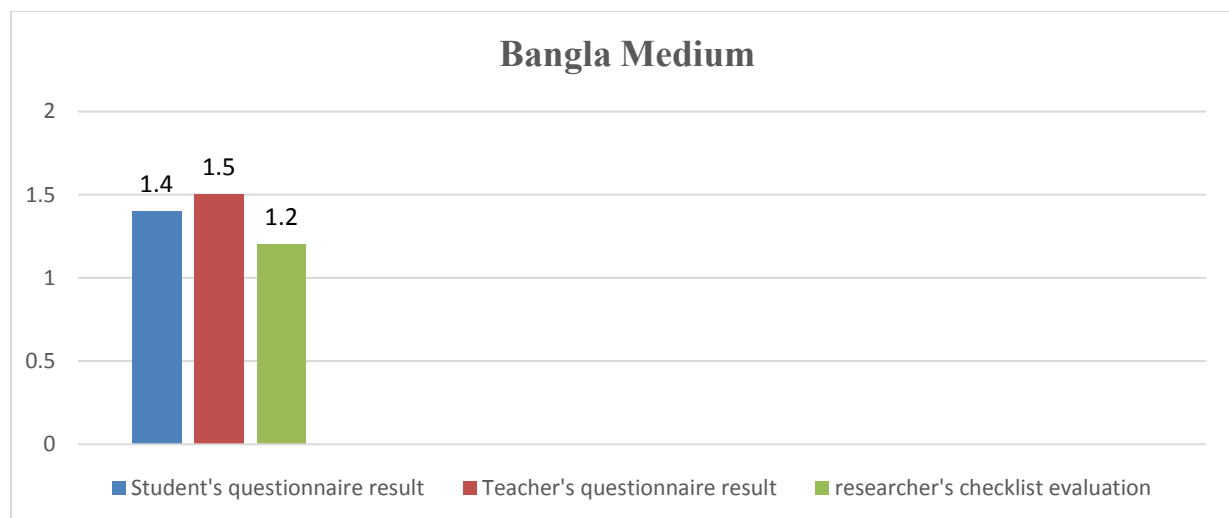


Figure: Teacher shows meaning changes through changing intonation pattern

Changes of intonation pattern help the speaker to express his feelings, thoughts etc. the interesting part of a language is that a single sentence can be said more than one with different meaning. The intonation pattern changes with the help of rising or falling of the pitch. Teachers are responsible to help the students how to manipulate the intonation pattern to deliver the actual message. The result also shows that teacher is doing a great job in showing the differences to the students.

- **Correction as a Technique while teaching speaking in class:**

Table 14.

No	Statements	Mean score		
		Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
14.	Teacher will repeat the mistakes that the students committed to make the student aware of the mistake i.e. teacher will repeat "He go? Is it right?"	1.5	2	2.8

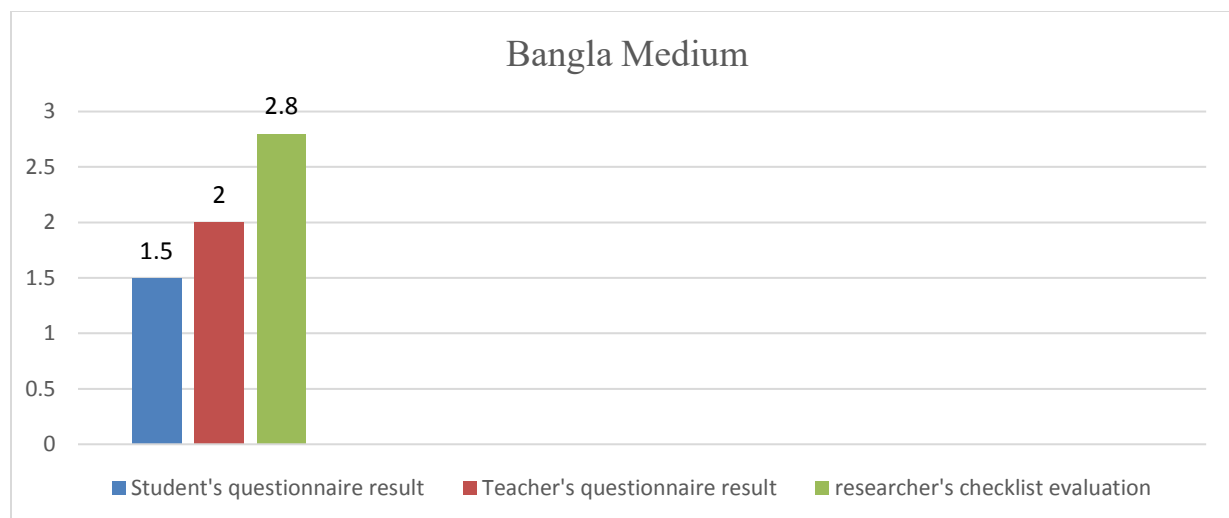


Figure: teacher repeats the mistakes after the student

One type of technique used by teachers while correcting student's mistake is that the teacher does give a hint to the students that s/he is saying it wrong. In that case, teacher repeats the mistakes after students and asks that student or others to find mistakes if there is any in the speech. This technique helps student to find out the mistakes on their own. Even though both students and teachers' responses were satisfactory, the researcher did not find it preferable. Maybe the teacher did not want to use the technique while being under observation.

Table 15.

No	Statements	Mean score		
		Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
15.	Teacher will point out the mistakes of students' speech directly i.e. teacher will say "the tense is wrong"	1.7	1.1	2.2

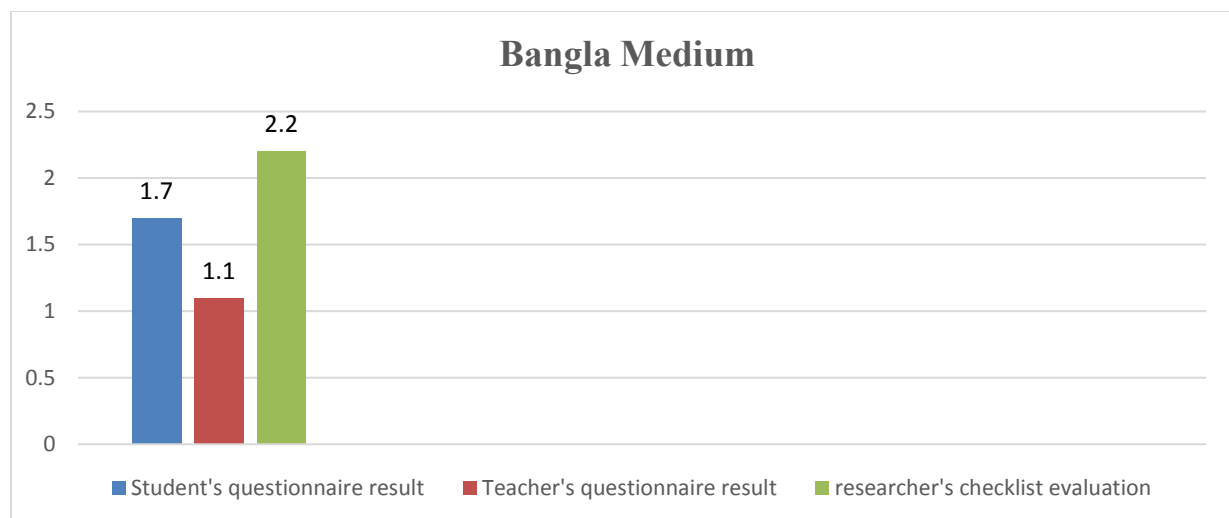


Figure: teacher directly correct student's mistake

In Bangla medium school correcting directly student's mistake is commonly used by the teachers. Researcher also faced this technique while studying at school as researcher was from Bangla medium school. Analyzing the chart both the students and teachers agreed to the statement about correcting mistakes directly. However, researcher found it positive in 2 classes out of 5 classes and negative in 3 classes where the teacher is focusing on helping students to find their own mistakes. As a result, the observation result came out dissatisfaction.

Table 16.

No	Statements	Mean score		
		Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
16.	Teachers use non-verbal language i.e. nodding, moving hands or say to go on to the students so that they speak fluently and correct them at the end of speaking.	1.9	1.4	2.2

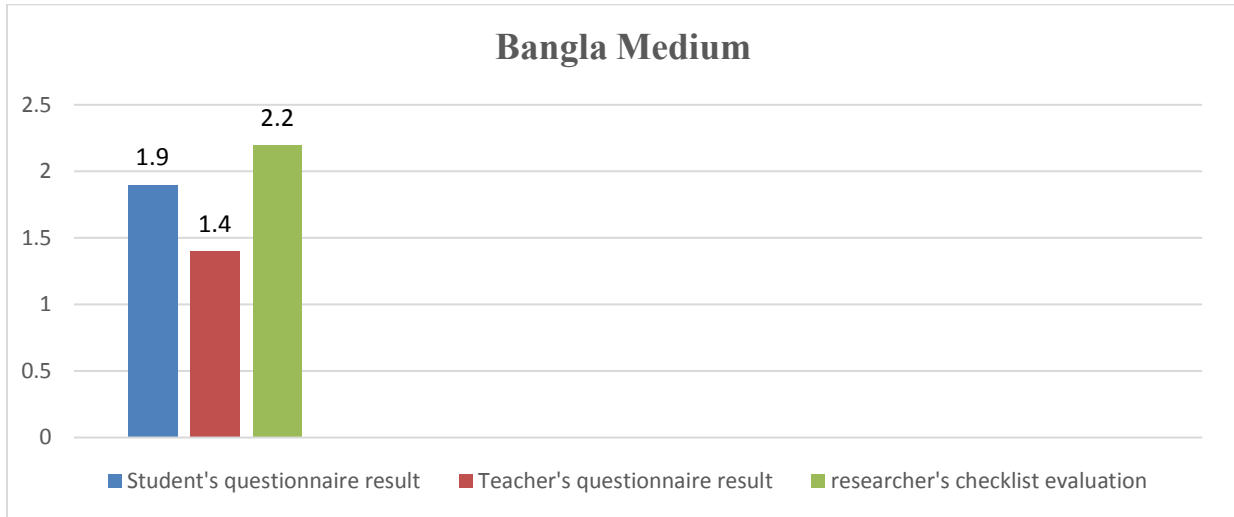


Figure: teacher uses non-verbal language

Use of non-verbal language is a technique that help student to continue their speech without having any interruption. If the students are being interrupted by others including teachers it seems that the students got stuck in the middle of giving speech or they lost the flow of speaking. Besides, to ensure the students that they are going on the right tract the teacher use non-verbal language so that the students do not get confused whether they are saying anything wrong. Though the observation result is negative, researcher believe that non-verbal language is being exercised by teachers on other classes as the researcher was not sure about it in most classes. It is because the teachers were seen correcting directly or asking others to find mistakes in the speech.

- **Technique arouses motivation level while teaching speaking:**

Table 17.

	Mean score	
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No .	Statements	Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
17.	Teacher calls the student by their name while asking question.	1.3	1.1	1.2

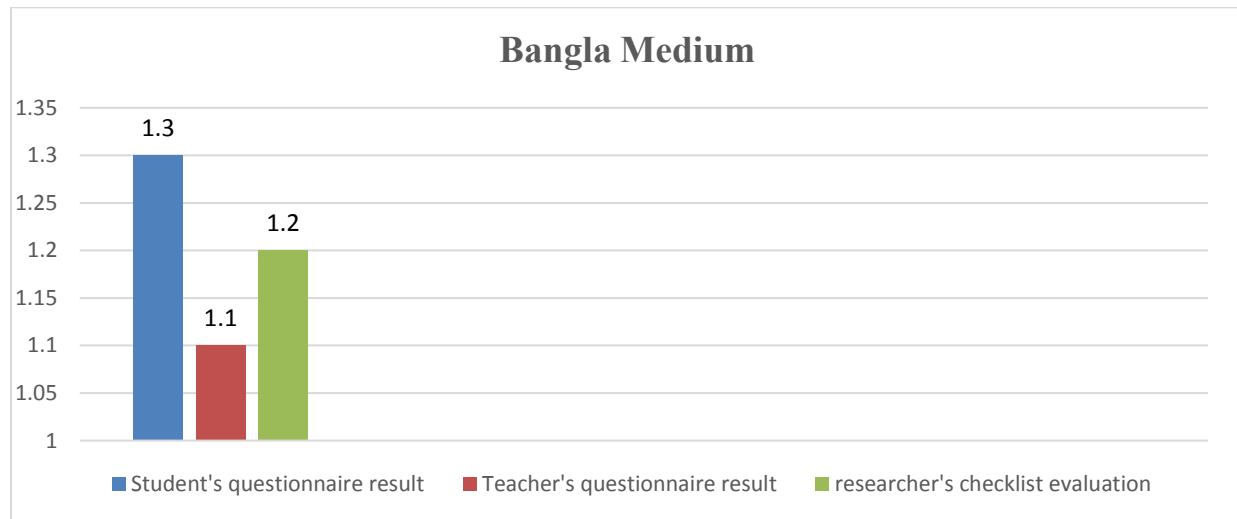


Figure: teacher calls students name while asking any question

Students do response when they are somehow motivated. When teachers call students by their name they eagerly response to what they are asked for. It also increases their motivation level which helps them to be more active in participation. It is difficult to keep the high school students into learning as they easily get bored and cannot keep up with the flow. The responses also show 'very satisfactory' result from the survey. Researcher also agreed strongly as she saw that the students happily responding to the question even the answer is wrong.

Table 18.

No.	Statements	Mean score		
		Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
18.	Teacher asks students if they are facing any problem or if s/he needs to explain twice.	1.2	1.5	1.2

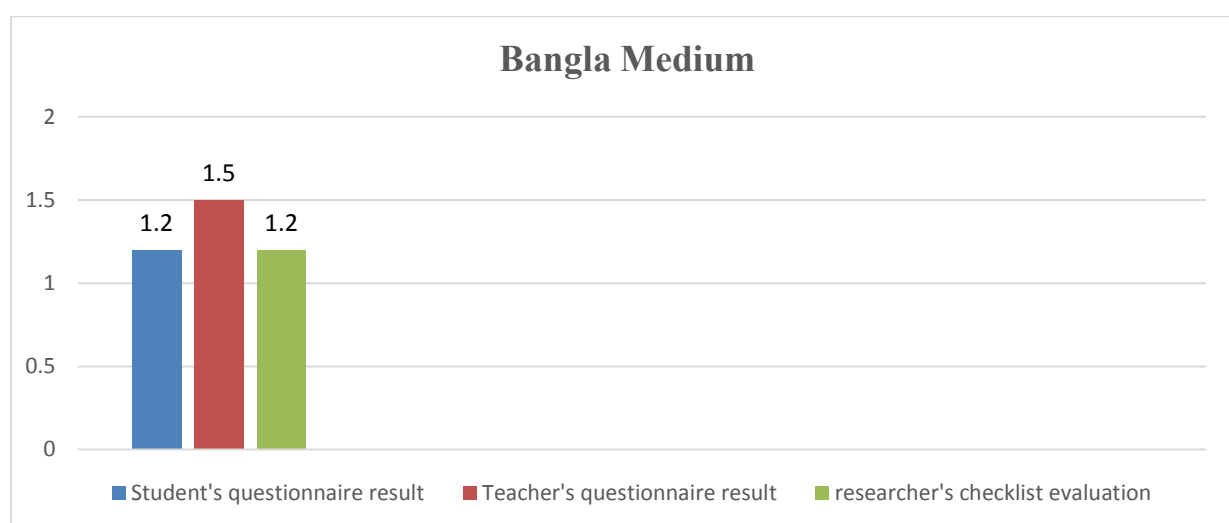


Figure: teacher ask students whether they face any problem

Another way of motivating students is to ask whether they are able to understand what the teacher is teaching or they are failing to understand. This technique also helps the teachers to know about students lacking of understanding and about their way of making understand about a topic. If the students say they are facing problem then the teacher will be able to explain twice. This also helps the student to speak in class. The exercise of this technique by teachers also gained very satisfactory result from the survey and observation.

Table 19.

No.	Statements	Mean score		
		Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
19.	Teacher praised the winning team and give his/her best wishes to other team to do better next time.	1.3	1.6	1

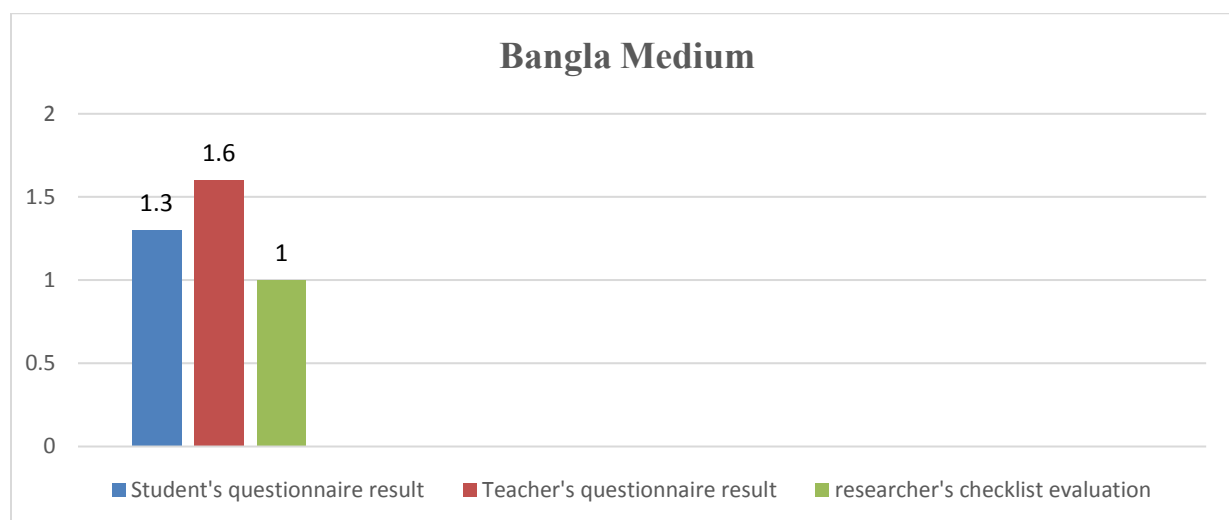


Figure: teacher praises the winning team and encourages the opposite team

Praise is something that can motivate others even if the person is demotivated somehow. It is easy to gain the attention of student by giving appreciation. Students will try their level best to perform better to get praised by their teacher. Not only that they inform others that they got appreciation from their teacher. Besides, giving best wishes even to the losing team will encourage them to perform better in the next time. The 'very satisfactory' result also shows that this technique is very popular in the class.

Table 20.

No.	Statements	Mean score		
		Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
20.	Teacher provides tasks that are not too easy and too difficult and forces the students to try their level best.	1.6	1.9	1.6

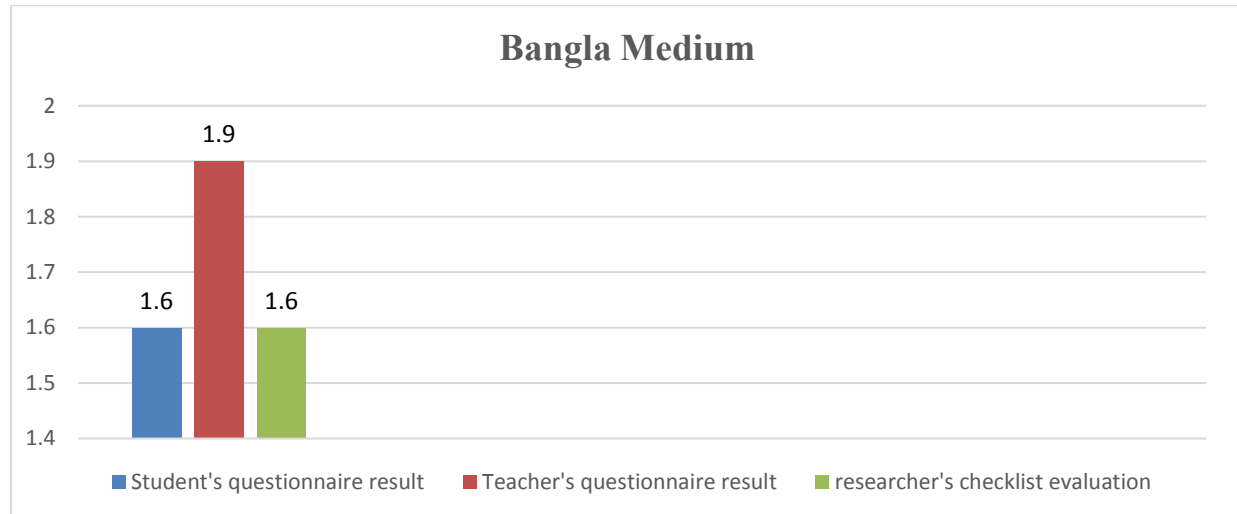


Figure: teacher maintains the difficulty level while providing any task

The most difficult task for the teacher is to choose task for the student. If the task seems to be easy for the student they will not learn anything new from the lesson or even if the task is too hard for them they will lose interest to do the task. Teacher need to give task that the students are familiar with and can relate with their real life and which are applicable. The result from both questionnaire survey and observation teacher provide task that are not too easy or too hard for the student.

Table 21.

No.	Statements	Mean score		
		Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
21.	Teacher asks students to give feedback on that particular topic to know if the students need further assistance.	1.5	1.7	1.6

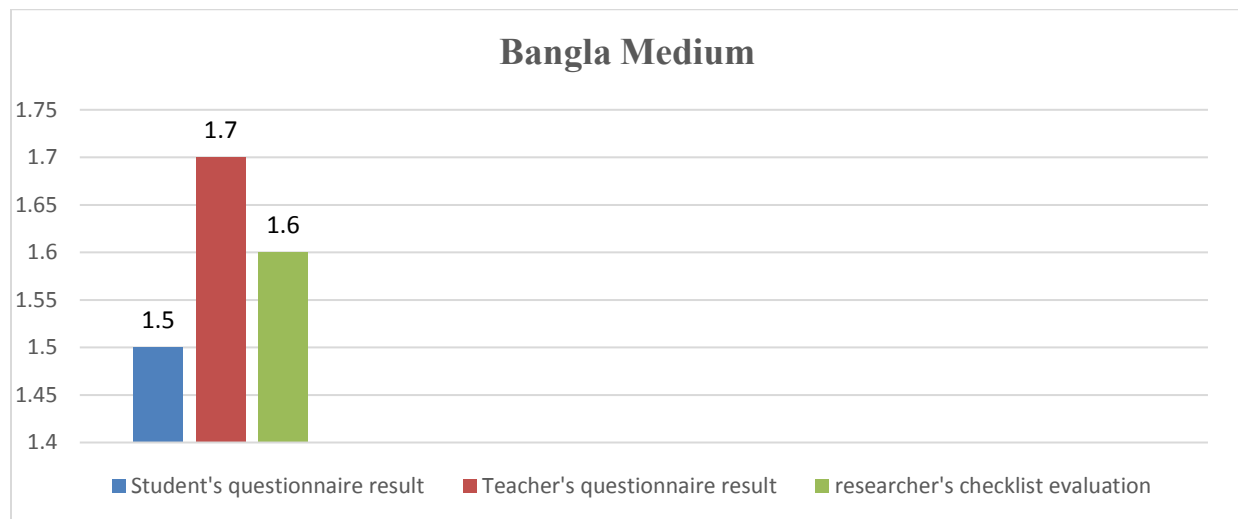


Figure: students are asked to give feedback

This technique is new to the researcher as she did not get this option while she was in high school. The result shows positive response that students are asked to give feedback on their lessons and teachers teaching as well. While observing the class researcher saw that one school hold feedback session before starting the class and also saw that other school also asked students opinion regarding their learning.

- **Teacher's role as technique while teaching speaking:**

Table 22.

No.	Statements	Mean score		
		Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
22.	Teacher adjusts his/her teaching persona to suit various environment i.e. at times s/he is friendly or at times s/he is little strict.	1.4	1.4	1.4

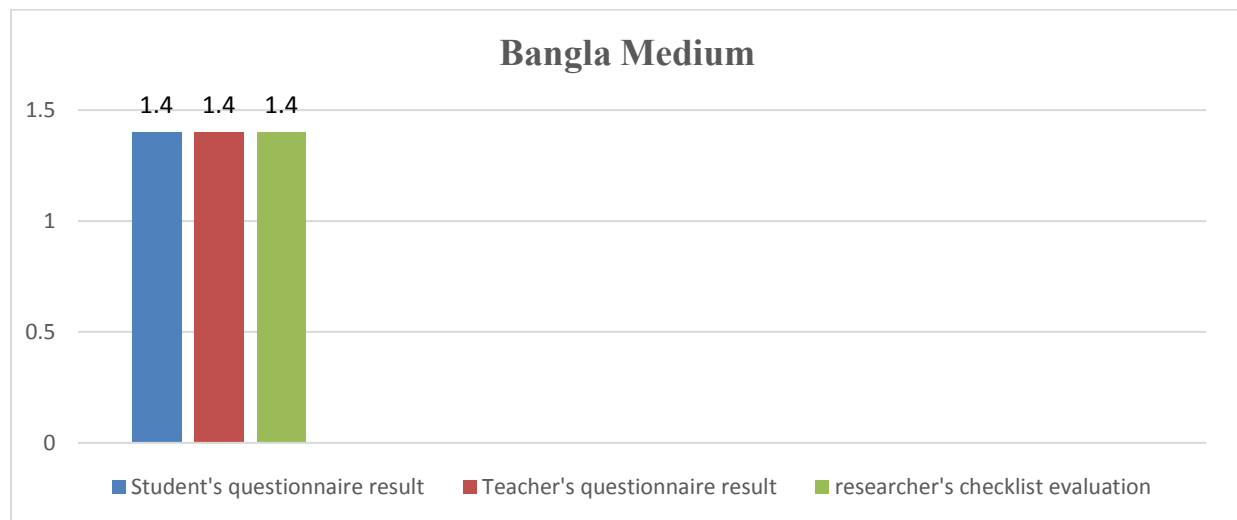


Figure: teacher shows different personality while teaching

Teacher has to utilize all possible ways as technique to make the students attentive in English speaking class. Transforming from one personality to another will arouse the interest of students about in which personality they will see their teacher on the next class. It can be said that providing various activities and being in different persona for particular class are inter-related.

Teacher being in one role for entire class is tiresome to the students. It is seen In Bangla medium school the teacher had to perform different role to encourage students to develop their speaking.

The chart result also proved the statement to be very satisfactory.

Table 23.

No	Statements	Mean score		
		Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
23.	Students accept their teachers in various roles (controller, tutor, researcher, participant etc.) in class.	1.5	2	2

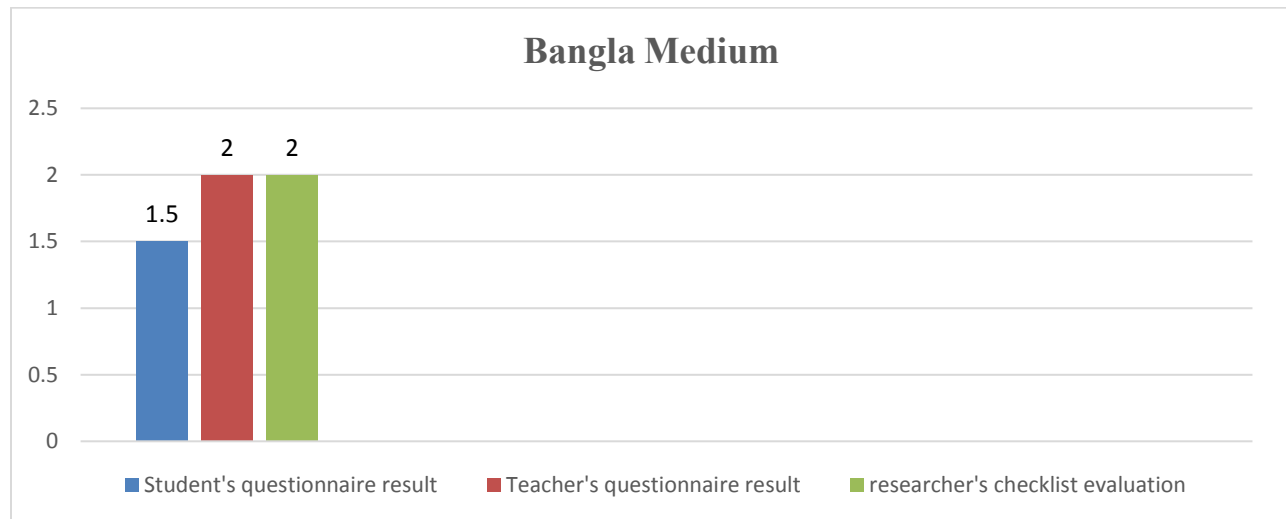


Figure: teacher being in a different role is acceptable to the student

With the help of the result it can be said that students accepting their teachers playing different role while teaching. Researcher, with the help of observation, found that students response when the teacher seemed to be less controlling. Teacher seemed to be strict or controlled at the

beginning to create the environment for learning. Later, s/he transform into tutor or participant when providing activities to the students. Student became comfortable when their teacher start teaching in a friendly way.

Table 24.

No	Statements	Mean score		
		Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
24.	Teacher being in different role does not distract the students from learning.	1.8	1.6	1.8

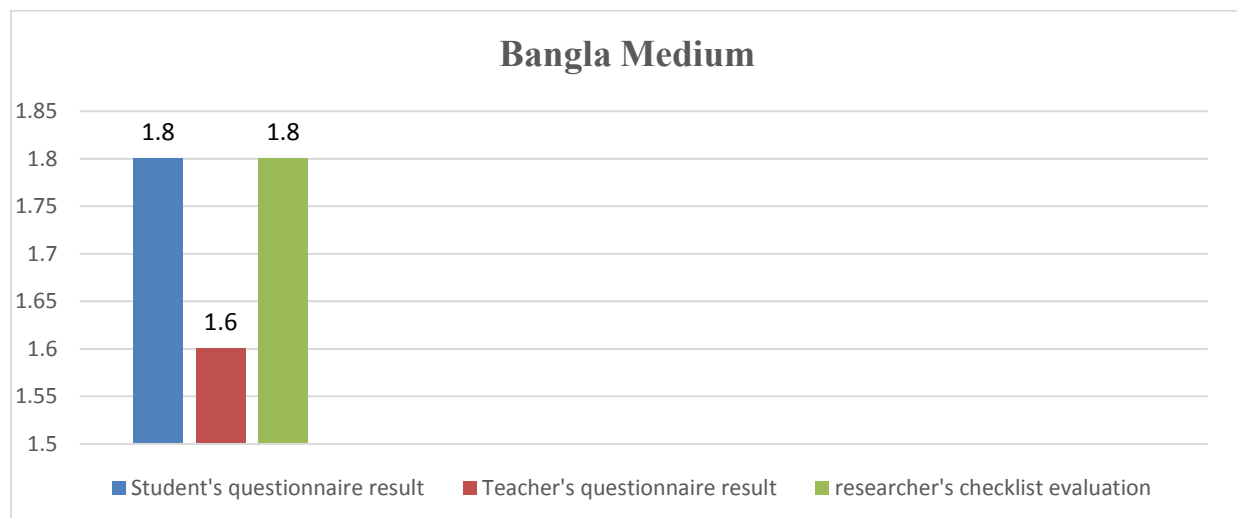


Figure: different personality does not distract student from learning

The result shows that students accepts their teachers shifting from one personality to other and does not distract them from learning. Research also observed that the students are okay with their teacher's being in different role. At first the researcher thought that the teacher will continue

his/her strictness but after some time researcher had to change the view of teacher's role as the teacher became participant while the students are working with the task.

- **Materials used as teaching technique in ESL speaking class:**

Table 25.

No.	Statements	Mean score		
		Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
25.	Teachers not only follow the textbook but also give additional material i.e. showing video, giving article, listening to audio clip, bringing guest in class etc. to develop students speaking skill.	1.8	1.5	2.2

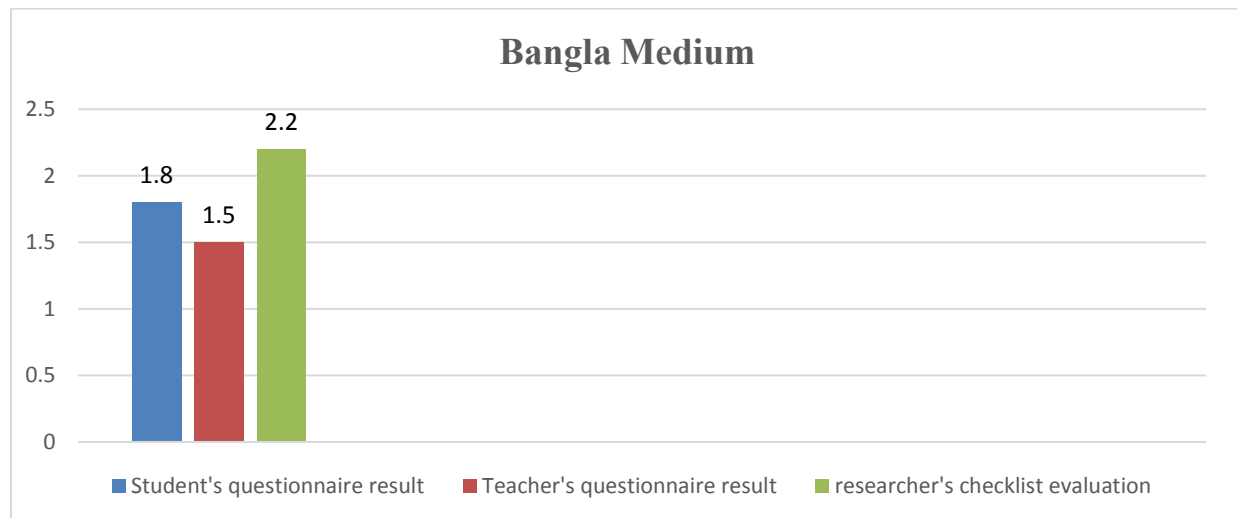


Figure: others material are also used besides textbook in class

Researcher thought that the teacher will only follow the required textbook for teaching but observed 2 classes that the teacher was not following the textbook. Even though the result of observation came out negative, additional materials are used by teacher. It is because teacher from 2 classes out of 5 classes was seen teaching without the help of textbook. Instead of following textbook teacher from 2 different classes was giving lecture with explanation and example. As the teacher's speech is considered to be a text in linguistic it is not necessary to follow the textbook all the time rather teacher can use textbook as a guide to be on track. However, the result from both students and teachers came out positive.

Table 26.

No	Statements	Mean score		
		Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
26.	Teacher uses real-life situations in the materials.	1.7	1.1	1

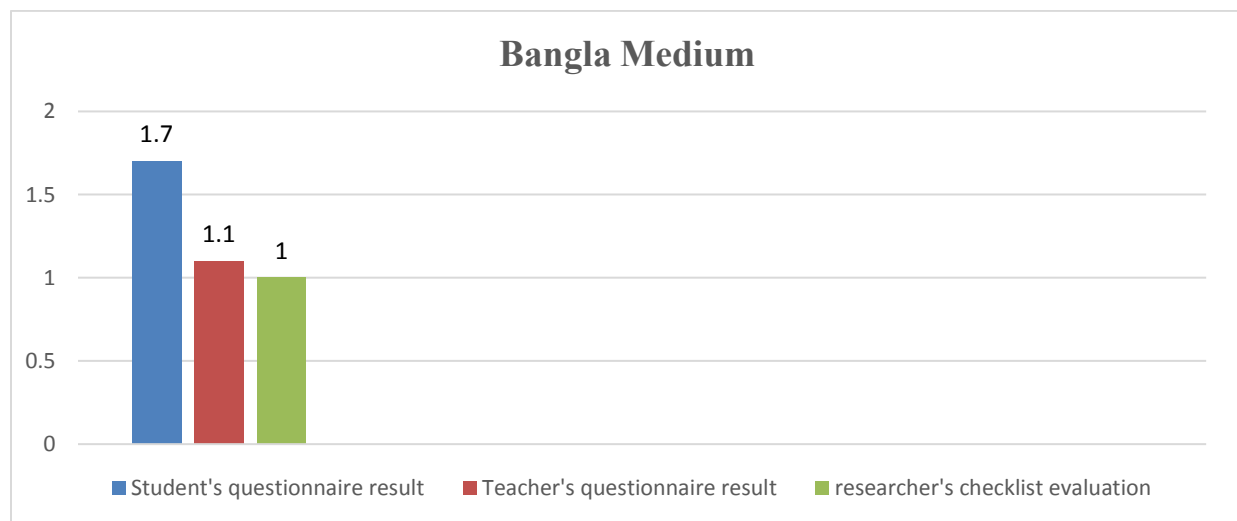


Figure: teacher provide real life example while teaching

As mentioned before that the result came out positive about teacher using additional material, it is obvious that the additional material contains real life example. In this case the result is also satisfactory. For example, in the activity ‘telling stories’ the teacher explained similar story from real life and asked students to prepare a story related to the one that are taught in class.

Table 27.

No	Statements	Mean score		
		Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
27.	The above materials help student to respond positively towards learning by reducing their anxiety level.	1.6	1.7	1.4

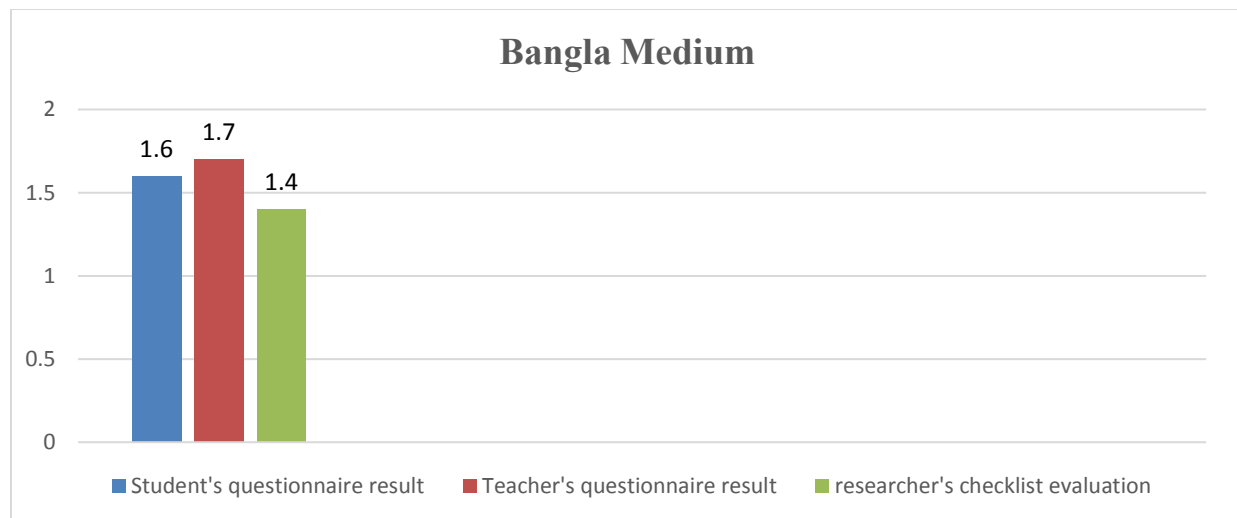


Figure: materials help student to reduce their anxiety and show positive attitude

Additional material means the authentic materials used in class and are familiar with the real world which help the student to relate it with real-life situation. When teacher tells the student that they will not read anything from the book rather they will have to listen to the lecture in order to respond to the upcoming question, the students' anxiety level reduced and they can concentrate on the lecture. The main reason is that the students become demotivated when a textbook is always being in use. The additional materials help them to gain additional knowledge out of the textbook. The results also shows satisfactory outcome as the students can respond by reducing their anxiety level.

- **Balance of STT and TTT used as a technique in speaking class:**

Table 28.

No	Statements	Mean score		
		Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
28.	Teacher allows the students to give their opinion in the midst of lecture i.e. in the middle of lecture teacher can ask students to give examples or opinion about the lesson.	1.3	1.7	1.4

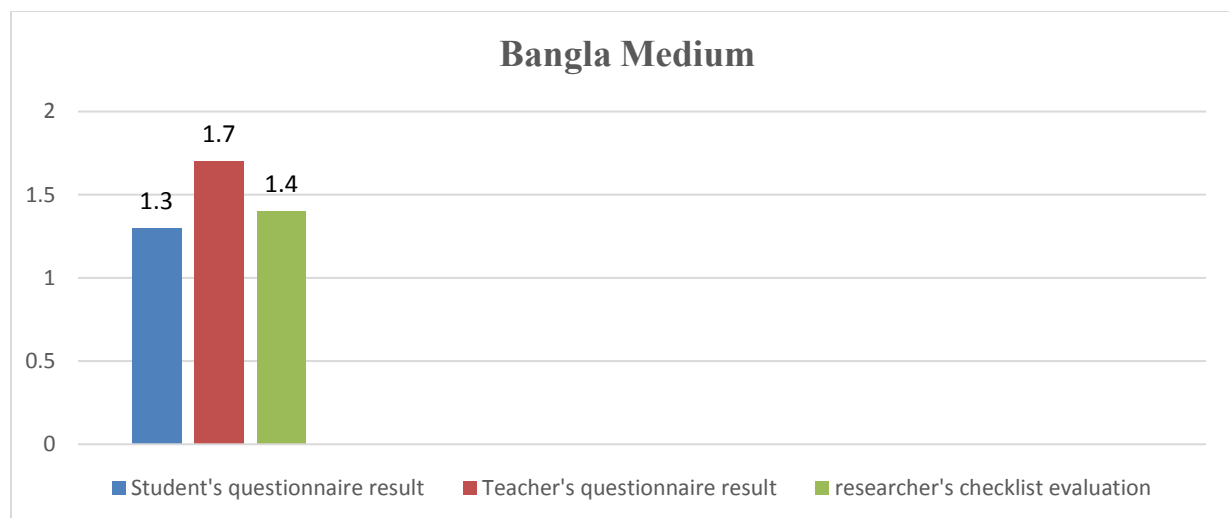


Figure: teacher asks students to give their opinion regarding the topic

To know how the students are improving or gaining knowledge from the lesson it is best to ask them to share their thoughts related to the topic. It can be done at the beginning of teaching or at the midst of giving lecture to know whether the students are getting the point. If the students learnt something from the lesson they will be able to share their point of view related to the topic and will be able to relate with examples taken from their real-life situation. Not only that it can be used to check whether they are paying attention to their teacher. The result also shows positive response about asking the students to share their opinion.

Table 29.

No	Statements	Mean score		
		Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
29.	Students offer their own thoughts and idea while having a discussion with the teacher in class.	1.4	1.5	1.8

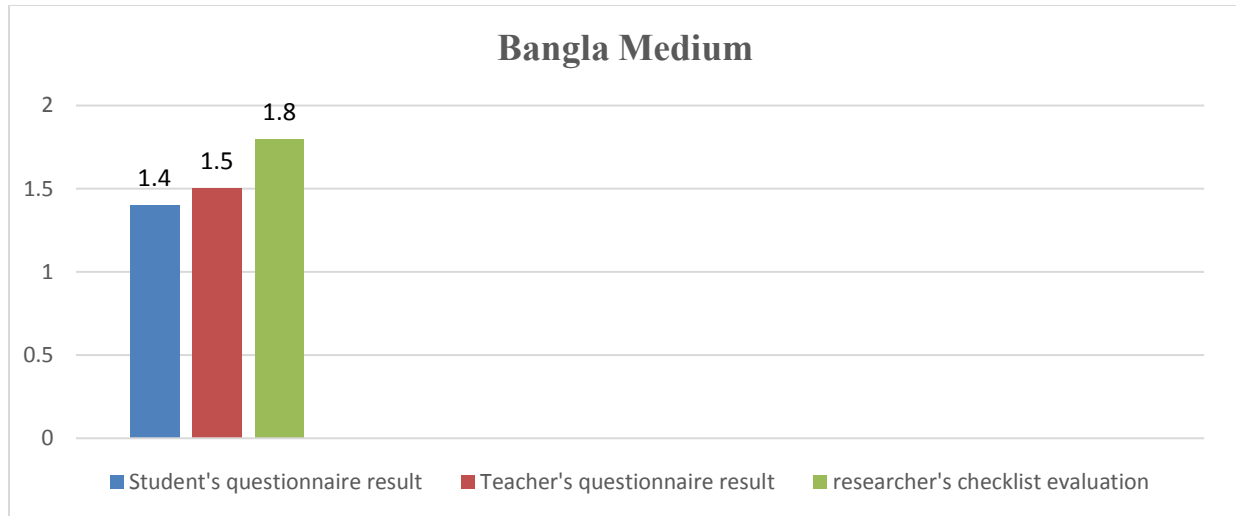


Figure: students offer their thoughts and point of view in speaking class

The students can only be able to share their opinion if they are given the scope. If the teacher does not allow them in the middle of discussion they will lose interest in joining into a discussion. Asking for discussion also allows the teacher to have a break in giving lecture. As in previous time the teacher strictly followed GTM method students got little or no chance to express their opinion. But the present scenario has changed as the result from the survey shows satisfactory attitude towards the point.

Table 30.

No	Statements	Mean score		
		Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
30.	There is a balance between teacher's speech and student's speech in class to make it communicative.	1.9	1.3	1.8

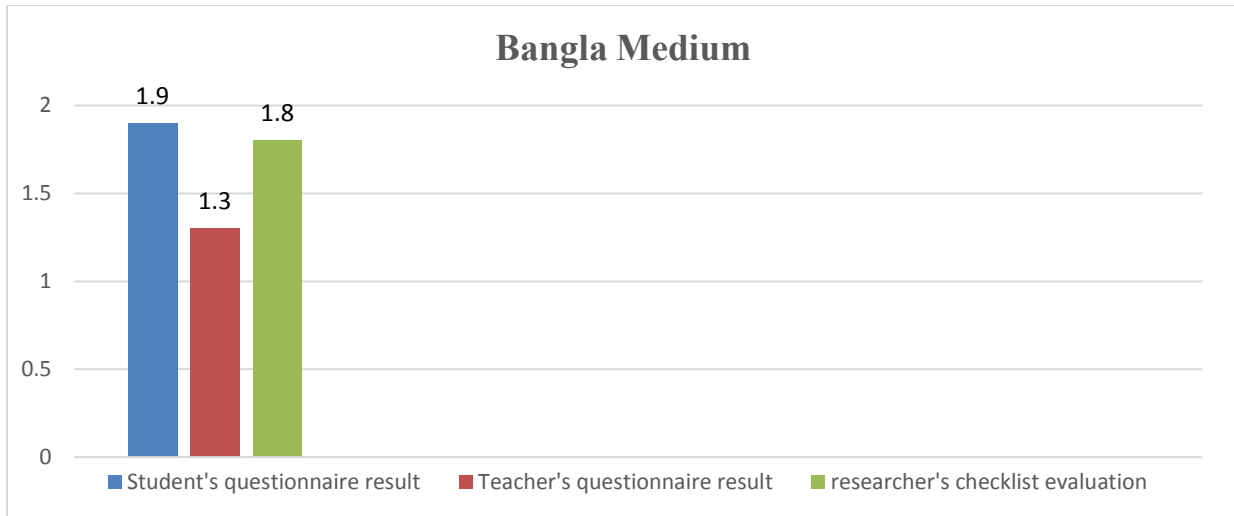


Figure: there is a balance between teacher talk and student talk

Too much teacher talk and too much student talk is no effective. If the teacher gives lecture in the whole class without asking students opinion or without giving them a chance to share their opinion, the student will be demotivated and will no longer show interest in learning. Likewise, if the students share their point of view for the whole class it will also not be beneficial to them. There should be a balance to have a fruitful teaching and learning environment in class. It can be seen from the result that the balance between teacher talk and student talk is maintained properly. The researcher agreed to this point as well.

Table 31.

No	Statements	Mean score		
		Students' questionnaire results	Teachers' questionnaire results	Observation checklist evaluation
31.	Student eagerly participates in different speaking activities	1.4	1.8	2

	(acting, give speech, prepared talk etc.) in class.			
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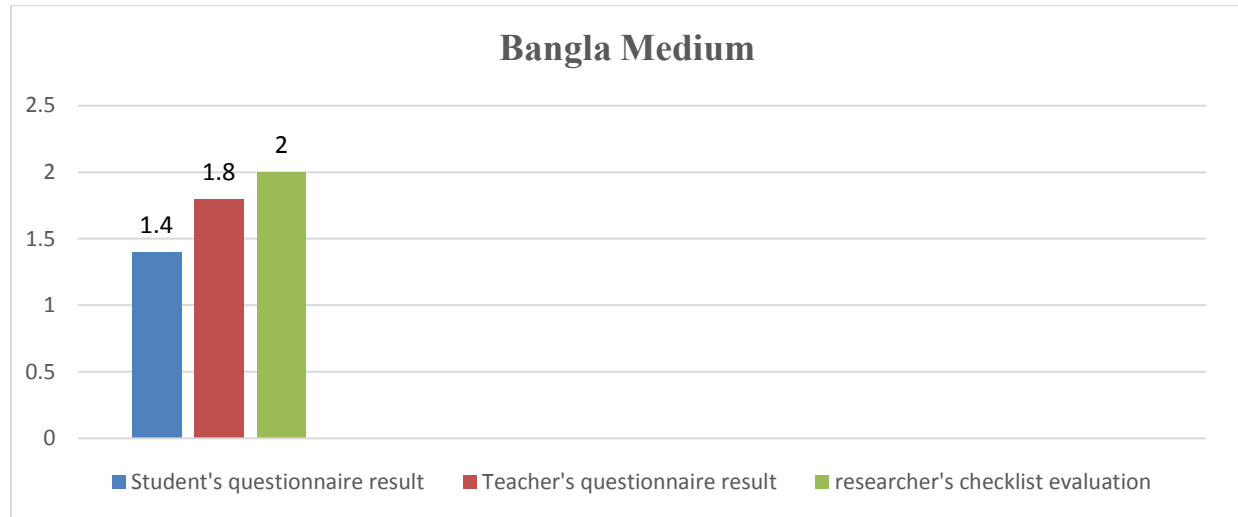


Figure: students eager participation are seen in class

As mentioned before, students are seen active and willing to participate when the task given to them seems interesting and when the teachers teaching style do not affect their learning. Though students do not like to do any task but if the task are presented in a different way students do participate. Teacher uses activities (role-play, telling story, give speech, debate etc.) as a technique to make them learn the lesson. As these activities are provided to them they show their eagerness in learning and that was also seen in the result which is satisfactory to them.

Chapter 5. Conclusion

5.1. Findings of the study in brief:

After analyzing the findings it can be said that most of the responses fulfill the expectations that the researcher wanted to find out through survey from different Bangla medium school. The researcher developed her own hypothesis regarding teaching technique used by teachers in

Bangla medium school in order to develop student's speaking skill as the researcher had experienced only the GTM (Grammar translation method) teaching method in her school time. So, she wanted to find out whether the same process was still going on at school. She came up with the positive result from both questionnaire and observation checklist, though not all statement came out to be positive. With the help of observation survey the researcher first came up with the notion that the teachers from different schools no longer use only GTM but also other method at the same time. The most attractive fact was that they were trying to make the class more communicative rather than controlling the class for the whole time. The teachers were seen to be shifting from one persona to another to hold the students' attention in entire class. Besides, the teachers were seen using different technique to make the class effective especially the English class which helped the students reducing their anxiety level and be cooperative in class. Not only that, teachers were seen using real life situations in classroom to make the lesson easier and relatable with the outer world. That is why Miller (2013) said that students find relevance in the work when they are engaged in real world problem, scenarios and challenges and become engaged in learning important skills and content. Memorization was the only focus in researcher's time but after the questionnaire and observation survey the false notion was gone rather memorization was avoided now-a-days to develop student's creativity in their speaking.

Along with the positivity, the researcher also found lacking in the teaching strategy and the settings of the class. The main limitation was that the time for class was not enough to complete a lesson and to assess the students. Most of classes only got 35-40 minutes where the first 5-7 minutes were spent on taking attendance. As the class was large consisting with nearly 30 -40 students it was not possible for the teacher to focus on each and every students of the class. For the time limitation the teacher had to complete the lesson in a hurry and only the first

bencher students got the facility to be assessed by their teacher. Another disappointment was that there were no visual aids to present any video clip or audio clip in the classroom which is why the students are only dependent on teachers lecture even though the result was satisfactory. So, the researcher got confused about the fact as the result from both teachers and students came out satisfactory. Jadal (2011) conducted a study on the effectiveness of audio-visual aids in India in teaching and learning English at primary level and the result was dissatisfactory. (Cited in Mathew and Alidmat, 2013, p. 87-88) In addition, though the students agreed that they offer their thoughts regarding the lesson in combine class especially girls were not volunteering to share their thoughts. They only responded when they were asked.

5.2. Recommendation:

As the survey almost meet the expectations with satisfactory result, the researcher would like to recommend some possibilities in order to fill the lacking found in classroom situation while teaching. Besides, it is not always possible to follow certain technique by teachers while teaching in class. The teacher has to be cautious and prepared if his teaching technique fails to meet the objectives. It is because students have negative feelings towards English language as it is not their mother tongue. At the same time the teacher has to develop the belief that they are the great motivator to the students to make any language class interesting. The possible recommendation regarding teaching techniques are as below:

- Time for English class should be extended for about 45-50 minutes in a large class.
- Instead of writing in language class the students can perform in front of the class and the writing part should be kept for homework for the next class.
- The students should come up with interesting story related to the lesson prepared for the next class.

- Teacher should increase the use of additional materials in class as the practice of using authentic material in class is less comparing with the textbook.
- Both the teacher and the students should maintain in communicating in English especially in English class.
- Teacher should divide the class on fluency and accuracy to make the student understand about the difference and importance of the two terms in speaking.
- Visual preparation should be there in every English class to make the student less dependent on teachers lecture.
- Teacher should also prepare lesson of English for communication purpose rather than teaching for academic purpose.
- Instead of taking large class the class should be divided so that less number of students got equal attention and perform the task with care.
- To develop students speaking oral test should be developed besides written test.
- Instead of using bench, chair should be in preferable so that teacher can introduce different types of sitting arrangement for particular task.

Instead of providing task all the time the teacher should introduce games with which the students will learn the lesson unconsciously.

5.3. Limitation of the study:

Price and Judy (2004) say “The limitations of the study are those characteristics of design or methodology that impacted or influenced the interpretation of the findings from your research.” They also mentioned that the limitation of the study is the method that is used to establish internal and external validity. Thinking about the limitation of the study the researcher could only do the survey on small number of institution as it was not possible for her to cover a

large number of schools from around the country. Besides, doing a survey on larger scale would include a lot of money as well as a long period of time which is why the sample was kept short focusing only on small number of school. Even though, the number of school was short it was examined closely with care so that the researcher could get better result to analyze the situation found in Bangla medium school of Bangladesh. Besides, the researcher focused on getting the valid result from the study as objective as possible. Not only that, for the purpose of this paper, the researcher has to maintain some limitation of not presenting detailed discussion of the study by discussing in brief.

5.4. Conclusion:

To be the role model to the students, teachers have to be creative in every class. They have to create innovative ways of teaching and implement those in class. It is because students are motivated when the lesson are taught in different way and show enthusiasm in their learning. Monotonous teaching practices lead them to be inattentive in class. So Alber (2015) said- “we teachers are always looking to innovate, [...] and so what really matters more than ‘always trying something new’ is the reason behind why we do what we do.” Lastly teachers should not hesitate in doing something different in class that includes participation, playing song, poem, showing clips, games, creative activities from which the lessons are learned in a communicative way.

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Appendices

Appendix A

Questionnaire for the students

A note for the students:

This questionnaire is prepared for a paper on “Different types of teaching technique used by teachers in ESL speaking class in Bangladeshi context” for an Honor’s thesis in English. I wish to get your sincere co-operation as your provided answer will be used for the purposes of the research.

Section B: Instruction

Each of the items has 5 points scale:

1= Entirely agree,

2= Agree,

3= Not sure,

4= disagree,

5= Entirely disagree.

Please tick the appropriate number for your opinion about each statement.

No.	Statements	Entirely agree	agree	Not sure	Disagree	Entirely disagree
A. Define Teaching techniques for speaking:						
1.	‘students playing different role (like doctor-patient, seller-customer),’ ‘giving speeches’ and ‘sharing information’ activities help both the teacher and the students to become more engaged in English language	1	2	3	4	5

	class.					
2.	Practicing above activities develop students speaking skill.	1	2	3	4	5
3.	Practicing activities, following materials, seeing video listening to audio, etc. develop students speaking skill.	1	2	3	4	5
B. Activities used as techniques by teachers in speaking class:						
4.	Activities such as asking other groups to answer particular question, acting like an actress, giving speech, telling story etc. encourage students to participate in class.	1	2	3	4	5
5.	Teacher changes seating arrangement of students to suit different activities.	1	2	3	4	5
6.	Teacher engages students in group or pair works i.e. assigning activities in pair or groups instead of giving lecture all the time.	1	2	3	4	5
7.	Students play different roles to develop their speaking i.e. two students are acting the role of doctor and patient in class.	1	2	3	4	5
8.	Sometimes students take part in mock debates in class on given topics.	1	2	3	4	5
9.	Teacher calls students to the front of the class to present on given topic.	1	2	3	4	5
10.	Activities provided by teachers activate student's creativity.	1	2	3	4	5
11.	Teacher asks students to summarize the day's lesson.	1	2	3	4	5
12.	Teacher shows video clip on how the pronunciation varies and how to pronounce any particular word.	1	2	3	4	5
13.	Teacher shows how a single sentence can be	1	2	3	4	5

	understood differently by only changing the intonation pattern i.e. “it is raining” it’s a normal statement. “it is raining!” shows that the person is amazed.					
C. Correction as a Technique while teaching speaking in class:						
14.	Teacher will repeat the mistakes that the students committed to make the student aware of the mistake i.e. teacher will repeat “He go? Is it right?”	1	2	3	4	5
15.	Teacher will point out the mistakes of students speech directly i.e. teacher will say “the tense is wrong”	1	2	3	4	5
16.	Teachers use non-verbal language i.e. nodding, moving hands or say to go on to the students so that they speak fluently and correct them at the end of speaking.	1	2	3	4	5
D. Technique arouses motivation level while teaching speaking:						
17.	Teacher calls the student by their name while asking question.	1	2	3	4	5
18.	Teacher asks students if they are facing any problem or if s/he needs to explain twice.	1	2	3	4	5
19.	Teacher praised the winning team and give his/her best wishes to other team to do better next time.	1	2	3	4	5
20.	Teacher provides tasks that are not too easy and too difficult and forces the students to try their level best.	1	2	3	4	5
21.	Teacher asks students to give feedback on that particular topic to know if the students need further assistance.	1	2	3	4	5
E. Teacher’s role as technique while teaching speaking:						
22.	Teacher adjusts his/her teaching persona to suit various	1	2	3	4	5

	environment i.e. at times s/he is friendly or at times s/he is little strict.					
23.	Students accept their teachers in various roles (controller, tutor, researcher, participant etc.) in class.	1	2	3	4	5
24.	Teacher being in different role does not distract the students from learning.	1	2	3	4	5
F. Materials used as teaching technique in ESL speaking class:						
25.	Teachers not only follow the textbook but also give additional material i.e. showing video, giving article, listening to audio clip, bringing guest in class etc. to develop students speaking skill.	1	2	3	4	5
26.	Teacher uses real-life situations in the materials.	1	2	3	4	5
27.	The above materials help student to respond positively towards learning by reducing their anxiety level.	1	2	3	4	5
G. Balance of STT and TTT used as a technique in speaking class:						
28.	Teacher allows the students to give their opinion in the midst of lecture i.e. in the middle of lecture teacher can ask students to give examples or opinion about the lesson.	1	2	3	4	5
29.	Students offer their own thoughts and idea while having a discussion with the teacher in class.	1	2	3	4	5
30.	There is a balance between teacher's speech and student's speech in class to make it communicative.	1	2	3	4	5
31.	Student eagerly participates in different speaking activities (acting, give speech, prepared talk etc.) in class.	1	2	3	4	5

Appendix B

Questionnaire for the teachers

A note for the teachers:

This questionnaire is prepared for a paper on “Different types of teaching technique used by teachers in ESL speaking class in Bangladeshi context” for an Honor’s thesis in English. I wish to get your sincere co-operation as your provided answer will be used for the purposes of the research.

Section B: Instruction

Each of the items has 5 points scale:

1= Entirely agree,

2= Agree,

3= Not sure,

4= Disagree,

5= Entirely disagree.

Please tick the appropriate number for your opinion about each statement.

No.	Statements	Entirely agree	agree	Not sure	Disagree	Entirely disagree
A. Define Teaching techniques for speaking:						
1.	‘students playing different role (like doctor-patient, seller-customer),’ ‘giving speeches’ and ‘sharing information’ activities help both the teacher and the students to become more engaged in English language	1	2	3	4	5

	class.					
2.	Practicing above activities develop students speaking skill.	1	2	3	4	5
3.	Practicing activities, following materials, seeing video listening to audio, etc. develop students speaking skill.	1	2	3	4	5
B. Activities used as techniques by teachers in speaking class:						
4.	Activities such as asking other groups to answer particular question, acting like an actress, giving speech, telling story etc. encourage students to participate in class.	1	2	3	4	5
5.	Teacher changes seating arrangement of students to suit different activities.	1	2	3	4	5
6.	Teacher engages students in group or pair works i.e. assigning activities in pair or groups instead of giving lecture all the time.	1	2	3	4	5
7.	Students play different roles to develop their speaking i.e. two students are acting the role of doctor and patient in class.	1	2	3	4	5
8.	Sometimes students take part in mock debates in class on given topics.	1	2	3	4	5
9.	Teacher calls students to the front of the class to present on given topic.	1	2	3	4	5
10.	Activities provided by teachers activate student's creativity.	1	2	3	4	5
11.	Teacher asks students to summarize the day's lesson.	1	2	3	4	5
12.	Teacher shows video clip on how the pronunciation varies and how to pronounce any particular word.	1	2	3	4	5
13.	Teacher shows how a single sentence can be understood differently by only changing the intonation	1	2	3	4	5

	pattern i.e. “it is raining” it’s a normal statement. “it is raining!” shows that the person is amazed.					
C. Correction as a Technique while teaching speaking in class:						
14.	Teacher will repeat the mistakes that the students committed to make the student aware of the mistake i.e. teacher will repeat “He go? Is it right?”	1	2	3	4	5
15.	Teacher will point out the mistakes of students speech directly i.e. teacher will say “the tense is wrong”	1	2	3	4	5
16.	Teachers use non-verbal language i.e. nodding, moving hands or say to go on to the students so that they speak fluently and correct them at the end of speaking.	1	2	3	4	5
D. Technique arouses motivation level while teaching speaking:						
17.	Teacher calls the student by their name while asking question.	1	2	3	4	5
18.	Teacher asks students if they are facing any problem or if s/he needs to explain twice.	1	2	3	4	5
19.	Teacher praised the winning team and give his/her best wishes to other team to do better next time.	1	2	3	4	5
20.	Teacher provides tasks that are not too easy and too difficult and forces the students to try their level best.	1	2	3	4	5
21.	Teacher asks students to give feedback on that particular topic to know if the students need further assistance.	1	2	3	4	5
E. Teacher’s role as technique while teaching speaking:						
22.	Teacher adjusts his/her teaching persona to suit various	1	2	3	4	5

	environment i.e. at times s/he is friendly or at times s/he is little strict.					
23.	Students accept their teachers in various roles (controller, tutor, researcher, participant etc.) in class.	1	2	3	4	5
24.	Teacher being in different role does not distract the students from learning.	1	2	3	4	5
F. Materials used as teaching technique in ESL speaking class:						
25.	Teachers not only follow the textbook but also give additional material i.e. showing video, giving article, listening to audio clip, bringing guest in class etc. to develop students speaking skill.	1	2	3	4	5
26.	Teacher uses real-life situations in the materials.	1	2	3	4	5
27.	The above materials help student to respond positively towards learning by reducing their anxiety level.	1	2	3	4	5
G. Balance of STT and TTT used as a technique in speaking class:						
28.	Teacher allows the students to give their opinion in the midst of lecture i.e. in the middle of lecture teacher can ask students to give examples or opinion about the lesson.	1	2	3	4	5
29.	Students offer their own thoughts and idea while having a discussion with the teacher in class.	1	2	3	4	5
30.	There is a balance between teacher's speech and student's speech in class to make it communicative.	1	2	3	4	5
31.	Student eagerly participates in different speaking activities (acting, give speech, prepared talk etc.) in class.	1	2	3	4	5

Appendix C

Observation Checklist for researcher

Section A: Instruction

Each of the items has 5 points scale:

1= Entirely agree,

2= Agree,

3= Not sure,

4= Disagree,

5= Entirely disagree.

Please tick the appropriate number for your opinion about each statement.

No.	Statements	Entirely agree	agree	Not sure	Disagree	Entirely disagree
A. Define Teaching techniques for speaking:						
1.	'students playing different role (like doctor-patient, seller-customer), 'giving speeches' and 'sharing information' activities help both the teacher and the students to become more engaged in English language class.	1	2	3	4	5
2.	Practicing above activities develop students speaking skill.	1	2	3	4	5
3.	Practicing activities, following materials, seeing video listening to audio, etc. develop students speaking skill.	1	2	3	4	5
B. Activities used as techniques by teachers in speaking class:						
4.	Activities such as asking other groups to answer	1	2	3	4	5

	particular question, acting like an actress, giving speech, telling story etc. encourage students to participate in class.					
5.	Teacher changes seating arrangement of students to suit different activities.	1	2	3	4	5
6.	Teacher engages students in group or pair works i.e. assigning activities in pair or groups instead of giving lecture all the time.	1	2	3	4	5
7.	Students play different roles to develop their speaking i.e. two students are acting the role of doctor and patient in class.	1	2	3	4	5
8.	Sometimes students take part in mock debates in class on given topics.	1	2	3	4	5
9.	Teacher calls students to the front of the class to present on given topic.	1	2	3	4	5
10.	Activities provided by teachers activate student's creativity.	1	2	3	4	5
11.	Teacher asks students to summarize the day's lesson.	1	2	3	4	5
12.	Teacher shows video clip on how the pronunciation varies and how to pronounce any particular word.	1	2	3	4	5
13.	Teacher shows how a single sentence can be understood differently by only changing the intonation pattern i.e. "it is raining" it's a normal statement. "it is raining!" shows that the person is amazed.	1	2	3	4	5
C. Correction as a Technique while teaching speaking in class:						
14.	Teacher will repeat the mistakes that the students committed to make the student aware of the mistake i.e. teacher will repeat "He go? Is it right?"	1	2	3	4	5
15.	Teacher will point out the mistakes of students speech	1	2	3	4	5

	directly i.e. teacher will say “the tense is wrong”					
16.	Teachers use non-verbal language i.e. nodding, moving hands or say to go on to the students so that they speak fluently and correct them at the end of speaking.	1	2	3	4	5
D. Technique arouses motivation level while teaching speaking:						
17.	Teacher calls the student by their name while asking question.	1	2	3	4	5
18.	Teacher asks students if they are facing any problem or if s/he needs to explain twice.	1	2	3	4	5
19.	Teacher praised the winning team and give his/her best wishes to other team to do better next time.	1	2	3	4	5
20.	Teacher provides tasks that are not too easy and too difficult and forces the students to try their level best.	1	2	3	4	5
21.	Teacher asks students to give feedback on that particular topic to know if the students need further assistance.	1	2	3	4	5
E. Teacher’s role as technique while teaching speaking:						
22.	Teacher adjusts his/her teaching persona to suit various environment i.e. at times s/he is friendly or at times s/he is little strict.	1	2	3	4	5
23.	Students accept their teachers in various roles (controller, tutor, researcher, participant etc.) in class.	1	2	3	4	5
24.	Teacher being in different role does not distract the students from learning.	1	2	3	4	5
F. Materials used as teaching technique in ESL speaking class:						

25.	Teachers not only follow the textbook but also give additional material i.e. showing video, giving article, listening to audio clip, bringing guest in class etc. to develop students speaking skill.	1	2	3	4	5
26.	Teacher uses real-life situations in the materials.	1	2	3	4	5
27.	The above materials help student to respond positively towards learning by reducing their anxiety level.	1	2	3	4	5
G. Balance of STT and TTT used as a technique in speaking class:						
28.	Teacher allows the students to give their opinion in the midst of lecture i.e. in the middle of lecture teacher can ask students to give examples or opinion about the lesson.	1	2	3	4	5
29.	Students offer their own thoughts and idea while having a discussion with the teacher in class.	1	2	3	4	5
30.	There is a balance between teacher's speech and student's speech in class to make it communicative.	1	2	3	4	5
31.	Student eagerly participates in different speaking activities (acting, give speech, prepared talk etc.) in class.	1	2	3	4	5

Appendix D

Reports for Classroom Observation

- **School 'A' (Bangla Medium)**
- **School 'B' (Bangla medium)**
- **School 'C' (Bangla Medium)**
- **School 'D' (Bangla Medium)**
- **School 'E' (Bangla medium)**

1. A Classroom Observation (school 'A')

Report

On 4th March, at 9:30, I have gone to school 'A' to observe Class 8. Before starting the class at first the teacher introduced me to the students and briefly discussed about my objectives of observing the class. She then started the class by telling the students that they will be studying the story of "Bayazid Bostami". Before starting the class she asked the students whether they knew who "Bayazid Bostami" was and why he was famous. Some students voluntarily replied and the teacher gave appreciation. She then asked anyone to read the story aloud. When one student stand up and read the whole story she helped her where to pause necessarily. After finished reading the story she asked the students whether they understood the whole story. She briefly summarized the story using L1 to make them understood. She then related the story with the real life example like "whenever you make good marks in the exam your parents became happy and pray for your future success etc." she also pointed out some words and told the students about the importance of the word (impolite, moral etc) in life. Later, she asked one or two students to summarize the story using their own language. While the students summarizing the story the teacher corrects their mistake (use short sentence instead of long sentence, correct the tense etc.) in the middle of explaining and this distracts the student to say fluently. Lastly she asked why title is important and what they think about "moral". At the end of the class she asked the students to write similar story from their own experience and give a title of their story and submit in the next class. This is how the teacher finished the class.

Necessary points observed in the classroom:

- 1) No. of students: 29
- 2) Class: 8
- 3) Duration of instruction: 35 minutes
- 4) Mother tongue: Bangla
- 5) Medium of instruction: English, Bangla
- 6) Classroom size: Medium classroom

2. A Classroom Observation (School 'B')

Report

On 2nd march, I went to Holy School 'B' to observe class 9. The teacher told them that I will be observing the class and so the students should not make noise and be attentive or else the observer will have negative view about their class. She made a small warm up session for about 2-3 minute by asking about how were they. She also told them that they will learn an interesting topic. She asked the students to close their books as she will be using real life situation in class. She wrote a sample of dialogue between two friends meeting at bus station. She asked the student what she wrote and what it was called. Later, she gave the instruction in Bangla about what they should do. Before doing the task she asked them whether they knew what dialogue was. At first she gave her own example of performing a dialogue with her friend and asked the students to recall their own dialogue having with their friend about particular topic. Some of the students shared their experience in class. The teacher encouraged them to explain in English. Though the students got stuck while describing, the teacher helped them to fill the gap. After sharing their own information, they were told to write a dialogue between two friends on any

particular topic. She checked one or two script and took the rest as the class time was over. She gave them homework to write a dialogue from their own experience for the next class. Before getting out of the class, she asked the students what they felt about that day's lesson and the students reply was satisfactory.

Necessary points observed in the classroom:

- 1) No. of students: 22
- 2) Class: 9
- 3) Duration of instruction: 35 minutes
- 4) Mother tongue: Bangla
- 5) Medium of instruction: Bangla
- 6) Classroom size: Medium classroom

3. A Classroom Observation (School 'C')

Report

On 5th March, I went to School 'C' to observe class 9. The teacher asked the students how they were feeling about having a class in a rainy day. She also shared her feelings about that day. Then she asked the students to take out their text book and open a particular page where the chapter is about mother Teresa. Before asking any student to read out the passage she drew the attention of the students by asking about the picture given in the passage. She asked what they were seeing. Different student gave their own thought regarding the picture. Here the teacher also became participant and also shares about her opinion regarding the picture. Later, the teacher asked them what they have thought about the title "achievement of Mother Teresa". She encouraged the students to share their opinion even if the answer might be wrong and asked them

about their knowledge about Mother Teresa. Then she asked students to volunteer to read the passage. While reading the passage she was directly correcting the pronunciation of the student and helped her to pronounce the word. Then she asked whether the students faced any difficult words. She asked the students to tell the moral of the story and asked them what they thought about the meaning of “humanity” from the text. The students gave their own interpretation regarding the topic.

Necessary points observed in the classroom:

- 1) No. of students: 25
- 2) Class: 9
- 3) Duration of instruction: 35 minutes
- 4) Mother tongue: Bangla
- 5) Medium of instruction: English, Bangla
- 6) Classroom size: Medium classroom

4. A Classroom Observation (School ‘D’)

Report

On 7th March, I went to School ‘D’ to observe class 9. Sir introduced me to the class. Though sir was friendly the students were trying to create noise in class but sir controlled the class by being controller at the beginning. When he started to teach he shifted his persona from controller to tutor and participant at the same time. Because of time limitation and the number of students he skipped the warm up session and directly focus on writing “Degree” on the board. He asked the students what is degree using their own language. He also told that if they were unable to define degree they could give an example to identify degree. Some students could answer properly

where some failed but tried. Here both the teacher and the students were communication using English. But whenever sir is giving real life example he is using L1 so that the students could relate with the topic. He asked other students by calling names to tell the types of degree and what were those. Then the teacher asked another student to say if he knew about the types of degree before giving lecture on the topic. The teacher explained each term and giving related example about how one type of degree is shifted to another. He make the students understand about each type he called three students to the front and made them stand side by side from tall to tallest and asked the students sitting behind to describe which one could be related to which type of degree. The whole class participated with enthusiasm and without feeling nervous.

Necessary points observed in the classroom:

- 1) No. of students: 40
- 2) Class: 9
- 3) Duration of instruction: 35 minutes
- 4) Mother tongue: Bangla
- 5) Medium of instruction: English, Bangla
- 6) Classroom size: Large classroom

5. A Classroom Observation (School 'E')

Report

On 7th March, I went to School 'E' to observe class 10. Sir introduced me to the class. He wrote prefix/suffix and a base word like "educate" on the board. At first he explained what suffix was using L1 and asked students if they understood or not. He also wrote s/es and explained why

those do not fall under suffix. He then started adding the suffixes to the base word and asked the students to write 10 base words and add suffixes which would have a meaning. After completing the task the teacher asked the students to explain which word goes under which parts of speech after adding the suffixes. In the same way he taught prefixes and gave the same task to the students to do so. In the class teacher talking time was present in the whole class. Students hardly expressed their opinion as the whole thing was explained by their teacher. The teacher was following only Grammar Translation Method in the entire class. Only the students sitting to the front were seen responding to the teacher. The class was not communicative rather focused on grammar structure. The teacher was explaining that structure is important and without knowing the grammatical structure the students would not be able to perform any discourse in real life.

Necessary points observed in the classroom:

- 1) No. of students: 22
- 2) Class: 10
- 3) Duration of instruction: 35 minutes
- 4) Mother tongue: Bangla
- 5) Medium of instruction: English, Bangla
- 6) Classroom size: Medium classroom