

EXPLORING CLASSROOM AND OUTSIDE-CLASSROOM
FACTORS AFFECTING ORAL FLUENCY IN ENGLISH OF
BENGALI MEDIUM STUDENTS

By

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A thesis submitted to the Department of English and Humanities in partial fulfillment of
the requirements for the degree of
BA in ELT and Applied Linguistics

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Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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Approval

The thesis titled “Exploring Classroom and Outside-classroom Factors Affecting Oral Fluency in English of Bengali-medium Students” submitted by Nishat Tasnim (16303012)

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Ethics Statement

All participants who took part in this study signed a consent form attached to Appendix B.

Abstract

In a few recent studies it has been found that teachers in national curriculum schools of Bangladesh mostly prefer to teach grammar-centered lessons. Furthermore, it is often seen that students who graduate from Bengali medium schools tend to show low oral fluency in English. Hence, this study was carried out from the perspective of six participants of former Bengali-medium students to explore the kinds of classroom and outside-classroom activities and experiences they had that affected their oral fluency in English. The results showed that, outside-classroom factors as well as learners' own efforts had a more prominent effect on their oral fluency, although the classroom helped build their grammatical accuracy in speech. The significance of this study is to encourage teachers to include interactive oral activities in the classroom in order to facilitate learners' oral fluency in English.

Keywords: fluency, motivation

Dedication

To my family, who have been there for me through thick and thin.

Acknowledgement

First of all, I want to thank my parents for understanding how important it was for me to study ELT and Applied Linguistics, and for always supporting me. I am also thankful to them for blessing me with a younger sister, who is my constant savior.

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List of Acronyms

ESL	English as Second Language
CLT	Communicative Language Teaching
GTM	Grammar Translation Method

Chapter 1

Introduction

1.1 English Education in Bangladesh

English language has been popular for a few centuries and is now recognised as the “global lingua franca” (Rahman & Pandian, 2018, p. 43) because of the extensive use of the language by majority of the people across the globe. Not only has the adaptation to the language made communication easier, but it can be said that better communication has led to people feel more connected to the world and the other people in it, it has made a scope for businesses to expand across countries and for more people to be employed, and perhaps many other benefits we enjoy in life without realising it. As important as the English language is for easier communication worldwide, it can be just as difficult to learn when people “come from diverse backgrounds and speak other languages” (Rasheed, 2012, p. 32).

Nevertheless, oral English has proven to be of great necessity in Bangladesh. Over the years, there has been a significant increase in the use of English as a second language in Bangladesh, perhaps due to its need in “global economic markets” (Earling, Seargeant & Solly, 2014, p. 15). As Rasheed (2012) mentioned, successful learning of the language opens doors to job opportunities both abroad as well as in Bangladesh. Other than employment there are other practical uses of English, such that may improve one’s quality of life through “wider range of life choices” or increase one’s knowledge on “global issues” (Rasheed, 2012, p. 34).

When it comes to English language education in Bangladesh, both the national and international curricula being practiced are required to teach the four skills of English. These education systems may be more often known and discussed as the English medium schools following the international curriculum under the University of Cambridge, and the Bengali

medium schools following the national curriculum under the Ministry of Education in Bangladesh which are divided into two sections: the traditional Bengali medium schools and the 'English version'. However, there is perhaps a discrimination between the different education systems when it comes to the practice of all necessary skills needed to perform well in English. The education system that may be questioned more often is the national curriculum, or to be more precise, some Bengali medium schools in Bangladesh if not all. For a long time, Grammar Translation method (GTM) was the most understood and widely practiced language teaching method in Bangladesh, until the Ministry of Education decided to shift to Communicative Language Teaching (CLT) abruptly in 1996, leaving teachers not entirely sure of how to imply the new method in the ESL classrooms (Rahman & Pandian, 2018). Hence it can be assumed that, in some or most Bengali medium schools GTM is still the central teaching method, and while it may improve learners' accuracy in grammar and vocabulary, the GTM classroom may not necessarily allow or motivate learners to build their communication skills and oral fluency that could push them towards better opportunities in life.

1.2 Statement of the Problem

The ideal scenario that is expected from the national curriculum followed in Bengali medium schools is that all four skills of English should be evenly taught and practiced at school which would result in students having improved oral fluency and possibly opportunities to better jobs in the future (Early, Seargeant & Solly, 2014; Rasheed, 2012). However, the reality is that the students who are graduating from these schools often do not perform fluently due to many reasons inside the classroom (Rahman & Pandian, 2018). Therefore, this study attempts to explore how oral fluency is practised in some of the Bengali medium schools and also how students try to improve the skill through outside classroom activities.

The findings of this study may help English teachers to modify their classroom activities and focus on developing students' oral skills.

1.3 Purpose of the Study

The purpose of this study is to explore the experiences of former Bengali medium students, on whether Bengali medium schools in Bangladesh (specifically Dhaka) still have a long way to go when it comes to teaching spoken skills in the English classrooms. The study also aims to know about the unconscious (or subconscious) and conscious attempts the Bengali medium students have made in their lives which positively affected their English speaking fluency. Hence, the main objective of this study is to explore how experiences from outside and inside classrooms affected their overall English speaking fluency.

1.4 Research Questions

To investigate the main objective, the following research questions will be tried to be answered from this study:

1. What perceptions do the students of Bengali medium schools have regarding influence of activities inside and outside classroom on oral fluency in English?
2. Which forms of motivation have influenced their oral fluency positively?
3. What steps do they take to overcome problems regarding less oral fluency?

1.5 Scope of the study

Although the study was only conducted in Dhaka, the researcher did not choose participants from more renowned Bengali medium schools, but rather some from a mediocre level to have a better idea about the practices inside the less popular schools. Moreover, the study ended at six participants as no new theme was generated after the data reached the saturation, which is elaborated later in Chapter 3.

1.6 Significance of the Study

The case studies included in this dissertation may help teachers to firstly, have an awareness

of English taught in Bengali medium schools in the recent years from learners' perspectives. Secondly, as Rahman & Pandian (2018) had mentioned, adopting CLT would mean having to accept an "entirely different culture of teaching and learning" (p. 46). It is important that teachers feel connected to their own culture and hence can have an idea about the kind of activities Bangladeshi learners may come across on their own that helps stimulate their oral fluency in English. This may help CLT to not appear so "westernised" (Rahman & Pandian, 2018, p. 46), just as GTM is originally one of the oldest language teaching methods that also came from the west but had been adapted into the Bangladeshi culture for a very long time. Teachers can modify and incorporate those activities to the ESL classroom to make learning more interactive from an early age. Being aware of how to motivate learners can also result in effective learning in the classroom.

Moreover, this study may help policy makers of English language education in Bangladesh understand the need to make it mandatory for teachers to facilitate the practice of spoken English in the classroom. It may also to some extent help material designers to think of interactive activities that they could add in the English language text books in order to engage students in speaking English in class.

1.7 Limitations

First of all, the study was done amongst participants of a similar age group. Perhaps more themes could have been generated if different age groups were also involved, however, for this study only one age group was focused on. Secondly, during the interviews, some of the participants showed signs of reluctance where elaborative answers were required. Hence, the researcher often had to repeat her questions differently to get relevant answers from the participants.

1.8 Chapter summary

This chapter begins with some perceptions of Bengali-medium schools that were found in recent

studies regarding education in Bangladesh and the statement of the problem related to it. Following that, the chapter introduces the aim of this study which is to explore the kinds of classroom and outside-classroom experiences learners of Bengali-medium schools had that affected their oral fluency in English. Finally, it discusses the scope of the study, its significance and some limitations.

Chapter 2

Literature Review

2.1 Concept of Fluency

2.1.1 Introduction

When one tries to determine what makes a speaker fluent in English, they may first decide to take account of certain variables as to whether the speaker is a native or non-native speaker of English, or compare a non-native speaker of English as L2 to a native speaker. However, researchers have discussed about the fact that whether a speaker is native or not, disfluencies in speech like pauses, fillers, repairs and more may occur for any speaker and hence it is rather complicated to measure “the fluency characteristics of native and nonnative speech” (Bosker, Quene, Sanders, & de Jong, 2014, p. 579). In another research work, Kahng (2014) explains that “Fluency in the broad sense refers to global speaking proficiency, whereas fluency in the narrow sense relates to how easily and smoothly speech is delivered and it constitutes a component of oral proficiency” (p. 810). Furthermore, when describing the term ‘fluency’ in relation to a person’s ability to speak language, one may choose to phrase it as the spontaneous use of language, or as Segalowitz (2007) explained in his article, “[...] referring to those aspects of productive and receptive language ability characterized by fluidity (smoothness) of performance” (p. 181). The productive aspect of a learner’s fluency in L2 refers to his/her ‘fluidity’ in speech production which is easily seen or heard by the listener. On the other hand, the receptive aspects of fluency play a huge role in facilitating a learner’s speech production which Segalowitz (2007) mentions examples of briefly in his article as, “learner’s ability to fluidly (fluently) link a word to its meaning, process a grammatical construction, or understand the use of irony or sarcasm” (p. 181).

2.1.2 Cognitive, Utterance and Perceived Fluency

The concept of fluency can be broken down into different aspects to play an important role in learners' language proficiency as a whole, especially because these aspects are interdependent. Segalowitz (2010) further distinguished between these categories as "cognitive, utterance, and perceived fluency" (as cited in Kahng, 2014, p. 810). From these three categories, cognitive and utterance fluency are responsible in the development of learners' abilities as a speaker. According to Segalowitz (2010), cognitive and utterance fluency are intertwined such that the former is described as "the efficiency of operation of the underlying processes responsible for the production of utterances" and the latter is defined to reflect the former during speech production, whereas "perceived fluency" is the ability of a listener to come to a consciousness of the speaker's cognitive and utterance fluency (as cited in Kahng, 2014, p. 810).

In their research, De Jong and Perfetti (2011) had come down to the possibility that "Although performance fluency is the goal of many language learners, it is highly dependent on the knowledge and skills of the speaker, which are the bases of cognitive fluency" (p. 534). Cognitive fluency can be defined by speakers' ability to perform with ease by how quickly one can process the information given to them in the particular language, or in this case, their L2. It is defined with the term 'automaticity' by Kahng (2014) where he interpreted that oral fluency between learners' L1 and L2 can be distinguished by comparing levels of automatic information processing. Similarly, Dubiner (2018) discussed that the concept of automaticity may be an ideal measure of fluency and can be gained through the process of repetition both from oral tasks and exposure to reading materials. In other terms, the development of cognitive fluency in learners' L2 is essential for their performance. However, for cognitive fluency itself to develop, learners may need to continually engage in discourse where they not only find it easier to reflect back to familiar topics in L2 that

improves their performance fluency, but also introduce themselves to newer topics in L2 to simultaneously enhance both their cognitive and performance fluency.

When it comes to measuring one's performance fluency, or "utterance fluency", it can be done through certain characteristics that draw out smoothness from learners' speech performance, "such as the speech rate, number of hesitations, and number and length of pauses" (Baker- Smemoe, Dewey, Bown & Martinsen, 2014, p. 708). To elaborate, learners' speech performance may be judged by the overall time taken by them to deliver a speech, how often the speech flow is disturbed by long pauses and multiple fillers, and the number of times speakers' stop to correct themselves or make false starts.

On the other hand, just as Browne and Fulcher (2017) discussed, being fluent in a language is not only about the performance but also one's ability to perceive. They state from listeners' point of view that every listener's own speech performance may vary depending on their familiarity to the L2 and that "this variation is associated with estimates of intelligibility when the speaker is kept constant" (Browne & Fulcher, 2017, p. 37). For instance, a listener's ability to answer to another speaker does not only depend on a topic itself, but also the language in which the topic has been introduced. The listener may not realize his or her own familiarity to the topic when it is uttered in L2, until it is uttered in L1. To sum up, learners' development in their fluency not only depend on their speaking skills but also their listening and comprehending ability.

2.2 Communicative Language Teaching and its Positive Effects on Fluency

Ariatna (2016) pointed out from her studies that the practice of Communicative Language Teaching allows students to be "meaningfully exposed to the pragmatic, authentic, and functional use of language" that further improves their fluency (p. 802). The Communicative

Language Approach stimulates the practice of language use in real life communication through tasks and activities that imitate real life scenarios in classrooms. For instance, a recent study of video-based L2-activities on oral performance by Saito and Akiyama (2016) showed that Japanese students who conversed with native speakers of English for an entire semester over video-chats had met a commendable amount of improvement in their English “comprehensibility, fluency and vocabulary” after the semester was over (as cited in Dubiner, 2018, p. 4). Similarly, CLT activities can also take place between non-native speakers of English which can have its own advantages and disadvantages in the classroom. Some characteristics of CLT have been focused on by Brown (2001): All linguistic components are focused on, learners are prepared in the pragmatic sense for meaningful purposes, fluency in L2 is encouraged although accuracy is relatively not, learners’ autonomy is encouraged and the teacher acts as more as facilitator than strictly an authoritative figure. Hence, this approach has been widely accepted since its emergence as it prepares learners for realistic conversations in their L2. However, Brown (2001) also mentions that in a CLT classroom “fluency should never be encouraged at the expense of clear, unambiguous, direct communication” (p. 44).

2.3 Finding Learner’s Source of Motivation

2.3.1 Different kinds of motivation

As Butler (2005) had pointed out, thought-provoking teaching practices in the CLT classroom have a big hand in keeping students motivated in building their communicative competence (as cited in Ariatna, 2016). Learners’ motivation come from within but it is also needed to be stimulated in the classroom by the teacher, and for that one needs to recognise different kinds of motivation that theoretically can positively affect learners’ fluency and other linguistic components. Brown (2001) has discussed about four varieties of motivation that are closely linked to each other but can be distinguished. The first pair is called Intrinsic

and Extrinsic motivation, where one draws out the feeling of satisfaction and fulfillment from within through an achievement and the other is helped through external rewards (e.g. grades, prizes). The others are called Integrated and Instrumental motivation: the former is described by Brown (2001) as the learners' willingness to familiarize themselves to the community of the target language and the latter is sparked by a learner's need to successfully find a job or any other area that requires the use of the target language. All of the categories above have the potential to contribute in learners' successful language performance, and teachers can work on stimulating learners with motivation that balances all these categories. However, all forms of motivation may not connect with each learner and therefore it becomes a teacher's job to also figure out what techniques may show progress for the majority learners in a language class and simultaneously build a stronger relationship with the minority who do not show progress in those contexts.

2.3.2 Teacher's role in learner's motivation

Al-Murtadha (2018) discussed about the effectiveness of learners being in touch with their ideal L2 self through the process of visualization and goal setting. By building stronger relationships with learners, teachers can help them visualize the kind of L2 speakers they truly aspire to become and promote that visualization towards reality by motivating learners to "set proximal goals toward a distal goal" (Al-Murtadha, 2018, p. 5). Teacher's feedback also motivates learners in various ways, depending on the kind of motivation that drives them the most. For instance, some positive feedback may act as an extrinsic motivation for some learners to keep up with their performance in L2 whereas negative feedbacks may not necessarily motivate the same learners to do better for their own satisfaction. However, this is not always the case and feedbacks can motivate learners in any way depending on their motivational goals as long as their language performance is affected positively.

2.3.3 How motivation from family can affect learner's oral fluency

When the phrase ‘learning begins at home’ is used, it can emphasise on many facts like religion, morals, values, and very importantly, language. As a child grows up and is yet to receive education from an institution, the first influence of language comes from one’s family members. Mori and Calder (2017) have discussed about children of Japanese heritage language as their L1 living in an L2 English community in America and parents feeling the need to lower the interference or practice of their L1 at home so that their children can achieve a stronger command over their L2 in order to “excel academically and professionally” (p. 756). In Bangladesh, the dominant language in society is Bengali. Similar to the concerns mentioned earlier, some guardians may decide to begin the education of L2 English earlier for their children to have a head start before going to a school for the first time. According to Rahman (2015), however, positive effects arising from the involvement of parents can depend on “variables like children’s age, racial background and social class” (p. 20).

2.4 Effects of Technology on Oral Fluency

In a technologically advanced generation, it is only natural for us to rely greatly on technology such as smartphones and computers. Televisions have been around since the early 1900s and have made it fairly easier for people to be connected to the things that happen in the world, things happening in their country, but mostly have access to entertainment. Although watching television does not necessarily have a direct effect on oral fluency as oral fluency also relies on one’s practice, it can contribute to one’s cognitive fluency. In a study by Sundqvist and Sylven (2014) on Swedish learners of English as a foreign language, they discussed that besides English as a foreign language being taught at schools Swedish learners are quite often exposed to authentic English through commercials, advertisements, music, and through English movies that only have Swedish subtitles instead of being dubbed. Other than these contributions, their research also focused on how digital gaming affected the

English of young Swedish players as most games were carried out in it (Sundqvist and Sylven, 2014). The gain in positive effects were measured in the time consumed by each gender in each activity like watching television or playing digital games, which revealed that girls spent more time on the former and boys spent more time on the latter.

2.5 Conclusion

As discussed in this chapter, there has been many studies regarding oral fluency in English to speakers of other languages. However, very few studies have been found in the Southeast Asian context, especially Bangladesh. Hence, the current study was carried out to highlight learners' perspective on oral fluency affected by classroom and outside-classroom factors.

2.6 Chapter Summary

Firstly, this chapter talks about the concept of fluency according to previous theories and how fluency can be recognised by three categories that are interdependent on each other, which are known as cognitive, utterance and perceived fluency. It also discusses how CLT in the classroom has many times benefitted learners' fluency in English as second or foreign language. Furthermore, the chapter highlights how each type of motivation can have a role to play in their learner's oral fluency and also how influence from parents and teachers can also have an effect on their learning. Activities related to technology, such as watching television shows, can also facilitate oral fluency in English. Finally, the chapter ends with briefly discussing a gap in the studies which will be attempted to fill through the current study.

Chapter 3

Research Methodology

3.1 Introduction

The objective of this study is to find out which factors coming from inside and outside classroom may have a greater positive effect on oral fluency in English on students of Bengali medium schools in Bangladesh. The following research questions aim to find out the thoughts, feelings and actions taken by former students of Bengali medium schools regarding this issue:

1. What perceptions do the students of Bengali medium schools have regarding influence of activities inside and outside classroom on their oral fluency in English?
2. Which activities or forms of motivation have influenced their oral fluency positively?
3. What steps do they take to overcome the problems regarding oral fluency?

The coming sections in this chapter discusses the design chosen to carry on this study, the setting and purposeful sampling, data collection instruments, procedure and analysis.

3.2 Philosophical Assumptions and Research Paradigm

The researcher has followed the interpretive research paradigm which according to Thanh and Thanh (2015) is an ideal way of discovering one reality through the multiple realities of each individual that they have built from their “experiences, understandings and perceptions” (p. 24). Similarly, Saunders, Lewis and Thornhill (2016) also attempted to define Interpretivism by explaining that “different people of different cultural backgrounds, under different circumstances and at different times make different meanings, and so create and experience different social realities” (p. 140). Hence, this paradigm leans towards a qualitative research approach which allows individuals to go deep into sharing their

experiences. Furthermore, Creswell (2007) had discussed about the philosophical assumptions that can be used to further explain the interpretive paradigm of this study. The ontological perspective attempts to find out what reality is, the epistemological assumption questions how a researcher can find out about this reality and the methodological assumption asks which method should be used (Creswell, 2007). Interpretivism attempts to answer that reality is subjective, for instance, a few case studies were conducted to find out the different experiences students had that influenced their spoken fluency in English. To carry on with these case studies, the researcher tried to establish the participants' ease in building up their experiences into a story and for this the qualitative method was chosen in the form of semi-structured interviews.

3.3 Research Design

The multiple case study approach of qualitative research was chosen for the data collection of this study. From the perspective of interpretivism as Thomas (2003) pointed out, this paradigm helps to show that reality is not a single product but a complicated process where changes are always being made, and hence the qualitative design matches best with this approach to figure out the answers that a researcher needs to find (as cited in Thanh & Thanh, 2015). In this perspective, each participant was a case study for the researcher who provided this study with unique information from their own experiences.

3.4 Setting and Purposive Sampling Technique

The researcher chose homogenous sampling for this study which seeks candidates with identical traits in terms ages, cultures, jobs, and life's experiences for instance and this kind of sampling helps "to focus on this precise similarity and how it relates to the topic being researched" (Etikan, Musa & Alkassim, 2016, p. 3). Similarly, the participants who were chosen for this study had to fit into a criteria, for instance, they had to be current university students of BRAC (or recent graduates) and former graduates of Bengali medium schools in

Dhaka city. In addition, the participants were also chosen randomly through snowball sampling which according to Hendricks and Blanken (1992) refers to selecting one participant who fits the initial criteria and then suggests another participant suitable for the study, and so on.

Moreover, Galvin (2015) discussed saturation which is defined as a point in any qualitative research where no new theme is generated any further from interviewing new participants, and hence it is where the data collection stops. However, Galvin (2015) also mentions that there are risks to data saturation because there is no guarantee that a new theme would not be seen after a certain amount similar results have been collected from participants. Furthermore, researchers may also have to consider how much time and funding they can spend on collecting their data. Keeping these variables in mind, a total of six people took part in the interviews to talk about their school experiences in English classes that did or did not facilitate their oral fluency in comparison to their personal experiences outside classrooms. All of the interviews took place in each of their respective homes.

3.5 Data Collection Procedures

For this study, the researcher tried to maintain the four phases of the Interview Protocol Refinement (IPR) framework as suggested by Castillo-Montoya (2016). For phase 1, the researcher constructed some background questions and three to four interview questions designated for each research question that would altogether coordinate in answering the central objective of the study (Appendix A). For phase 2, the interview questions consisted of open ended, descriptive or comparative questions that aimed to carry on the interviews in a conversational manner where interviewees could find themselves building a story. Some follow-up questions were later spontaneously asked depending on the participants' different responses. The interview matrix was then taken to the researcher's supervisor for feedback to

complete phase 3 of the IPR to “enhance its reliability—its trustworthiness—as a research instrument” (Castillo-Montoya, 2016, p. 824). Finally, phase 4 began with piloting the interview protocol with one participant at a time on separate days. A brief introduction was given to them about the study followed by the background questions to prepare them for further discussion of their experiences. Both Bengali and English were used during the interviews to keep the conversations comfortable and casual for the participants in order to extract as much information as possible whilst lowering the risk of losing their motivations throughout the end of the interview. All the interviews were recorded and transcribed to be analysed and quoted from the findings.

3.6 Data Analysis Procedure

The researcher has chosen to follow the qualitative thematic analysis framework to compile and analyse the data collected in this study. According to Maguire and Delahunt (2017), the thematic analysis is not merely collection and summarization of data but actually developing a pattern from the analysis of the collected data to point to a relevant issue related to the research. Similarly, the data collected from the interviews were analysed with the researcher’s hypothesis and supported by recent studies reviewed in the literature.

3.7 Ethical Considerations

To establish a trust between the participants and the researcher, a consent form was given to each individual before proceeding with the interviews. The researcher made sure that she had the participants’ full permission in conducting and recording the interviews and they were ensured that their information would remain anonymous.

3.8 Trustworthiness of the Study

Following Grayson and Rust’s (2001) discussion on inter-rater reliability, the researcher asked an expert to rate the students’ interviews to establish the trustworthiness of this study.

It was afterwards calculated to show the percentage of agreement that the experts had to the themes generated from this study.

3.9 Chapter Summary

This chapter discusses the qualitative method that was chosen to carry out this study to understand the way students' oral fluency in English is affected by inside and outside classroom activities. It also discusses the details of the participants, the sampling technique, and data collection procedure. Furthermore, the chapter mentions the frameworks that were chosen for data collection and analysis, and finally discusses some ethical considerations and the establishment of trustworthiness through interview rating by experts.

Chapter 4

Findings and Discussion

4.1 Introduction

This chapter aims to discuss the experiences that the participants had during their school years in the English classroom, and also those that they had outside of the classrooms which affected their spoken fluency in English. As previously discussed in Chapter 3, there were six participants who previously studied in Bengali medium schools and colleges. The interviews began by asking for some background information about the participants, for instance, which schools they graduated from and their current practice of the skills in English, which are presented in the participant profiles below. The rest of the findings are presented in the order of the three research questions that were each answered through several interview questions.

Participant Profiles					
Name	Age	School	Places Lived	Current practice in reading and writing in English	Current practice in Spoken English
Brishti	22	Mohammadpur Preparatory Higher Secondary School	Dhaka, Bangladesh	Frequent, both in university as well as at home	Frequent with friends, not with family
Tahmid	26	Uttara High School and College	Dhaka, Bangladesh	Frequently reads books and articles in English; additionally speaks in English when chatting online	Not very frequent, especially with friends. More comfortable in speaking Bengali in person.
Medha	23	Mohammadpur	Dhaka,	Practice through	Speaks both in

		Preparatory Higher Secondary School	Bangladesh	academic requirements. Does not read or write for leisure.	English and Bengali with friends.
Shahrin	22	BIAM Model School and College	Dhaka, Bangladesh	Frequent practice both academically and for leisure	Speaks both in English and Bengali with friends.
Antor	25	Dhaka Residential Model College	Dhaka, Bangladesh	Almost all the time the participant reads and writes in English	Also speaks in English frequently, especially inside workplace
Kazi	22	Scholars' School and College	Dhaka, Bangladesh	Reads and writes in English very often	Speaks to some friends in English on a regular basis

4.2 Effect of Classroom and Outside-classroom Activities on Oral Fluency in English

The first research question explored the perceptions of students regarding inside and outside classroom activities which affected their spoken fluency. After knowing about their background information, the interviews began with asking each participant about their own understanding of the phrase 'fluency in speaking' to somewhat increase reliability of their following answers in the interviews. Out of the six participants, three of them defined the concept of fluency with the term 'smoothness' in their individual responses, just as Segalowitz (2007) and Kahng (2014) recognised it. Segalowitz (2007) mentioned that having fluency also meant being able to understand "grammatical construction", similar to the other three responses which included correct use of grammar in a conversation and the overall successful communication between speakers of a particular language. Afterwards, the participants were asked about what kind of spoken activities they had in the English classes at school or if their spoken skills were tested through any activities, to which most of them

could not recall any particular spoken activity but two participants mentioned reading the texts out loud was a kind of spoken activity they had in class and such tests were a way to check for pronunciation. One of the participants, Tahmid, said that in their textbooks “the ‘teacher’s section’ of the book had some (activities) but hardly any were practiced” (DU TA 16). He also added that in his perspective, English classes in his school would have been a lot more beneficial if they did not only focus on teaching grammar; instead, he wished there were interactive activities like ‘role play’ which could have made them practice spoken English in class. On knowing this, the researcher decided to also ask the other participants during their interviews if they felt such activities in their school lives could have improved their speaking fluency and all the participants agreed strongly. These questions were asked to know about their perceptions of a CLT classroom which potentially expects learners’ pragmatically meaningful use of language to be built from an early stage in life (Ariatna, 2016; Brown, 2001). For instance, Medha felt that if she had been exposed to interactive activities in class at an early stage in life, perhaps she would have had to struggle less in improving her speaking skills throughout her life. Brishti also thought that it could be helpful if such activities were included in English classes “twice a week” (DU BR 22). So far, the researcher got the impression that most of the participants did not get a chance to develop their automaticity in L2 in a classroom environment because barely any execution was involved in their process of learning (Kahng, 2014; Dubiner, 2018).

Following the previous information, the researcher then wanted to find out about the kind of outside classroom hobbies or interests they came across in their life which had exposed them to English. It was found that all the participants grew up having video based exposure to English such as watching cartoons, movies, TV shows. In a research that compared oral fluency of young people between some countries, Richard (2009) found that countries like

Sweden and Finland where people had access to undubbed English television shows acquired greater spoken ability in English than people from countries like Spain, Italy, South Korea and Japan where they did not have access to these chances (cited in Lai, Zhou & Gong, 2015). The second most recurring theme was reading books for leisure; the rest included surfing the internet which includes both visual and other exposures to English, and listening to music. Brishti also added that engaging in ‘debates’ as an extracurricular activity also exposed her to frequent use of English.

Finally, the participants were asked to compare between their classroom and outside classroom experiences and discuss which scenario may have contributed more to their spoken fluency in English. Four participants believed that outside-classroom activities allowed them to be in touch with spoken English, especially watching television for most of their childhood lives and then through other sources. This is because most of the inside-classroom activities were in written form or grammar-centered. However, two of the participants believed that both the contexts may have helped them. Brishti thinks that the “classroom helped (her) to find a crowd to practice with” (DU BR 20), although the practices were done at personal levels and not as in-class activities. Shahrin emphasised that both the contexts helped because although grammar was focused on more in her school, with time the memorisation created a strong foundation which helped her deliver her speech correctly.

As mentioned earlier in Chapter 1 of this study and by looking at the experiences of the participants, it is quite evident that GTM is still a popular method of language teaching in Bengali medium schools. Gatbonton and Segalowitz (2005) explained that teachers are accustomed to GTM because grammar activities are easier to carry out (as cited in Dubiner, 2018). Perhaps it is because measuring or testing grammatical abilities may also seem less time consuming especially where objective techniques are involved. Although grammar is

essential for any skills involved, Segalowitz and Gatbonton (1988) strongly proposed that it be practiced in a “creative and communicative context” so that grammar is not learned in arbitrary chunks but rather learned to be used in “relevant situations” (as cited in Dubiner, 2018, p. 6).

4.3 Sources of Motivation that Affected Learner’s Oral Fluency

The researcher moved on to ask questions that could answer the second research question, “Which forms of motivation have influenced their oral fluency positively?”. The interviewees were asked to think about any experiences they had which involved their parents’ conscious influence on them to do better at English. However, from most of the answers it was found that, parents did not worry much about their children doing better at English when they were more interested in them doing better at Bengali for possible future chances at public universities or government jobs in Bangladesh. At this moment, Tahmid felt the need to share that he wished it was not upto the parents to choose a school for their children because he felt that he missed out on opportunities from not being in an English medium school. There are not many studies about parental influence on their children’s oral English, although, Robinson and Harris (2014) pointed out that oftentimes their involvement can seem as an obstacle rather than act as a catalyst to their language learning (as cited in Rahman, 2015). The experiences of the participants showed that not a lot of parents payed attention to oral English, however, Medha pointed out that she was often encouraged to read English newspapers by her father while some of the others acknowledged that they were often monitored by their parents to achieve an overall good result.

The researcher wanted to know further about whether any motivational conditions had an effect on their spoken English while growing up, and for most of the participants, living abroad was a prime source of motivation which Brown (2001) defined as Instrumental

motivation, and then came Integrated motivation in the form of wanting to successfully communicate with speakers of the native language. Interestingly, two of the participants felt that being able to speak fluently in English can help someone to maintain a social standard. Earlier when the participants' background information were being collected, they were asked about how often they currently speak in English. Antor, a former Bengali medium student who recently graduated from his university, mentioned that he usually speaks in English in a formal context at his workplace, which is quite often. On asking the other participants about how they also viewed the need of spoken fluency in English for achieving better job opportunities at their specific fields, they all agreed that fluency in English would give them an upper hand in Bangladesh as well as abroad. For instance, Kazi believes that in business it is quite important to have good communications skills and "English as a universal language can help fill any communication gap that takes you one step closer to success" (DU KA 28). On the other hand, Medha shared an experience of a job interview at an English Medium school, where the interviewer stated that teachers have to maintain speaking in English at all times when taking classes and at the same time Medha expressed that they find it "hard to believe that (Bengali-medium students) can be fluent in English too" (DU ME 26).

Integrated and instrumental motivations are not very different from intrinsic and extrinsic motivations previously described by Brown (2001), except that the former pair comes from an external source, while the latter can possibly be more influenced by teachers in the classroom. According to Lamb (2017) for instance, the "ideal scenario" in a classroom would be for learners to be intrinsically motivated, that is, "enjoy the process of learning" which can perhaps be achieved more with "skillful instruction" (p. 315). Moreover, in a study by Pae and Shin (2011), it was found that the variation in teaching methods did not make a difference for those learners who required extrinsic motivation which could perhaps be in the

form of teacher's praises, or wanting to avoid negative feedback and more, however, it was also found that learners in a communicative classroom had "higher intrinsic motivation and self-confidence" (as cited in Lamb, 2017, p. 315). Similarly, the participants in this study had other people in their lives who somehow motivated them to speak fluently in English. For most of the participants, motivation through other people occurred in an outside-classroom context, specifically through friends who they spoke in English with quite frequently. Only Brishti remembered experiencing motivation from her English teachers at school, one who rather enforced negative motivation in the form of expectations of better grades, and another teacher who motivated positively to which she said "I felt like I was growing and he motivated me to be a teacher" (DU BR 26).

4.4 Steps Taken to Improve Oral Fluency

As previously mentioned through one of the participant's experiences, it may often be assumed that Bengali medium students have poorer fluency in spoken English whose biggest contributor may be the absence of classroom practice of speaking skills. Although learners may come across other factors that contribute to their fluency which include activities, interests, and variety of motivational sources, there is no easier way to understand how one has been affected by such factors until they are able to reflect it in their performance. The third research question aimed at finding out the steps Bengali medium learners may take to overcome problems regarding oral fluency in order to execute their performance efficiently. In order to know the solution, it was important to first ask for the problems to be addressed. Firstly, the participants were asked if they ever found themselves facing issues in understanding another speaker in terms of their fluency, a concept that was discussed in Chapter Two's 'perceived fluency', which was discussed as learner's familiarity to a topic in the language (Browne and Fulcher, 2017). Most of them could think of scenarios where the

only problem that could occur was the presence of a strong accent, for instance, some specific examples used were Australian, British and Sri Lankan English accents.

For the next two questions, the participants were asked about their level of confidence while speaking in English in both any formal and informal context. The answers varied amongst the participants. When they were asked about speaking in a formal context, for instance, during presentations at his university Tahmid found that “it is difficult to start but then the presentations go in a flow”, and he also felt that being better connected to the content makes his speech more fluent (DU TA 34). On the other hand, three other participants felt that they become more conscious during a formal context. For instance, Shahrin feels “anxious” when she overthinks about whether she is using “incorrect grammatical structure” in front of her teachers and peers (DU SH 32). Similarly, Medha fears of being judged and hence stated “on that time I feel less confident” (DU ME 32). However, speech errors arising from low confidence not necessarily means that they are not fluent because they find themselves speaking in English with their friends all the time. In an older study by Cheng, Horwitz and Schallert (1999), they found similar results in a Taiwanese ESL classroom where low self-confidence was the main problem when it came to spoken performance in English. Furthermore, Chou (2018) also noted from several other studies that low self confidence in speaking was one of the reasons why learners were inhibited from “learning autonomously and participating actively in class” (p. 615). Hence, it can be noted that a lack of practice of oral English in their school environments may have influenced some participants to feel unprepared in their current life, especially in formal contexts. On the other hand, Tahmid added that he generally feels more comfortable in speaking Bengali with his friends and family and that he hardly ever uses English, hence, he could not pinpoint how confident he feels in speaking English in informal contexts. Only Kazi and Antor felt no lack of confidence in their current use of English in any context.

Finally, when they were asked if all the participants have ever consciously tried to improve their fluency through certain activities, it was found that some of them have relied on “memorisation” in the past (DU BR 34; DU ME 36; DU TA 36) but slowly needed it less although a general amount of practice was still required. This information shows that, the participants who previously did suffer from low confidence in speaking worked on hiding their weakness through memorisation in specific occasions, rather than building their self-confidence. However, such a factor can also be easily affected by one’s personality which is not covered by this study. On the other hand, Kazi found that due to nervousness during formal presentations he “spoke too fast and quickly ran out of things to say” and hence he later worked on bringing his speech to moderate speed (DU KA 36).

4.5 Chapter Summary

To summarise, this chapter found that some Bengali medium schools in Dhaka may still need to consider investigating whether spoken English skills are being practiced in the classrooms because reality shows that students have to rely more on outside classroom activities to enhance their oral fluency in English. Furthermore, the chapter also discusses how Bengali medium students found their motivation from various sources which consciously or subconsciously helped them improve their oral fluency, and how one’s speaking fluency depends on maintaining one’s level of confidence in speaking as much as it does on one’s lifelong practice.

Chapter 5

Conclusion

5.1 Contribution of the study

Although the main focus of this study has been at Bengali medium schools, this study may be able to highlight the necessity for all educators following any curriculum in Bangladesh to have an awareness of how English as a second language should ideally be taught in classrooms but is not practiced in our country in some cases. In fact, there can always be a possibility that some English medium schools in Bangladesh may also not monitor whether elements of spoken English is prioritised and whether students are simply told to speak in English by authoritative force. In any case, the lack of practice of spoken English in the classroom can depend on various factors. Such factors can be whether material designers are giving enough attention to designing creative spoken activities and also whether syllabus designers focus on implementing these spoken English lessons alongside the practice of other necessary skills. Furthermore, it is equally important for teachers to realise that besides the addition of spoken tasks, they should be open to the idea of being “agents of change” when it comes to keeping learners motivated in the classroom (Dubiner, 2018, p. 11).

5.2 Recommendations

Regardless of what the researcher has learned from recent studies and the current one about Bengali medium schools, one thing to be noted is that it is not easy for teachers to suddenly switch to a different method of teaching and neither could it be easy for learners to accept it right away as most of the audience in this scenario are more accustomed to GTM and have very little idea of CLT. However, it may be better to introduce elements of CLT in small fragments than to not include it at all. Hence, the researcher would recommend teachers of

national curriculum schools to include spoken English activities in the classroom more often, and also ensure that the students are motivated enough to engage in them effectively.

On the contrary, it should also be noted that outside-classroom activities and motivation are just as essential in building a learner's oral fluency in L2. For instance, Lai (2015) and the other researchers had found in their own study that "meaning-focused" outside-classroom activities undoubtedly influenced learners' "confidence in learning English, and enjoyment in learning English" (p. 300). However, this study has shown that each individual can easily have different kinds of effects depending on their unique environment and personality and such variables are out of one's control. Nevertheless, it can be said that learners should not only depend on outside-classroom factors to improve their oral fluency in English. An equal amount of positive influence should also come from a classroom environment, where learners tend to spend a large amount of their childhood lives.

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Appendix A

Interview Questions

Interview questions	Background Questions	R1 What perceptions do students of Bengali medium schools have regarding influence of activities inside and outside classroom on oral fluency in English?	R2 Which forms of motivation have influenced their oral fluency positively?	R3 What steps do they take to overcome problems regarding less oral fluency?
Which school and college did you graduate from?	<input checked="" type="checkbox"/>			
Where did you grow up?	<input checked="" type="checkbox"/>			
How often do you currently find yourself reading and writing in English in any context?	<input checked="" type="checkbox"/>			
How often do you find your friends or family members speaking to you in English? How often do you also use English with them in your spoken conversations?	<input checked="" type="checkbox"/>			
What is your understanding of the phrase 'fluency in speaking'?		<input checked="" type="checkbox"/>		

Were there any kind of spoken activities inside or outside your English books that were practiced in class?		<input checked="" type="checkbox"/>		
Did your teacher test your spoken English skills?		<input checked="" type="checkbox"/>		
What kind of hobbies or interests have you had since your childhood which may have exposed you to English?		<input checked="" type="checkbox"/>		
If you compare your experiences, which scenarios do you think benefited your spoken English skills more? Inside classroom experiences or outside classroom experiences?		<input checked="" type="checkbox"/>		
If there is any particular condition that could motivate you to learn a language better, what could that be?			<input checked="" type="checkbox"/>	
How confident do you feel when you converse with your friends or family in English (in spoken or				<input checked="" type="checkbox"/>

written form)?				
Can you think of any situations in particular (or in general) where you found yourself facing difficulty in understanding someone else's spoken English?				☒
How confident do you feel about your spoken English when you have to do presentations or attend any kind of formal event where English is necessary, or even if you've ever had to speak to a native speaker?				☒
Have you ever consciously tried to make your spoken English better through certain activities?				☒

Appendix B

Consent Form

Consent to Participate in a Research Study

Title of Study: Exploring classroom and outside-classroom factors affecting oral fluency in English of Bengali-medium Students

Investigator's name: Nishat Tasnim

Dept: Department of English and Humanities, Brac University

Email: ntasnim68@gmail.com

Introduction

- You are being asked to be in a study of the perception Bengali medium students may have on their English speaking fluency that gets affected by outside-classroom factors compared to classroom-factors.
- You were selected as a possible participant because you are currently a university student and are known to have previously studied under the national curriculum.
- We ask that you read this form and ask any questions that you may have before agreeing to be in the study.

Purpose of Study

- The purpose of the study is to explore the kind of activities or experiences which occurred inside and outside the classroom that contributed to their oral fluency in English.
- Ultimately, this research may be presented as my undergraduate dissertation.

Description of the Study Procedures

- If you agree to be in this study, you will be asked to do the following things:
 - 1) Participate in a face to face or phone-call interview which will be recorded,
 - 2) You may be asked for a follow up interview in the future; The interviews are likely to be lengthy as they are going to be conversational in style, but there is no set amount of time.

Risks/Discomforts of Being in this Study

- There are no reasonable foreseeable (or expected) risks. There may be unknown risks.

Benefits of Being in the Study

- There are no expected benefits of being in this study.

Confidentiality

- This study is anonymous. We will not be collecting or retaining any information about your identity.

Right to Refuse or Withdraw

- The decision to participate in this study is entirely up to you. You may refuse to take part in the study at any time without affecting your relationship with the investigator of this study. You have the right not to answer any single question, as well as to withdraw completely from the interview at any point during the process; additionally, you have the right to request that the interviewer not use any of your interview material.

Right to Ask Questions and Report Concerns

- You have the right to ask questions about this research study and to have those questions answered by me before, during or after the research. If you have any further questions about the study, at any time feel free to contact me at ntasnim68@gmail.com. If you like, a summary of the results of the study will be sent to you.

Consent

- Your signature below indicates that you have decided to volunteer as a participant for this study, and that you have read and understood the information provided above. You will be given a signed and dated copy of this form to keep.

Participant's Name (print):

Participant's Signature:

Date:

Investigator's Signature: Nishat Tasnim

Date:

Appendix C.

Notational Conventions

Ta: Tahmid

Br: Brishti

Ka: Kazi

An: Antor

Me: Medha

Sh: Shahrin

I: Researcher

hehhe	Brief laughter
Uh, uhh, um, ummm	Making noises while thinking what to say next
,	Short pauses
.	End of sentence
...	Incomplete sentence or long pauses

Appendix D

Sample Interview Transcription of Participant 1

Participant: Brishti

Date: 09-03-2019

Time: 4-4.30pm.

Place: Participant's home

DU no.	Participant	Question and Answers
1	I	Hi so, are you nervous?
2	Brishti	No no I'm not.
3	I	Okay so, I'm going to begin. You can answer at your ease. Which school and college did you graduate from?
4	Brishti	I studied in Mohammadpur Preparatory Higher Secondary school.
5	I	Where did you grow up?
6	Brishti	I spent most of my childhood, uh years, uh in Mohammadpur. This is where my school was.
7	I	How often do you currently find yourself reading and writing in English in any context?
8	Brishti	Quite often because um, as I'm in the English department now in Brac University, I have to deal with a lot of English literature.
9	I	How often do you find yourself conversing with friends or family members in English?
10	Brishti	Not so much with my family but my friends and I do speak to each other in English often.
11	I	What is your understanding of the phrase "fluency in speaking" in any language?
12	Brishti	I believe... I think it's important to execute responses with correct grammar and information while speaking any language fluently.
13	I	Were there any kind of spoken activities inside or outside your English

		books that were practiced in class?
14	Brishti	In school no we didn't have any. Our teachers encouraged us to read books, mainly English books and, we used to keep these journals where our teachers would give us these words that we had to find from the dictionary and write it in our journal and we would do this every week. And then when I was in college, we wouldn't practice English at all because we use to practice it under strict bangla curriculum and the bangla medium curriculum follows one book only and that is English For Today which isn't refined well and isn't edited well, it's just basic English so, for two years I didn't practice as I did in school at all but I just practice all by myself while reading books and watching anime, movies and many other things.
15	I	Did your teacher test your spoken English skills?
16	Brishti	.No we didn't. We had written tests but, we sometimes used to have these, competitions. Poem recitations and story telling competitions.
17	I	What kind of hobbies or interests have you had since your childhood which may have exposed you to English? For example, videos, movies, music, books, games, other extracurricular activities.

18	Brishti	I used to watch a lot of cartoons and...which were uh based on English networks for example Cartoon Network and Nickelodeon they always had these cartoons and, I was also getting familiar with with anime which was in Japanese Language however I used to read the subtitles so I had to practice a lot in order to catch up with the subtitles, so in that way I had these uhh notion of understanding the language much faster and so I tried to practice it more. I also used to read a lot of Goosebumps and other books and we had literature so we used to study pride and prejudice, shakespeare and other poems like of Robert Frost. I also started debating from middle school, however I wasn't very good so I had to practice again and again in order to speak. So I had to be orally very fluent and, for that to happen I participated in a lot of debate practices, and so I started the habit of speaking very loudly and very quickly and for that a lot of people complain that I speak in English very quickly for people to respond.
19	I	If you compare your experiences, which scenarios do you think benefited your spoken English skills more? Inside classroom

		experiences or outside classroom experiences?
20	Brishti	What helped me more was watching television and movies and all that, that helped me alot however, when you learn English it is important to execute it well, and what the classroom helped me to do is it found me a crowd where I could express these practises that I was doing at home and I was very lucky to find a crowd because we all practiced English in the same way and executed it in the same way.
21	I	So, I just quickly want to go back to where you mentioned you did not exactly have spoken activities in your English classes. Do you think that if you had some interactive activities like ‘role-playing’, ‘dialogues’, etc in your English classes at school, it would have made a significant difference in your fluency?
22	Brishti	Yeah definitely because other than my academic studies these little activities make a big difference. I think teachers should enroll this in class at least twice a week.
23	I	Okay, thanks. Now I want to know, If there is any particular condition that could motivate you to learn a language better, what could that be?
24	Brishti	Umm... I think group work and the motivation to learn a language without academic pressure or the tensions of scoring an A could be great way to learn a language better because, it's all about learning and adapting with a new language rather than the one we generally execute in our education system
25	I	Has there been any particular person (or people) who inspired you or motivated you (positively or negatively) to practice English (inside or outside the classroom)?
26	Brishti	My English class teacher in grade 1 was very strict about us speaking in English and getting good grades in English and he used to pressure us quite alot and I wouldn't say it was a positive kind of pressure however, that didn't help me so much as my 2nd grade class teacher did because despite of knowing the problems i had in speaking and how introverted i was, he motivated me to do great in English and he made me the class president and that motivated me alot because I felt like I was growing and he motivated me to be a teacher.
27	I	How confident do you feel when you converse with your friends or family in English (in spoken or written form)?

28	Brishti	I'm okay with talking to my friends in English, I don't have any problem.
29	I	Can you think of any situations in particular (or in general) where you found yourself facing difficulty in understanding someone else's spoken English?
30	Brishti	When I was really young it was hard for me to process what the teacher had to say the first time he or she said it, but, within a very short amount of time I overcame that problem I had, and now its actually not difficult for me to, understand what the other person is saying if he is speaking in English. Maybe if they're hehhe quiet or, otherwise I wouldn't have problem understanding accents or anything.
31	I	How confident do you feel about your spoken English when you have to do presentations in the classroom or attend any kind of formal event where English is necessary?
32	Brishti	Academically I could do much better in presentations, I don't think I am giving my 100% in speaking English because when you see an American speak in English they present themselves so confidently. Now that doesn't come to me at the beginning... when I see a crowd where their first preference is English I think, it becomes, difficult for me to express myself as they are, it's a personal insecurity. I don't think I lack in speaking but I do lack the confidence.
33	I	Have you ever consciously tried to make your spoken English better through certain activities, especially to avoid disfluencies like long pauses or stammering during any informal or formal occasion? If you have, could you briefly share such incidents?
34	Brishti	Yes, I try to practice presentation in front of the mirror time to time. I joined debate when I was in middle school and since then it has helped me speak fluently and with more ability to present myself in a certain way I have always wanted to do.
35	I	Alright, I think that is all I needed. Thank you so much for being a part of this interview.
36	Brishti	Hehhe it was no problem at all.

Appendix E.1

Sample Coding of Interview Transcription by Researcher

RQ 1: What perceptions do students of Bengali medium schools have regarding influence of activities inside and outside classroom on oral fluency in English?						
Interview Question (1)	Subordinate key word of question (2)	Subordinate main point from conversation (3)	Elaboration examples from verbal to support the subordinate (4)	Occurrence main idea transferred into the form as keyword(s) (5)	Frequency of occurrence (6)	Ordering of discourse unit (7)
What do you understand by the phrase “fluency in speaking”?	Fluency in speaking	*correct grammar	“ I think it's important to execute responses with correct grammar”	*while speaking, responses should have correct grammar	1	DU BR 12
Were there any kind of spoken activities inside or outside your English books that were practiced in class?	Spoken activities inside class	*didn't have any *wouldn't practice	“In school no we didn't have any...And then when I was in college, we wouldn't practice English at all ”	*didn't have any spoken activities in both school *no practice in college	1 1	DU BR 14
Did your teacher test your spoken English skills?	teacher Test spoken skills	*no *competitions	“No we didn't. We had written tests but, we sometimes used to have these, competitions. Poem recitations and story telling competitions.	*no tests *sometimes poem recitation and story telling competitions	1 1	DU BR 16

Appendix E.2

Sample Theme Generation Template

RQ1	What perceptions do students of Bengali medium schools have regarding influence of activities inside and outside classroom on oral fluency in English?					
Interview Question	What is your understanding of the phrase ‘fluency in speaking’ in any language?					
Brishti	Tahmid	Kazi	Shahrin	Antor	Medha	Themes
Important to execute responses with correct grammar	fluency in speaking is mostly being able to deliver your thoughts smoothly with minimal hesitation	Fluency has to do with the smoothness of communication	successful communication maintaining the grammar rules.	If two persons in a conversation can successfully communicate in that particular language	A person has to be smooth while talking and he should not have much hedges and cushions while speaking	<p>Oral fluency in speaking means conversations taking place in a smooth manner.</p> <p>Fluency depends on correct grammatical structures being used while speaking</p> <p>Fluency means having successful communication between two people in a particular language</p>

Interview Question	Were there any kind of spoken activities inside or outside your English books that were practiced in school?					
Brishti	Tahmid	Kazi	Shahrin	Antor	Medha	Themes
No	The 'teacher's section' of the book had some but hardly any were practiced.	Reading passages	No	No	Read in front of whole class	No spoken activities are practiced Reading aloud is practiced
Interview Question	Did your teacher test your spoken English skills?					
Sometimes there were poem recitation and story telling competitions	Only written exams were there	No	No	No, both classes and tests were too much grammar based	Reading test were taken for checking pronunciation	No tests specifically for spoken English are given Reading aloud was a form of test

Appendix F.1

Rating of Student's Interview by Rater

RQ 1: What perceptions do the students of Bengali medium schools have regarding influence of activities inside and outside classroom on oral fluency in English?						
Theme	Main ideas	Discourse Unit	Verbal Support	Inter-Rating		Comments
				Agree	Disagree	
Oral fluency in speaking means conversations taking place successfully in a smooth manner whilst also being grammatically correct	Smoothness of conversation Grammatically correct structure	DU TA 14 DU BR 12	“fluency in speaking is mostly being able to deliver your thoughts smoothly with minimal hesitation” “I think it is important to execute responses with correct grammar”	/		
Teachers in Bengali medium schools do not practice oral activities in class except reading aloud exercises	No activities are practiced Reading aloud from texts is practiced	DU TA 16 DU ME 14	“The ‘teacher’s section’ of the book had some but hardly any were practiced” “We had to read in front of whole	/	/	

			class”			
No tests specifically for spoken English are given except reading aloud from passages	No tests Reading aloud	DU AN 18 DU ME 16	“No, both classes and tests were too much grammar based” “Reading test were taken for checking pronunciation”	/	/	Partially agree. Do you think grammar based tests should be added as a subtheme?
Television Shows like cartoons expose people to spoken English the most	TV shows affected fluency	DU AN 20	“I used to watch some shows on TV, I think that helped me the most with spoken English”	/		
Outside classroom experiences affect oral fluency in English more than inside classroom experiences	Outside classroom experiences help more	DU TA 22	“Classroom contributed less in spoken practice but more in learning grammar rules. Outside classroom activities helped more.”	/		This verbal support’s first part again emphasises grammar. So you have prominent subtheme of GTM again. Note that

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Appendix F.2

Inter-rater Reliability Calculation for Student's Interviews

	Percentage of agreement (Total number of agreement/Total number of responses) x100
Inter-rater 1:	(6/8) x100 =75%