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# Table of Contents

# Hermann Hesse's Novel Siddhartha: A Revolt Against Traditional One-way Teaching

*Ranjit Podder\**

## Abstract

*This study was undertaken to explore the philosophy of education in German novelist Hesse's famous novel Siddhartha. The content analysis method was employed to extract the educational philosophy from the novel. The study revealed that Hesse rejected the traditional jug-mug or banking theory of education and promoted participatory way of teaching and learning. The prominent educational methods of learning and teaching, other than the one mentioned above, expressed in the novel included listening as a good way of learning, learning through experience, learning through reflection practices, and learning from Nature. Hesse believed that meaning is made and remade through negotiation based on other contextual factors.*
***Key words****: Educational philosophy, jug-mug theory, learning, participatory approach, banking education*

## 1. Introduction

Usually, the philosophy of a writer is expressed in their writings or speeches. Sometimes, it comes overtly and sometimes it comes covertly. It is the reader who has to discover it through their rigorous efforts. Different writers of the world have expressed their philosophical ideas in their poetry, essays, plays, novels, epics or in other forms of literary works. Hermann Hesse is one of those writers who have addressed the ontological and epistemological questions in his novels. Hermann Hesse was born at Calw in Germany in1877. Having started his career as a book seller, he begun to write and publish poetry at the age of 21. Then, he started writing novels which earned him a name and fame all over the world. Some of his best works include Siddhartha, The Glass Bead Game, The journey to the East, Der Steppenwolf, Narcissus and Goldmund, Peter Camenzind, the Proding, Gertrud, Rosshalde, Demian, and Das Glasper Lenspiel. He started living in Switzerland from 1912 but afterwards settled there in protest against German militarism in the First World War. The Nazis hated and suppressed his books. As recognition of his deep humanity in

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literature, the Swiss honoured him conferring on him the degree of Ph.D.; and he won the Nobel Prize for Literature in 1945. He died in 1962(Ziolkowski, 1965; Hesse,1956, jacket). Hesse cherished a hope for a journey to the East form his childhood. His parents' 'personal experiences of Asia and his grandfather's stay as a missionary over 30 years on the Malabar Coast, mementos, and books brought from India were the first source of interest to Hesse. The senior Hesse's Asian friends who visited Hesse's house were other sources of his interest in India.

## 2. Background

Hesse's interest was intensified after his being shattered by the deprivation and hunger, futility of sacrifices in blood and property in the First World War. Furthermore, the people of Germany were exposed to highly-ambitious and diversified thinking, and there was notable advancement of spirituality in the people as a result of which they began to lean towards the Indian and other Eastern mysteries and religions (Hesse, 1964). Hesse described his journey to the East as a pilgrimage towards the "Home of Light" (Hesse, 1964, p.12). Being frustrated with the changes originated from the atrocity of the world war, Hesse tried to take shelter away from the lifeless, hustle and bustle of the material European life. The mysticism of India was the best asylum for Hesse and he studied Hinduism and Buddhism with added eagerness.

## 3. Research Design

The study employed content analysis method and reviewed other literature related to the novel. During in-depth study of the novel, the educational philosophy of Herman Hesse was explored and analysed.

## 4. Findings and Discussion

The study revealed that Hesse rejected traditional jug-mug or banking theory of teaching and learning and promoted participatory or dialogical approach. The other educational philosophies found were the listening as a good way of learning; learning through experiences; learning through reflective practices; and considering Nature as a great teacher. The findings or the educational philosophies are presented below:

### 4.1. Participatory way of teaching and learning

Siddhartha is one of the most famous novels by Hermann Hesse containing several philosophical themes on educational methods and techniques. Siddhartha, the handsome teen-aged son of a Brahmin, received religious education from his father, other theology teachers, and performed the Hindu religious rituals every day. He has already learned

how to pronounce Om* silently and also "knew how to recognize Atman†
within the depth of his being, indestructible, at one with the universe"
(Hesse, 1957, p.4). Being dissatisfied with the Brahmnical teaching,
Siddhartha decided to go to jungle in search of truth through meditation.
Hesse describes in the novel:

> He had begun to suspect that his worthy father and his other
> teachers, the wise Brahmins, had already passed on to him the
> bulk and the best of their wisdom, that the vessel was not full, his
> intellect was not satisfied, his soul was not at peace, his heart was
> not still (Hesse, 1957, p. 5-6).

The above excerpt clearly describes the direct rejection of the
traditional banking education system where teachers are the reservoirs of
knowledge and learners are only the receivers. This mode of
communication between teachers and students is one-way and that one-
way teaching was not acceptable to Hesse. In banking form of education,
teachers do not value the say (knowledge) and need of the learners. A
teacher's job here is to provide knowledge and the students' job is
receiving, storing, and filling them with what teachers give them (Freire,
1995). Siddhartha has rejected "the concept that knowledge is 'given', that
it emanates from a higher authority, and that it is to be accepted without
question"‡ Although Siddhartha's father liked banking mode of teaching,
he had some flexibility as well.

It is ironical that Siddhartha, in his later life, adopted banking
education system to tame his son but he failed to teach his son the good
ways of life. Instead, the method Siddhartha applied was unsuitable to
manage his unfriendly, sulky, arrogant, and defiant son (Brestensky, 1973)
and the boy finally fled away from the reach of his authoritarian father
with hatred and contempt. Siddhartha wanted to implement only his own
desires without considering the son's as teachers following banking mode

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*Om or Aum is a monosyllabic word the meaning of which is the 'basis' or 'seed'
of all mantras (a formula consists of words or sounds which possess magical or
divine power). Montras are believed to provide mental energy. Om is the root
syllable, according to Hindu mythology of origination and dissolution. Past,
present, and future are included in this one sound, and all that exist beyond the
three forms of time are also implied in it. Om coordinates and represents the
totality of the universe. Meditation on this sacred syllable sanctifies every need
and finally leads to liberation.
† Atman is the 'essence' or 'principle' of life which is operative in man as well as
every form of life. It is sometimes regarded as individual self or soul regarded as
eternal and unchanging.
‡ Neil Postman and Charles Weingartner, Teaching as a Subversive Activity (New
York: Dell, 1969, p. 217 as cited in *Siddhartha: A Casebook on Teaching Methods*
by Dennis F. Brestensky.)

of teaching never care what students want. The ill-effect of imposition or banking education is seen to cause poor communication and separation in the later part of the novel. One day the junior Siddhartha says to his father:

> Bring your own twigs; I am not your servant. I know that you do not beat me; you dare not! I know, however, that you continually punish me and make me feel small with your piety and indulgence. You want me to become like you, so pious, so gentle, so wise, but just to spite you, I would rather become a thief and murderer and go to hell, than be like you (Hesse, 1957, p. 126).

Siddhartha's father did not impose his will on his son because imposition brings alienation as happens in real life teaching and learning. As Siddhartha did not allow his son freedom, his son became hostile and unmanageable. In order to be away from an authoritarian who wants to implement his own wills through his son, the boy flees away from the ferryman's hut indirectly telling them that he knows his own way. It is a lesson for the followers of banking education that they alone do not know everything, the learners also know many things or knowledge is not only what is known to the teachers. Vasudeva asks Siddhartha not to impede his son's going because "he is not a child anymore; he knows how to look after himself" (Hesse 1957, p. 127). As long as a child is kept in protection, they are delayed to meet the inevitable suffering, pain, unpleasantness, contradictions, difficulties of life which take a person towards perfection. Similar results will be there if students are not given freedom to solve any problem in their own way; nothing new will be created if teachers impose their own knowledge on the students. Thus protecting students or not allowing them to explore their potentiality would lead to destroy their path of self-awareness (Brestensky, 1973). The story of Siddhartha is the confessional story of Hesse himself who rebelled against the paternalistic care and authority and the strict rules of German schools which never allowed any students' independence. As a result, Hesse left school with a view to shaping his own life (Malthaner, 1952).

The setting of the novel is India and the time is the beginning of the "Oriental renaissance[*]which started in the nineteenth century bringing

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[*] The Oriental renaissance or the Bengal Renaissance began in early nineteenth century which witnessed an intellectual awakening affecting contemporary life materially. Different societies and associations, religious reform movements, political consciousness, new styles in literature are some of the symptoms of Bengal Renaissance. Persons and organizations contributed most to the renaissance are Raja Rammohan Roy (1774-1833), Henry Luis Vivian Derozio (1809-1831), Debendranath Tagore (1817-1905), Akshay Kumar Datta (1820-1886), Iswar Chandra Bidyasagar (1820-1891), Michael Madhusudan Dutt (1824-1873), Bankimchandra Chattopadhyay (1838-1894), and Swami Vivekananda (1863-1902), and the organizations are Asiatic Society of Bengal (est. 1784),

awareness among the people. People began to investigate into things and events and started questioning. People started to shake off authoritarianism and began to love democracy instead. The essence of Bengal renaissance, the new concept of flexibility in teacher-student relationships in the field of education has been well-expressed in the words of Siddhartha's father, "If you find bliss in the forest, come back and teach it to me. If you find disillusionment, come back and we shall again offer sacrifices to the gods together" (Hesse, 1957, p. 12-13). The older educated Brahmin expresses his willingness to learn from his son or/ and they want to try to find truth together. It is a glaring example of dialogical education and friendly teacher student relationships in renaissance India. There should be a culture of love, trust, faith, humility, and responsibility in education in absence of which there is reason for teachers to be authoritarian (Freire, 1972). In the dialogical approach of teaching and learning, teachers and students are co-learners who "co-investigate dialectically the object of knowledge" (Mayo, 1997, p.5) which is the way Siddhartha's father wants to follow. He is a flexible kind of teacher who is a follower of banking mode of teaching but at the same time no hesitation to follow the dialogical mode of teaching and learning. Teachers of those days, according to Hesse, must have been empathetic to find the individual's talents going up or down to students' level without hurting their ego because "the potential Buddha already exists in the sinner", "all small children are potential old men", and "the potential hidden Buddha must be recognized in him, in you, in everybody" (Hesse, 1957, p. 145). Teaching, according to Hesse, should be a vocation rather than a profession. There should be immense love associated with teaching because "love is an important thing in the world" (Hesse 1957, p. 148), and "gentleness is stronger than severity, that water is stronger than rock, that love is stronger than force" (Hesse, 1957, p. 122).

The conversations between Siddhartha and Kamala, Siddhartha and the peasants who Siddhartha went to buy harvests from, Siddhartha and Govinda, and Siddhartha and Vasudeba were quite dialogical. Their dialogues were intellectual, associated with love, respect, and responsibility. Siddhartha and Kamala reached a decision of love-making through dialogue and there was respect for each other. Like a traditional teacher, Kamaswami wanted to impose his ideas on Siddhartha but he was rectified by the latter. "Do not scold, my friend. Nothing was ever achieved by scolding" (Hesse, 1957, p. 70), said Siddhartha. Kamaswami had to come back to dialogical approach of problem-solving finding one-way approach ineffective. Both Siddhartha and Kamaswami had single

Baptist Mission of Serampore (1800), Fort William College (1800), Hindu College (1817), Calcutta School-Book Society (1817), Calcutta Medical College (1835), University of Calcutta (1857).

goal of making profit. To achieve the goal, there should be truth, faith, and humility in absence of which they cannot co-search profit in their business. Siddhartha did treat his shaver, Kamaswami, a loanee, a rich merchant, a cheat, an advice seeker equally because he considered that everyone is a source of learning (Hesse 1957, Pp. 72-73). Likewise, every student irrespective of caste, creed, complexion, nationality, and merit should be equally treated for better result in education. Siddhartha and Govinda always had dialogues throughout the novel. Siddhartha and Vasudeva were quite dialogical. Vasudeva never imposed anything on Siddhartha and his son. His logical talking compelled Siddhartha to reflect on and act accordingly. Flaws and mistakes are the ways students learn but teachers need to address them from the viewpoint of humanity.

Siddhartha questioned Govinda whether they were "gaining knowledge", "approaching salvation" or "going in circle" of rebirth. Being inspired by the senior samanas, Siddhartha along with Govinda went to have teaching of the Buddha with a great hope of getting the right direction of salvation from Him. During talking to the Buddha, he could understand that the Buddha had no solution for him. Siddhartha protested against Buddhism by saying "probably not even one will attain Nirvana[*]" and "we deceive ourselves" (Hesse, 1957, p.20) by pretending to be free from the worldly troubles through yoga[†]. He was earlier dissatisfied with no satisfactory answers about salvation from the Brahmins and the holy Vedas. He questioned the Buddha if the law of cause and effect collapsed when He talked about something new, "something that was not there before and that cannot be demonstrated and proved –that is your doctrine of rising above the world, of salvation" (Hesse, 1957). Siddhartha claimed that with that small gap, through this small break, however, the eternal and single work of law broke down again. Buddha did not answer that question of Siddhartha and He just played the role of the teller like other preachers. This is the second time rejection of banking education by Siddhartha.

## 4.2. Listening as a way of learning

One good technique of teaching and learning is listening. Vasudeva was a good listener and thus he could enter into the heart of Siddhartha and his son. He could feel the undercurrent of paternal emotion in Siddhartha and mental state of junior Siddhartha. Being astonished at the listening skills of Vasudeva, Siddhartha comments, "You can see into

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[*] Nirvana is a stage in someone's life when there is no worldly desires and when someone attains knowledge free from Maya (illusion).
[†] Yoga is a systematic combination of different physical and mental exercises done with a view to freeing the soul from anything material the final goal of which is salvation. In other words, it is a process to have control over mind and body through dance, music, movements of body, and meditation.

my heart" (Hesse, 1957, p. 122). In education system, there should be culture of listening to each other because good listening helps a person reflect, think and rethink, analyse, synthesize, and solve a problem. Good listening develops compassion, understanding, feeling of oneness with others, democratic attitude, and cooperation (Brestensky, 1973). Moreover, Brestensky (1973) claims that mindful listening gives the speaker a feeling of honour; and as a result of that, it forms a habit of listening. If there is a practice of good listening among the teachers, the learners' anger, frustration, and tension can be avoided. Additionally, good listeners should know when to break the silence as Vasudeva knew it very well. His way of breaking silence and speaking critically can be a good model for teachers because he criticizes, shows the direction and guidance without imposition and assertion. He minimizes the gap and knowledge by addressing Siddhartha as a friend (Hesse, 1957). Vasudeva asks Siddhartha to "Listen better!" and to understand the sorrowful song of the river (Hesse, 1957, p. 137). Listening is a skill and it needs a lot of practices to be a good listener.

## 4.3. Experiential learning

There is an advocacy for Experiential Education is Siddhartha. Only lectures have been discouraged throughout the novel. Siddhartha tells Govinda, "Words do not express thoughts very well. They always become a little different immediately they are expressed, a little distorted, a little foolish" (Hesse, 1957, p. 147). He again says, "One can love things. But one cannot love words. Therefore teachings are of no use to me; they have no hardness, no softness, no colors, no corners, no smell, no taste- they have nothing but words" (Hesse, 1957, p. 147). Siddhartha does not find any value in words but he finds it important to use the sense organs in learning. Experiencing the process is a better method in education. Along with the cognitive development, teachers should put emphasis on developing the affective and psychomotor domains. Development of affective domain involves feelings, emotions, values, degree of acceptance and rejection, out-look of students. Psychomotor domain of knowledge puts emphasis on some muscular or motor skills, some manipulation of materials and objects or some acts which require a neuromuscular coordination (Kleemeier, 1954). If students are allowed to get involved in activities where they need to do physical work and need to decide themselves, they will be creative and gather new knowledge. Siddhartha left his teachers and started seeking knowledge himself. He was able to acquire deeper knowledge by himself. The junior Siddhartha also took his own path because "he knows how to look after himself" (Hesse, 1957, p. 127). Teachers can start the culture of love, faith, and responsibility helping students form positive and humanistic outlook. John Dewey recognizes education as a process of growth and development by

7

reorganization and reconstruction of experiences which increases an individual's ability. He additionally claims that education is not something to pour down into the children; it is growth within (Sullivan, 1966).

## 4.4. Learning through reflection

Reflective practice is another technique of learning. Reflection is looking back at the done activities and assessing it to do similar activities in a better way in future. According to John Dewey, the process of reflection begins as soon as teachers face a difficulty, a troublesome event, or any situation that cannot be immediately solved (Sullivan 1966). It is a kind of stepping back to analyze an event either at the midway or at the end of the activity (Zeichner& Liston, 1996). Siddhartha reflected on his past life "thinking, seeing pictures, seeing the story of his life", and he also looked on how arrogantly and disdainfully he looked back on his samana days and started his worldly life (Hesse, 1957, p. 128).

Siddhartha looked at the still water of the river and he could see the face of his father. He reflected on what he had seen and remembered how he had "compelled his father to let him go and join the ascetics, how he had taken leave of him, how he had gone and never returned" (Hesse, 1957, p.134). Then he tried to understand the suffering of his father caused because of leaving his father. This reflection minimized his sufferings to a great extent. In the field of teacher education, teachers reflect about their teaching to be more skilled and more capable teachers (Zeichner& Liston 1996). Siddhartha reflected on what he had done in his boyhood and how he had treated his father. He realised from reflection the nature of young people, he received a kind of consolation from his reflection and his suffering gradually reduced to a minimum level.

## 4.5. Learning from Nature

The concept of learning from Nature is prominent throughout the novel. It has already been mentioned that Hesse left school to shape his own life in the lap of Nature. And in the novel, Siddhartha rejected his father and other Brahmins, Goutama Buddha, love-teacher Kamala, and started to learn from the river, from everything around him. He noticed that the river was talking to him, he learned from the river, and the river taught and educated him. The river was god-like to him, every wind, every cloud, every bird, and every beetle are divine to him and all of them teach him just in the same way as the river does (Hesse, 1957). Nature is the great teacher for Siddhartha now. He holds pantheistic view. Around the end of the end of the novel, Siddhartha, the truth seeker, takes up a piece of stone from the river bank and tells Govinda, that piece of stone previously was just a stone to him. Now he has learned:

This stone belongs to the world of Maya\*, but perhaps within the cycle of change it can also become man and spirit, it is also of importance. That is what I should have thought. But now I think: this stone is stone; it is also animal, God and Buddha (Hesse, 1957). Siddhartha feels that all different kinds of stones and other things around him worship in their own way. Everything around him is Brahman† to him (Hesse, 1957). Thus everything is connected with everything; all things and creatures are connected to Brahman.

## 5. Conclusion

Hermann Hesse was a powerful novelist whose novels are good sources of educational philosophy. His ideas about participatory way of teaching and learning; listening as a way of learning; experiential learning; reflective practices in learning; and learning from Nature provide thoughts to the current teachers and educationists of the world. He gave the concept of dialogical education and rejected banking mode of education around fifty years before Paulo Freire's writing about the dialogical education. Even today, his dialogical approaches of teaching and learning, listening as a way of learning, experiential education, and reflective practices are considered very useful. There are other philosophies of life in Siddhartha which can be explored for betterment of humanity.

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\* Maya means illusion. It is an important Hindu and Buddha metaphysical term meaning supernatural power. It also means crafty deception. There is a belief among the Hindus and the Buddhists that a power called Maya tries to deviate men from the path of God.
† In Hindu religion, Brahman stands for "all-pervading, self-existent Power" from where everything is supposed to have been created. Brahman is equated with cosmic unity, a notion rooted in the age-old problem of man's relation to his immediate, and subsequently to his supra-mundane environment. Everything is born, everything exists, and everything is absorbed in it.

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# Context-Based Strategies for Teaching Vocabulary at the Secondary Level in Bangladesh

*Dr. M. Enamul Hoque*[*]
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## Abstract

*The study aimed at exploring the teacher's techniques in teaching vocabulary at the secondary level in Bangladesh. The study was conducted in the mixed-method research approach. It employed case studies, classroom observation, and a teacher questionnaire to gather data. The study revealed that ineffective teaching techniques influence learners' vocabulary use and development; the students feel less interested in participating in the class; teachers did not develop awareness of eliciting some vocabularies which enhance learners' motivation during vocabulary teaching-learning in the class; teachers did not make the instruction clear to avoid confusion of learners while they request them to work on vocabulary tasks. Generally, it found teachers' lack of continuous professional training in teaching methodology had a great impact observed in the class. They lack the schema needed to understand the information shared. In this study, a number proven techniques are shared to improve the teaching-learning English vocabulary at the secondary level in Bangladesh.*
***Key words:*** *Vocabulary learning strategies, techniques, secondary level*

## 1. Introduction

Vocabulary is an important issue in the content area of a language. Students who struggle to acquire new vocabulary may have generalized linguistic deficiencies. Effective strategies for learning vocabulary help students understand and learn new words, make sense of new vocabulary by integrating it with what they already know, and remember the meaning of words. Furthermore, Shahov (2012) mentions that the aspects of English include, Phonology, Grammar and Vocabulary. Vocabulary is one

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of the fundamental factors that make it possible for a person to speak the language in a community. Cahyanto (2003) states if teaching vocabulary aims at enabling the learners to understand the concepts of unfamiliar words, to gain a greater number of words and to use words successfully for communicative purposes. In recent years the English language has played an increasingly important role as the medium of communication among people from different countries; Thailand is no exception (Somsai & Intaraprasert, 2011). According to Akkakoson (2012), in Thailand where English is used as a foreign language, the ability in using English has become essential for students as it is the global language for the dissemination of academic knowledge and it helps transform the educational experience of countless students. Therefore, English is not only a subject studied in the classroom, but also a medium for social and practical use (Foley, 2005). It has been found that students learn languages best when they experience it in context and use the language independently in speaking and writing. As the Position Paper of the National Focus Group on Teaching of English (Hoque, 2015) states: Research has also shown us that greater gains accrue when language instruction moves away from the traditional approach of learning definitions of words (the dictionary approach) to an enriched approach, which encourages associations with other words and contexts (the encyclopedia approach).

Looking up words in the dictionary for the meaning is sometimes unwise and bad practice. Yet sadly, many teachers continue this practice. This means that translating a text word-for-word or memorising lists of words will not necessarily help students to learn new vocabulary that they can use when they speak and write in English. Students need to develop strategies to guess the meaning of new words when they encounter them. However, learning a new word or phrase once does not mean that the student will remember it and be able to use it. That is why students also need support in learning how to record new vocabulary and repeatedly review it. If students improve their knowledge of vocabulary, they can understand their lessons more easily and will write and speak better in English, which can also lead to them performing better in exams. The techniques in this unit help your students to become independent language learners who are able to understand, record, and learn new vocabulary by themselves.

## 2. Literature Review

Nowadays, vocabulary learning plays an important role in language teaching, especially in the context where English is taught as a foreign language. In the early decades of the 20th century, vocabulary teaching and research were respectable parts of pedagogy. It was emphasized that new vocabulary should only be met in sentences and

meaningful contexts (Richards and Rodgers 2001). Murcia (1991) lists different techniques used in presenting new vocabulary as follows: visual aids (Pictures, Objects), word relations (Synonyms, Antonyms), pictorial schemata (Venn diagrams, grids, tree diagrams, or stepped scales), definition, explanation, examples, and anecdotes, context, word roots and affixes. Ling (2005) states that words are interwoven in a complex system in which knowledge of various levels of a lexical item is required in order to achieve adequate understanding in listening and reading or produce ideas successfully in speaking and writing. According to Richards (1976), knowing a lexical item includes knowledge of word frequency, collocation, register, case relations, underlying forms, word association, and semantic structure. Recent vocabulary research has found that vocabulary instruction in classrooms is weak, thin, and not research-based (O'Malley and Chamot, 2013; Pigada and Schmitt, 2006; Milton, 2009). To deal with vocabulary learning problems, vocabulary learning strategies should have been brought to the language classroom to enhance language learners' effectiveness in language learning. According to Dóczi (2011), vocabulary learning strategies are significant because the acquisition of vocabulary is a never-ending process and can solve insurmountable difficulties for language learners.

A study was conducted by Yali (2010) about the teaching technique used by the teacher in teaching vocabulary at MTs Surya Buana Malang, Indonesia. The research finding revealed that there were seven techniques used by the teacher in teaching vocabularies. They were visual technique, mime and gestured techniques, the use of illustrative situations, synonymy and definition, example of the type, asking others and contextual guesswork techniques. Another study was done by Asgari, and Mustapha (2011) about vocabulary teaching techniques used by lecturer in teaching vocabulary for the first semester. The result found that the use of media and techniques in teaching vocabulary need some improvements. The lecturer did not use various media for his teaching and the techniques applied in the classroom were considered teacher centered rather than learner centered. There is a distinction between receptive and productive knowledge that is used by researchers when investigating vocabulary teaching and learning (Milton, 2009).

Nation (2001) applies the terms 'receptive' and 'productive' to vocabulary knowledge description covering all the aspects of what is involved in knowing a word in a context or in isolation. Rubin and Thompson (1994) suggested three main categories of vocabulary learning strategies that have been reported by language learners to be effective. They are Direct Approach, Mnemonics, and Indirect Approach. In addition, there is another accepted classification

## 3. Statement of the Problem

Looking up vocabulary words in a dictionary to get their meaning is considered the WORST instructional practice for vocabulary instruction. Many students struggle with the lessons in the textbook, even in classes IX or X. They do not understand many of the words, and even after they are translated into English. Some teachers focus so deeply on pronouncing the words correctly that they fail to stay connected to the text. The effective use of vocabulary skills, especially in foreign language context believed to be affected by the techniques that teachers use in the class. The students cannot understand the idea from what the teacher discusses in English class. Moreover, they cannot understand the message of what they read. Also, they cannot produce their own message through spoken and written words and/or sentences to express themselves. Therefore, these problems motivated the researchers to conduct a study on problems of vocabulary teaching-learning techniques at the secondary level in Bangladesh.

## 4. Objective of the Study

The general objective of the study was to explore the problems of vocabulary teaching techniques that English teachers used in secondary schools. And, the specific objectives were to investigate problems of vocabulary teaching techniques English teachers use in a secondary school; to discover factors that impedes learners' use of vocabulary in productive skills: spoken and written language; and to suggest suitable teaching techniques that help teachers to teach vocabulary in the schools in a way that students are more motivated to learn to develop their skills

## 5. Significance of Study

The findings of this study would provide important information about the vocabulary teaching strategies into teaching-learning process. The results of this study would help the students to increase their knowledge about the English vocabulary learning, and would be more interested in learning English in the classroom. This study may provide valuable inputs for teachers, such as by knowing teachers' problem in teaching vocabulary, and also the ways to solve those problems. Teachers would develop their ability in teaching English especially vocabulary to learners. The result of this study is expected to encourage and give the input to the readers in understanding the teaching English vocabulary, especially in teaching vocabulary as the basis of four skills.

## 6. Methodology

The study was conducted in the Mixed-method research approach where both qualitative and quantitative instruments were used. The study observed 05 (five) English language classes to investigate how the English

vocabulary was taught in the class. A questionnaire survey was conducted among 25 EFL teachers teaching secondary English at different schools in Bangladesh. Additionally, it conducted two case studies with an EFL teacher teaching at the secondary level, and a student of class X.

The 5-point Likert Scale (Likert, 1932) was applied to explain the status of the responses. On the scale, the statements were given value and was coded as Never=1, Sometimes=2, No Opinion =3, Often= 4, Always = 5. The validity and reliability of the questionnaire was checked by experts and in test-retest methods. The reliability of the questionnaire was estimated using correlation coefficient as 0.79.

The questionnaire statements were reported as if they were questions. The qualitative data was analysed through constant comparative methods; and for the quantitative data, the descriptive statistical analysis were administered. To analyze data for this study, the researchers used the within-case analysis and cross-case analysis paradigms proposed by Merriam (2009). They focused on the process of how their observed teachers taught vocabulary, the strategies the teachers use, and the students' perceptions about vocabulary learning.

## 7. Findings and Discussion

The findings of the study are presented and discussed in the following sections based on the individual instruments. The first part (7.1) concerns the findings of class observation. It also devotes in general principles of vocabulary learning process; the second part (7.2) is based on the findings of the questionnaire survey; and the third part (7.3) includes the two case studies:

### 7.1. Findings from the class observation

The present study observed 5 EFL classes to investigate how English vocabulary was taught in the classes. The class length was 60 minutes each. The observed teachers were coded as T1, T2, T3, T4, and T5. The study observed a number of techniques and activities that were implemented in the class, such as specific word instruction, teaching of contextual meaning, isolated word meaning, English to Bangla, English to English, synonym and antonym, etc. It was found that the teachers used vocabulary instruction by helping students highlighting the new words, and relating the words in context that students needed to learn for communication and comprehension a text. It was observed that most of the teachers taught new vocabulary extensively in explicit ways. The teachers spent relatively longer time ranging from 21- 26 minutes of their class time in teaching vocabulary. The findings on what techniques teachers applied,

and how long the teacher taught new vocabulary are presented in the table below:

Table 1: Findings of vocabulary teaching

| Activity/Techniques | T1 | T2 | T3 | T4 | T5 | Time used per activity |
|---|---|---|---|---|---|---|
| Specific word instruction | 5mins | 3mins | 3mins | 2mins | x | 13mins |
| Isolated Word meaning | 3mins | 2mins | 4mins | 4mins | 3mins | 16mins |
| Contextual meaning | 5mins | 4mins | 4mins | 4mins | 4mins | 21mins |
| English to Bangla | 3mins | 2mins | 2mins | 2mins | 2mins | 11mins |
| Engl. to English | 1mins | x | 2mins | x | 3mins | 6mins |
| Synonym, antonym, collocation, etc | 3mins | 2mins | 3mins | 3mins | 3mins | 14mins |
| Use of Dictionary | x | 3mins | 2mins | 2mins | 4mins | 11mins |
| Use of facial expression | x | 2mins | 2mins | 2mins | x | 6mins |
| Present new words in multiple contexts. | 3mins | 6mins | 4mins | 4mis | 2mins | 19mins |
| Total | 23mins | 24mins | 26mins | 23mins | 21mins | 23.4 mins |
| Mean score | | | | | | 23.4 |
| STDEV | | | | | | 1.624 |

Among the observed classes, the teaching of contextual meaning was the highest practice (21 minutes) by the teachers; and the use of facial expression was the lowest practice (6 minutes). The teachers were found confident and lively while teaching vocabulary items. The presentation of new words in multiple context was the 2nd largest techniques (19 minutes) used by the observed teachers. It was found that, in an average, every teacher taught vocabulary items about 23.4 minutes (Mean Score 23.4; STDEV 1.624) out of a 60-minute class. The STDV (1.624) demonstrated that every teacher used almost same amount of time to teach English vocabulary through different techniques. Isolated word meaning was taught in 16 minutes, which was a regular practice of all the teachers. The mother tongue Bengali was used along with English in all the observed classes; however, English to English meaning was comparatively less practised technique.

The teachers tried to practise contextual meaning of the text along with specific and isolated meaning. The teachers introduced the new vocabulary by writing the words on the board and asked students to read them aloud together or in a group. In the classroom observation, vocabulary teaching was found favoured item of teaching English; it was because teaching vocabulary was a less challenging task to them (Hoque, 2015). After finishing reading words aloud, teachers asked students to copy the words into their class workbook. The result revealed the fact that

there are some limitations in the teaching of vocabulary in EFL class. In some classes, the most of the teachers were found provided the synonyms, antonyms, and collocation of the words. But when students completed their initial entry for the new vocabulary words, teachers finished their vocabulary instruction without using those words in context or without using more examples with the new word. The findings are strongly correlated the study of Hoque (2016) which finds that teachers at the HSC level in Bangladesh prefer teaching English vocabulary items to other areas of teaching English. Horst (2005) divides research in the field into two strands: studies on incidental vocabulary acquisition and studies on acquisition through extensive reading. As it will be shown below, these two do not always coincide. In fact, in most cases the focus is on incidental acquisition and not extensive reading, since the participants are exposed to only one or very few texts.

## 7.2. Findings from the teacher questionnaire survey

The study conducted a questionnaire survey to obtain quantitative data. In order to analyse the data, teacher responses to the questionnaires were analysed using SPSS 24 for windows. The frequencies, standard deviations, and the mean scores of the results were calculated. The options responded by the teachers are presented in the tables in chronological order from 'left to right' as always, often, sometimes, neutral, and never. The findings of the teacher questionnaire are presented step-by-step in the following sections:

Table 2:  Findings of questionnaire survey (Statement 1-5)

| | Statements | Significant Frequency (%) | | Insignificant/Negligible Frequency (%) | | |
|---|---|---|---|---|---|---|
| | | Always | Often | Sometimes | Neutral | Never |
| 1 | I teach words which are related to the examination. | 12(48%) | 6 (24%) | 6 (24%) | 0(0%) | 1 (4%) |
| | | 72% | | | | |
| 2 | I teach some key words related to the passage before reading. | 7 (28%) | 8(32%) | 5(20%) | 0(0%) | 4(16%) |
| | | 60% | | | | |
| 3 | I encourage students to guess new words' meanings from context. | 7(28%) | 10(40%) | 6(24%) | 1(4%) | 1(4%) |
| | | 68% | | | | |
| 4 | I present new words in multiple contexts. | 3(12%) | 8(32%) | 8(32%) | 1(4%) | 5(20%) |
| | | 44% | | | | |
| 5 | I use board to write the new meaning of words. | 11(44%) | 6(24%) | 7(28%) | 1(4%) | 0(0%) |
| | | 68% | | | | |

The study found that 72% (Mean= 4.16, STDEV=.943) teachers significantly (often or always) taught English vocabulary for the purpose of examination. In the survey, 60% teachers told they (often or always) taught the key words related to the passage before reading. 65% teachers

(Mean=3.84, STDEV= 1.028) claimed that they significantly encouraged their students to guess new words' meanings based on the context. The study found that 44% teachers presented new words in multiple contexts and examples. This indicated that teachers did not focus on context while they taught vocabulary they simply order learner to tell the meaning of new words. 68% teachers (M= 4.04, STDEV=1.060) suggested they used board to write the new meaning of words.

Table 3:  Descriptive statistics of questionnaire survey (Statement 1-5)

| Stats | TQ01 | TQ02 | TQ03 | TQ04 | TQ05 |
|---|---|---|---|---|---|
| Mean | 4.16 | 3.75 | 3.84 | 3.28 | 4.04 |
| Std. Deviation | .943 | 1.073 | 1.028 | 1.061 | 1.060 |
| Variance | .890 | 1.152 | 1.057 | 1.127 | 1.123 |
| Skewness | -.666 | -.374 | -.906 | -.161 | -.998 |
| Kurtosis | -.806 | -1.044 | 1.004 | -.510 | .951 |

As shown in the table 3, 72% teachers (M= 4.16, STDEV=1.028) taught vocabulary by using facial expression or body gestures. The finding was contradictory to the results of classroom observation. During the class observation, it was found that the use of facial expression was the lowest practice (6 minutes) in a 60-minute class. 77% teachers (M= 4.21, STDEV=.884) disclosed that they significantly used Bengali translation to explain unfamiliar English words to students.

Table 4:  Findings of questionnaire survey (Statement 6-10)

| | | Significant Frequency (%) | | Insignificant/Negligible Frequency (%) | | |
|---|---|---|---|---|---|---|
| | Statements | Always | Often | Someti mes | Neutral | Never |
| 6 | I teach vocabulary by using facial expression or body gestures. | 13(52%) 72% | 5(20%) | 5(20%) | 0(0%) | 2(8%) |
| 7 | I use Bengali translation to explain unfamiliar English words to students. | 11(44%) 77% | 8(32%) | 4(16%) | 0(0%) | 1(4%) |
| 8 | I put my students in groups to facilitate vocabulary learning. | 11(44%) 84% | 10(40%) | 3(12%) | 0(0%) | 1(4%) |
| 9 | I use specific clues like synonyms, antonyms, word component collocation to teach vocabulary. | 14(56%) 88% | 8(32%) | 2(8%) | 0(0%) | 1(4%) |
| 10 | I provide my students a positive feedback when they make mistake. | 15(60%) 88% | 7(28%) | 2(8%) | 1(4%) | 0(0%) |

As found, 84% teachers (M= 4.24, STDEV=.831) put their students in groups to facilitate vocabulary learning. The more students are able to discuss the words including synonyms and antonyms, usage of the word, and contexts, the better the student will understand it. Group

18

discussion is especially important for struggling readers and EFL students. As observed, 88% teachers (M= 4.40, STDEV=.816) opined that they used specific clues like synonyms, antonyms, word component collocation to teach vocabulary. Similarly, 88% teachers (M= 4.40, STDEV=.957) claimed they significantly provided their students a positive feedback when they made mistake.

Table 5: Descriptive statistics of questionnaire survey (Statement 6-10)

| Stats | TQ06 | TQ07 | TQ08 | TQ09 | TQ10 |
|---|---|---|---|---|---|
| Mean | 4.16 | 4.21 | 4.24 | 4.40 | 4.40 |
| Std. Deviation | 1.028 | .884 | .831 | .816 | .957 |
| Variance | 1.057 | .781 | .690 | .667 | .917 |
| Skewness | -.845 | -.855 | -.969 | -1.398 | -2.167 |
| Kurtosis | -.584 | -.041 | .629 | 1.749 | 5.722 |

As shown in the table below (Table 6) item 11, only 16% teachers (M= 2.92, STDEV=.881) asked the students to look up unfamiliar words in the dictionary. Looking up words in the dictionary for the meaning is sometimes unwise and bad practice. Explicit vocabulary instruction leads to greater word learning, increased reading comprehension, and increased word usage in conversation and in print.

Table 6: Findings of questionnaire survey (Statement 11-15).

| | | Significant Frequency (%) | | Insignificant/Negligible Frequency | | |
|---|---|---|---|---|---|---|
| | Statements | Always | Often | Someti mes | Neutral | Never |
| 11 | I ask students to look up unfamiliar words in the dictionary. | 2(8%) | 2(8%) 16% | 12(48%) | 0(0%) | 8(32%) |
| 12 | I relate unfamiliar word to a picture or real object. | 1(4%) | 0(0%) 4% | 8(32%) | 0(0%) | 16(64%) |
| 13 | I give the students clues like synonyms, antonyms and collocation to teach us new words. | 7(28%) | 9(36%) 64% | 7(28%) | 1(4%) | 1(4%) |
| 14 | I encourage autonomy in my learners. Tell them to read, watch films, listen to songs, interact with native speakers, etc.. | 7(28%) | 8(32%) 60% | 6(24%) | 1(4%) | 3(12%) |
| 15 | I give homework that invite students to practice vocabulary (self selection). | 11 (44%) | 12 (48%) 92% | 2(8%) | 0(0%) | 0(0%) |

The study showed that 64% teachers (M= 2.44, STDEV=.712) never related unfamiliar word to a picture or real object (item 12, table 6 &7); however, 32% teachers sometimes used picture or real object to teach

19

English vocabulary. When teachers share new words with their students, they should demonstrate the meaning with a piece of clip art or photo that explains the context of the word. This shows that there is a significant variation among teachers in supporting their students. A number of 64% teachers (M= 3.80, STDEV=1.041) remarked they significantly gave the students clues like synonyms, antonyms and collocation to teach us new words. In item 14, 60% teachers (M= 3.68, STDEV=1.145) encouraged autonomy in my learners; they told them to read, watch films, listen to songs, and interact with native speakers. It was found that 92% teachers (M= 4.36, STDEV=.638) gave homework that invited students to practice vocabulary self selection:

Table 7:  Descriptive statistics of questionnaire survey (Statement 6-10)

| Stats | TQ11 | TQ12 | TQ13 | TQ14 | TQ15 |
|---|---|---|---|---|---|
| Mean | 2.92 | 2.44 | 3.80 | 3.68 | 4.36 |
| Std. Deviation | .881 | .712 | 1.041 | 1.145 | .638 |
| Median | 3.00 | 2.00 | 4.00 | 4.00 | 4.00 |
| Variance | .775 | .507 | 1.083 | 1.310 | .407 |
| Skewness | 1.005 | 2.112 | -.771 | -.574 | -.473 |
| Kurtosis | .893 | 5.829 | .660 | -.355 | -.538 |

The EFL teachers should have continuous training on interactive language teaching techniques to scale up their profession of teaching target language skills. Teachers should elicit appropriate vocabularies before engaging learners to work on some vocabulary tasks in EFL classes. Furthermore, he/she should instruct learners. Teachers should provide multiple opportunities to interact with the words and review vocabulary time after time to develop student understanding of the vocabulary words. Teachers should also continuously assess vocabulary to get information about student vocabulary knowledge, and use that information to devise better vocabulary instruction practices.

In vocabulary lessons, it should not be forgotten that language teachers play an important role. If language teachers make use of charts, pictures, cartoons, posters, Venn diagrams, grids, tree diagrams, or stepped scales, etc, they not only contribute to facilitating the learning of the meanings of the new words in the target language but also make vocabulary learning permanent. As Ridgeway (2003, p.69) states, '... pictures, iconic images and the visualization of mnemonics, all of which promote interhemispheric communication, support vocabulary retention to a high degree.' Remembering can also be improved by using visual input. Establishing a friendly, motivating, stress-free atmosphere in the classroom increases students' motivation to learn new vocabulary. It is evident that high degree of motivation positively affects students' mastery

of the target language vocabulary and may pave the way for developing vocabulary knowledge of foreign language learners in the target language.

## 7.3. Findings from the case studies

**Case Study 1:  Student level**

Umme Habiba experiences a new way of understanding unknown words from a lesson in a textbook. Habiba is a Class X student at a government high school in Dhaka. She finds English difficult, and cannot understand many of the words in a lesson.  It was found that she taught vocabulary through direct explicit instruction and modeling. She recently used a new approach and she found that it helped her. She discloses -

> I missed a lot of classes in school, and I found the English lessons in Class X difficult – and many of my classmates did too. My teacher tried her best to help us by reading the lessons aloud and translating them into Bengali. This did not help me to understand the lesson, but I did not really remember many of the new words from the lesson.

She mentions-

> Recently, our teacher did something different in our English class. We had to read a lesson in *English for Today* Classes Nine-Ten classes (Unit 7: Lesson 7 and 8) about an American scientist, Steven Paul Jobs. The teacher told us about him and then she asked us to read the lesson silently. I have to say that I didn't understand very much of the lesson when I read it. Then she asked us some questions about the lesson. I listened to the answers and learnt that the writer was the pioneer of the personal computer revolution. We learned what 'pioneer and revolution' meant!

She continues-

> Our teacher told us to write down words that we did not know and could guess, and words that we did not know and could not guess. There were a lot of words that I did not know, like 'consumers', 'interim' and 'bankruptcy' – and I couldn't guess very many. Then she told us to share our words in small groups, to see if we could help each other with the meanings. I felt a little embarrassed, because I had so many words, but my classmate helped me to understand some of them. And one of my friends showed me how he managed to guess the meaning of the word 'bestseller'. He told me that the word described a book called *Harry Potter*  by J. K. Rowling, so it had to be a word related to the topic of books; and he realised that the word 'seller' came from the verb 'to sell'. That made sense to me. I had never really tried to guess a meaning of a word before.

Then she affirms-

> After this, our teacher asked if there were any words that we did not know, and she explained them to us. She used lots of different ways to explain the words. For example, she tore a piece of paper into small bits to show us the meaning of the word 'tear'. Then she told us to write down a list of ten words from the lesson to learn at home before the next class. I took them home and asked my older brother to help me. He was in Class XII; and he tested me on the words. Next class, I could remember a lot of these words – especially 'pioneer', 'revolution' and 'tear' – and I felt proud.

## Case Study 2: Teacher Level

Mr Shameem  Ahsan uses vocabulary logs with Class X to help students remember words. He teaches English to Class X. He recently attended a teacher training session about teaching vocabulary. At the end of the session, teachers shared ideas about recording and remembering words, and a teacher mentioned 'vocabulary logs'. She informs-

> I liked the idea of the vocabulary logs very much. I kept one for a while myself when I was a student, and I found it very helpful. Of course, I am so busy nowadays and I have got out of the habit. But my students need to learn vocabulary for their examination, and they spend so much time memorising things … I wanted to see if keeping a vocabulary log would help them.

She continues-

> I asked each student to buy a small notebook and bring it to class. Some of the students did not bring a notebook; so, I gave them one (I bought a few before the class). I told the students that the notebooks were going to be their vocabulary logs – a place where they could note down new words. We discussed what they could include in the logs, and I put some examples on the board. At the end of the class, I asked them to look through the lesson and note down some words.

She adds-

> Now, the class spends 25–30 minutes a week completing their vocabulary log. I tell students to look through the lessons and to write down new words that they need to or would like to remember. I let them work as they prefer. Some students like to work individually; others work in pairs or groups. They write down the words of their choice. I think it is important for students to choose the words rather than telling them which words to write down. If I choose the words, some of the students may already know them. And anyway, it encourages them to be responsible for

their own learning, and this can only help them in the future when I'm not around.

I move around the room as they work to make sure that they are completing their vocabulary logs. For instance, I give example sentences with the new words, or I give examples of related words or opposites, and I deal with any mistakes I see. It is very interesting to see which words the students note down. It helps me to see which words the students know and do not know, and which students need more or less help. This helps me to see the progress that my students are making in English, and I use this information as part of their assessment.

Every now and then I ask the students to take out their vocabulary logs and to test each other using the words. After all, there is no point having a record of words if you do not look at them! I know that some of the students look at them at home – and even add words – but others do not; so, I am trying to find ways of encouraging them to look through the words. I know that it is important to look at words again and again to remember them.

My students have now been keeping a vocabulary log for two months. I think they are starting to lose enthusiasm, so I have decided that I am going to have a competition at the end of term. I am going to give a small prize to the student with the best vocabulary log. Hopefully, that will keep them more motivated!

## 8. Conclusion

In conclusion, it can be stated that language teachers should be cautious not only in the sound and spelling system but also the lexicon and the semiotics of the English language. In vocabulary lessons, it should not be forgotten that language teachers play an important role. If language teachers make use of charts, pictures, cartoons, posters, venn diagrams, grids, tree diagrams, or stepped scales, etc, they not only contribute to facilitating the learning of the meanings of the new words in the target language but also make vocabulary learning permanent. They should be aware of the available vocabulary teaching techniques and select carefully those techniques contextualizing word meanings best, taking into account learning styles and strategies, intelligence types, personality factors, affective domain and learner autonomy. Most prominent, perhaps, is the teacher's capability to increase students' motivation to learn new vocabulary. Only then can language teachers be considered to perform their tasks in an efficient way and contribute to the development of students' vocabulary knowledge beyond the boundaries of a foreign language classroom.

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# Exploring Errors in the Written English Production of the Undergraduate Students

*Iftakhar Ahmed*[*]

## Abstract

*The study aims at exploring errors in the written English production of the undergraduate students in Bangladesh. The instruments used for this study were documents analyses, and a teacher questionnaire survey. The participants were 100 Bangladeshi undergraduate students learning English as a foreign language, and 10 EFL teachers teaching at universities. The study identified and classified the errors made by the student participants according to different grammatical categorizations. The results showed that the learners committed a number common errors in usage of English grammar and linguistic elements, such as subject verb agreement, discontinuous constituent, blending of American and British English spellings, mixture of formal and informal contracted form of words, collocation, preposition, determiners, punctuations, double negatives, etc. Based on the findings of this study, several recommendations are made. The limitations and some pedagogical implications for future study are included at the end of this paper*

***Key wards:*** *error analysis, interlingual, intralingual, essays, writing*

## 1. Introduction

Writing is a complex process. Certainly, it is more intricate to write in a second or foreign language. Writing is usually considered to be one of the active or productive skills of language usage. The magnitude of writing is highlighted in the curricula of all Bangladeshi universities not only because of its instantaneous practical appliance but also being an assessment medium for language progression, for critical thoughts and for learning in all sectors of information. Researchers have tried to sort out the common errors that EFL learners make in writing the second/foreign language over the several decades. There are several ways of thinking about errors in writing. For example, in light of what we, as linguists,

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know about second language acquisition. Clearly, a better understanding of the errors made by the learners will help researchers be acquainted with learners' deficiencies in learning a language. It will help the researchers put into action appropriate teaching strategies for the betterment of the learners.

Many of the world's top movies, songs and books are written in English. The learners require English for taking notes, evaluating items, writing compositions, answering written questions, writing advertisements, theses, dissertations, articles, notices, posters, slogans, reports, etc. English writing is also a basic target of teaching English in the universities of Bangladesh because English language is the medium of instruction in these universities. Moreover, research work depends on English writing in Bangladeshi universities. Research on error analysis has developed over the years; but, learners have not attained a satisfactory perceptive of how to trim down errors in writing. This paper reports on the findings of a large-scale study that aims at investigating the errors and mistakes made by Bangladeshi undergraduate learners in their English writing program. Swan and Smith (1995) opines that there are three approaches to the analysis of "learner English", such as, (i) contrastive analysis, (ii) error analysis, and (iii) transfer analysis. Contrastive Analysis (CA) was a traditional method used in the field of translation and the term contrastive analysis was first used by Benjiamin (1941). Xu (2002) opines that Contrastive linguistics analysis makes systematic synchronic description of two or more than two languages to determine the similarities and differences between them and finds out the implications of such similarities and differences for learning a language. In the 1960s, Error Analysis (EA) was offered as an alternative to Contrastive Analysis.

Keshavarz (1999) stated that there have been two major approaches to the study of learners' errors, specifically Contrastive Analysis and Error Analysis. Keshavarz (1999) added that Error Analysis arose due to the inadequacies of Contrastive Analysis which was the preferred way of describing learners' language in the 1950s and 1960s. It advocates that second language learners' errors are triggered by many complex aspects affecting the learning process such as the target language itself, the communicative strategies used as well as the categories and excellences of second language instruction (Hashim, 1999). The present study focuses on error analysis. Error Analysis (EA) is a type of linguistic study that focuses on the errors that learners make. Corder (1967) opines that both researchers and teachers use Error Analysis to find " what the learner knows and does not know" and to " ultimately enable the teacher to supply him not just with the information that his hypothesis is wrong, but also, importantly, with the right sort of information or data for him to form a more adequate concept of a rule in the target language" (Corder, 1974, p. 170).

## 2. Literature Review

Rod Ellis (2008) recommends error analysis as a tool to eradicate first language (L1) interference in the language of ESL (English as a second language) learners. Lott (1983) opines that the researchers can find out why the learners make errors and can make appropriate remedial lessons. The initial phase in Error Analysis necessitates the identification of elements in the sample of learner language which diverge from the target language in some way. That is why; discrepancy should be recognized between error and mistake. Chomsky's (1965) differentiation between 'competence' and 'performance' is closely related to error and mistake. Mistakes are "errors of performance" or performance errors and they are due to a "failure to utilize a known system correctly" (Brown, 1994, p. 205). Mistakes can occur as a result of as tiredness or lack of concentration (Corder, 1967). A mistake is caused by lack of contemplation, exhaustion, negligence, or other features of performance. Errors are perceptible deviations from the grammar that may be called "errors of performance". Edge (1989) defined errors as formulae that language users cannot accurate by themselves even though they have been trained. Rod Ellis (1985) postulated that errors might be the result of non-learning, rather than wrong learning. Crystal (1999) theorized that Error Analysis is the study of the deplorable forms produced by learners learning a foreign language. Errors occur during the learning stage of the learners if they fail to acquire enough knowledge in the target language. Error is inimitable to humans. Error analysis is the way of determining the causes and consequences of futile language.

Corder (1967) opines that errors made by learners are valuable for three recipients: for teachers as it hints them on the advancement of the learners; for researchers as it provides indication as to how language is acquired or learned; for learners themselves as it gives them resources in order to learn. According to Brown (2000, p. 224), there are two main sources of errors, namely, interlingual errors and intralingual errors. Influence from the first language causes interlingual error. Selinker (1972) coined the term "interlingual". Selinker (1972) used this term to refer to the interim grammars constructed by second language learners on their way to the target language. Selinker writing in Richards (ed.) (1974) suggests that there are five processes central to second language learning:

i. Language Transfer: Several items, rules, and subsystems of the interlanguage may result from transfer from the first language.

ii. Transfer of Training**:** A few factors of the interlanguage may result from particular elements of the training procedure used to teach the second or foreign language.

iii.   Strategies of Second Language Learning: Some elements of the interlanguage may result from specific approach to the material to be learned.

iv.   Strategies of Second Language Communication: A few elements of the interlanguage may result from definite ways people learn to communicate with native speakers of the target language.

v.   Overgeneralization of TL (Target Language) Linguistic Material: Some elements of the interlanguage may be the product of overgeneralization of the rules and semantic features of the target languages (p. 41).

Selinker (1974) hypothesizes that these five processes central to second language learning. Selinker (1974) opines that language transfer creates fossilized items in learners' interlanguage. Fossilization is the state of affairs in the second language learning process when the learners stop learning a language once they have learned enough to communicate. It refers to the persistence of errors in a learner's language in spite of advancement in other parts of language development. The learners may not need to eradicate the problems. Most often the learners are reluctant to eradicate the problems. This condition has become known as fossilization.

According to Kavaliauskiene (2009, p. 4), transfer of errors may occur because the learners lack the necessary information in the second language or the capacity to activate the appropriate second language routine. Transfer is of two kinds: positive and negative. Wilkins (1972) opines that positive transfer occurs when first language and target language have similarities and negative transfer occurs when two languages are different in terms of morphology and syntax.

Ying (1987) conducted a study to explore the association between learners' first language and target language. Ying (1987) scrutinized 120 Taiwanese EFL learners' writings to categorize errors on the basis of three criteria such as overgeneralization, simplification, and language transfer. About 1250 errors were noticed in the 120 compositions. It was found that 78.9% of the errors were a result of language transfer, 13.6% of the errors were overgeneralization of the target language, and 7.5% were forms of simplification.

Horney (cited in Chen, 2006) investigated essays written by 80 Taiwanese EFL learners and found that errors in the use of articles had the highest error percentage (11%). It was found that both errors in the usage of prepositions and errors in the usage of verbs had the equal error rate of 9%. By contrasting Mandarin and English, the researcher established that a number of learners make errors in their writing due to the influence of first language. Fang (1999) gave importance on the teaching of English verb tenses to stop Taiwanese EFL learners from mistreating English tenses due to linguistic variance. Lee (2001) opined that learners' errors are due to

transfer from first language. He identified errors by analyzing medical learners' formal and semifinal letters.

Sattayatham and Honsa (2007) conducted a study to analyze errors of written productions of medical learners. The participants were from four medical schools at Mahidol University. The participants were asked to translate sentences from Thai into English. The common errors made by the participants were order of adjectives, subject-verb agreement, and direct/indirect object, verbs of feeling, past tense, present perfect, reported speech, passive voice, and question tag. Lee's (2001) research also revealed that learners' errors are mostly resulted from first language (L1) transfer. His study was to identify and classify errors by analyzing medical learners' writing, especially their formal and informal letters. The study exposed that nearly one fourth of errors were from the influence of first language. Other key errors involved in wrong word orders (16%), unnecessary prepositions (15%), and articles (14%).

## 3. Objectives of the Study

Error analysis is a fundamental tool to define the errors of the learners, and to take necessary steps to eradicate the errors. The present study aims at identifying the errors made in English by the Honours students studying at different public universities in Bangladesh. It is noticed that, the teaching method and procedures may are blamed which are not effective to achieve the desired goals. Learners suffer from the lack of effective teaching materials. Keeping this in view, the aims and objective of the study are:

1) to identify most common errors committed by the students learning English as a foreign language.
2) to identify recurrent patterns of learner's errors at various levels.
3) to analyse and classify the various types of errors and find out their source and cause.
4) to present remedial strategies on the basis of findings which would be helpful in effective curriculum development?

## 4. Research Questions

The study seeks answers to the following research questions:
1. What are the most common errors that learners commit in their written essays?
2. What are the main factors that influence the learner's errors in writing essays?
3. Which is more prevalent in their written essays-error or mistake?

## 5. Methodology

The major source of data used to find answers to the research questions is the written essays of hundred participants of the chosen university.

### 5.1. Data collection

A number of 100 participants were required to write on one of the six following different topics: Air Culture, Englishization of Bangla Language, Favorite Movie, Beautification of Dhaka City, Food Adulteration, or Moral Degradation. They were asked to write approximately 300 to 400 words within a period of two hour. The learners did not know that their writings were going to be under exploration. Moreover, a questionnaire survey was conducted among 10 teachers to collect data from the teachers.

### 5.2 Data analysis

Corder's (1967) method on error analysis is used to analyze the written essays of the participants. This method has three steps: (a) collecting samples of learner language, (b) identifying the errors in the sample, (c) classifying and describing them according to their nature and causes. Another English teacher was asked to evaluate the given topics to ensure the validity of the study instrument.

## 6. Results and Discussion

In this section, the researcher presents and discusses the findings of the study in light of its objectives. Firstly, the errors committed by the learners are categorized; and secondly, the common errors are identified. The findings of the error analyses are presented in the section 6.1. Finally, the presentation of findings from the Teacher Questionnaire survey is presented in the section 6.2.

### 6.1. Document analyses

It was found that a large portion of the participants in this study demonstrated confusions for the right usage of discontinuous constituent. A group of participants in this study demonstrated confusions as they mixed American and English words in the same writing. A large portion of the participants in this study demonstrated confusion for the right usage of prepositions. It was found that the first language interference with regard to morphology and syntax was absent in the writing of the learners. It is evident that there were no interlingual errors. First language interference was found only in terms of phonetics as several aspirated sounds are turned into non-aspirated sounds. The participants made several mistakes

31

in their essays due to their tiredness or lack of concentration. For example, in several cases the participants forget to add 's/es', 'ing' with the verb in present indefinite tense and present continues tense respectively . Error was the common phenomenon whereas mistake was less noticeable in the essays of the participants. Table -1 shows the types, numbers and percentages of errors made by the learners in their writing.

Table 1: Analysis of errors

| Type of Error | Frequency of Errors | Percentage |
|---|---|---|
| Subject Verb Agreement | 277 | 13% |
| Discontinuous Constituent | 28 | 1.32% |
| Mix of American and British English Words | 160 | 7.52 |
| Mixure of formal, Informal and Contracted form of words | 176 | 8.26 |
| Collocation | 32 | 1.50 |
| Preposition | 210 | 9.86 |
| Run-Ons | 11 | 0.52 |
| Word Order | 110 | 5.16 |
| Spelling | 321 | 15.1 |
| Pronoun | 53 | 2.49 |
| Redundancy | 43 | 2.02 |
| Capitalization | 153 | 7.18 |
| Verb Tense | 310 | 14.56 |
| Determiner | 57 | 2.68 |
| Punctuation Marks | 142 | 6.67 |
| Double Negatives | 47 | 2.21 |
| Total | 2130 | 100% |

## 6.2. Questionnaire survey analysis

The study collected direct data from the teacher questionnaire survey. The data was collected from ten teachers teaching in the public universities in Bangladesh. All of the teachers belong to the department of English language and literature. The responses of the questionnaire were collected and explained in this section. The responses of the teachers are demonstrated in the following table:

Table 2: Questionnaire for the Teachers

| Questions | Responses | | |
|---|---|---|---|
| | Yes | No | Sometimes |
| 1. Do you think the undergraduate learners make defective subject verb agreement in their writing? | 80% | 0% | 20% |
| 2. Do you think the learners make incorrect discontinuous constituent when they write? | 50% | 0% | 50% |
| 3. Do you think the learners mix American | 60% | 0% | 40% |

| | | | |
|---|---|---|---|
| English with British English in the same writing? | | | |
| 4. Do you think the learners use formal, informal, and contracted form of words in their writing? | 80% | 0% | 20% |
| 5. Do you think the learners make errors in terms of collocation? | 30% | 0% | 70% |
| 6. Do you think the learners make prepositional errors when they write? | 20% | 0% | 80% |
| 7. Do you think the learners make run-on-sentence in their writing? | 30% | 0% | 70% |
| 8. Do you think the learners make incorrect word order in their writing? | 50% | 0% | 50% |
| 9. Do you think the learners misspell when they write? | 40% | 0% | 60% |
| 10. Do you think the learners make errors in the use of pronoun? | 40% | 0% | 60% |
| 11. Do you think the learners make redundancy in their writing? | 30% | 0% | 70% |
| 12. Do you think the learners make invalid capitalization when they write? | 10% | 0% | 90% |
| 13. Do you think the learners use imperfect verb tense in their writing? | 30% | % | 70% |
| 14. Do you think the learners use incorrect determiner in their writing? | 10% | 0% | 90% |
| 15. Do you think the learners use incorrect punctuation marks when they write? | 10% | 0% | 90% |
| 16. Do you think the learners use double negatives in their writing? | 30% | 0% | 70% |
| 17. Do you feel that the learners have knowledge gap in vocabulary? | 100% | 0% | 0% |
| 18. Do you think that error making is a stage like all the stages of language learning? | 100% | 0% | 0% |
| 19. Do you think that errors are important for the learners to learn the English language? | 70% | 0% | 30% |
| 20. Do you think that the learners make errors due to grammatical interference of Bangla language when they write English? | 10% | 90% | 0% |

From the teachers' point of view, a group of 80% teachers opine that the learners make incorrect subject verb agreement in their writing. Moreover, 50% teachers opine that the learners make incorrect discontinuous constituent when they write. Majority of the teachers think that the learners mix American English with British English in the same writing. Furthermore, 70% teachers opine that the learners make errors in terms of collocation. Most of the teachers opine that sometimes the learners make errors in prepositions and run-ons. Spelling mistake, misuse

of pronoun, redundancy might be a common phenomenon in the writing of the learners. Furthermore, 90% teachers opine that sometimes the learners make errors in terms of punctuation marks and determiners. The learners might have obscure sense in using proper tense. Only 10% teachers believe that the learners make errors in their writing due to first langugae interference whereas 60% teachers believe that lack of grammatical knowledge of target language poses a great hindrance in the way of learning a target language. A group of 70% of the teachers claims that making error in writing is important for the learners to learn the English language. Almost all of the teachers opine that error making is a stage just like all the stages of language learning. Generally, the learners make errors in their writing due to their lack of grammatical knowledge of the target language. All of the teachers think that the learners do not have a great amount of vocabulary in their stock. Moreover, grammatical interference of Bangla is not a threat to English learning. It could be concluded that Bangla has little influence in the way of learning English in Bangladesh.

## 7. Conclusion

This study explored the errors made by the Bangladeshi EFL learners at university level in their written essays. It could it be concluded that the participants in this study made different types of error, such as, subject verb agreement, discontinuous constituent, mix of American and British English words, mix of formal and informal/semiformal/contracted form of words, collocation, preposition, run-ons, word order, spelling, pronoun, redundancy, capitalization, verb tense, determiner, punctuation marks, double negatives. First language interference was found only in terms of pronunciation. Every learner has errors in spelling. They have lack of knowledge in punctuation marks. The learners do not have much grammatical knowledge and that is why; they cannot form appropriate sentences. It is also evident that some learners know how to form correct sentences but they do not get proper words to form the meaningful sentences. Additional vocabulary learning efforts can show even more improvement. Translation might help eradicate difficulties in terms of vocabulary. Sentence correction from the writing of the learners through drilling might be beneficial to the learners. Moreover, self-correction under the supervision of the ELT practitioners can help abolish all sorts of grammatical errors.

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# The Use of Localized Dialogues in Learners' Culture: An Innovative Tool for Teaching English

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## Abstract

*This paper outlines the use of creative localized dialogues in learners' own culture as a tool for English language teaching and learning. It shows the importance of learners' cultural identity and the use of their thoughts in acquiring the language. Identifying language as a creative process this paper will sort out a plan for preparing and practicing creative localized dialogue in classroom practices. The implications and results of practicing this sort of dialogue in a foreign language context are discussed in terms of learner perspectives and their expectations in the light of classroom practices and reality.*
***Key words:*** *Creative dialogue, localized dialogues, culture, teaching English*

## I. Introduction

Language learning is a process of communication in different forms. Therefore, one of the basic components for practicing language is dialogue. However, the problem exists in understanding the differences between the written dialogues and the students' culture. Sometimes, learners feel isolated with the theme, language and characters used in the dialogue. So there is a necessity where students will have the opportunity to share their own thoughts with the blending of their own cultural identity. When the students feel akin with the culture and the language, the learning process seems to be interesting and motivating. Besides, English

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language is alive and it is changing every day. People need to adjust with the changes and continuous process of expansion and growth of the language. Creative localized dialogue is intended to mean the dialogue that focuses on the setting of the local culture on English in an additional language learning environment. It includes stories, conversations and thematic discussions of local culture. It emphasizes on the use of English language in everyday communication of the learners' own experienced culture. The objectives of the research are to explore how the implementation of creative localized dialogues helps the learners to learn English and also how to integrate their own culture even if when they are learning a second or foreign language.

## 2. Literature Review

The word dialogue has originated from Latin dialeges thai which is known as 'dialogos' in Greek and old French 'dialoge'. According to the encyclopedia, "Dialogue is a literary and theatrical form of consisting of written or spoken conversational exchange between two or more people." People express their languages in many forms and one of the techniques is the use of a dialogue which is discussed in a context. But the question remains what will be the context of a dialogue whether it should be the learners own culture or it would be the traditional foreign culture. It is notable that localized culture has been undermined for a long time. Halliday (1989) has termed that language and its context have been a most neglected part of language education. Many famous writers have been well aware about the fact. While writing on the factors effecting on the second language learners, Aida Walqui (2000) claimed, "Educators working with English language learners must also consider whether the communities in which their students live, work, and study accept them, support their efforts, and offer them genuine English-learning opportunities." He also commented that language learning does not occur as a result of the transmission of facts about language or from a succession of rote memorization drills.

It is the result of opportunities for meaningful interaction with others in the target language. Consequently, for the purpose of meaningful interaction, some creative localized dialogues are essential for both learning and acquiring. In teaching a productive skill, Jeremy Harmer (2001) indicated that students would often act out dialogues they have written themselves. He also asserted that by giving students practices in these things before they finally performed, we ensured that acting out was both learning and a language producing activity.

Writers like Alptekin and Alptekin (1984) suggest that we should not teach English with reference to English speaking countries cultures, rather they suggest that English should be taught in a way that is

independent from this cultural content and refers only to the "international attitudes of international English". English lessons needs to be culturally adjustable which will create motivation. Valdes (Cited in Baker, 2003) points out that every lesson is about something and that something is cultural. Culture and the way of communication are undeniably interrelated with each other in such a way that one cannot go without other. Jeremy Harmer (2003) maintains that the students should have a desire to communicate something. They should have a purpose for communicating. In the classrooms, every individual learner has also their individualism and cultural heritage.

As individual learners were also observed as possessing unique interests, styles, needs, and goals, it should be reflected in the design of methods of teaching second language teaching. Teachers were encouraged to develop learning materials "on the basis of the particular needs manifested by the class". (Applebee 1974, p. 150) Not only particular needs the classroom activities should be meaningful as much as possible by supplying "the extra linguistic context that helps the acquirer to understand and thereby to acquire by relating classroom activities to the real world, and by fostering real communication among learners." (Krashen and Terrel 1983, p. 55)

In telling about the real world experience, Finocchaire and Brumfit (1983) mentions that communicative competence is the desired goal and dialogues, if used, centered around communicative functions are not normally memorized. The Communicative English Curriculum proposes many different kinds of activities. What is essential in all of them is that at least two parties are involved in an interaction or transaction of some kind where one party has an intention and the other party expands or reacts to the intention. This obviously reports to the creative dialogue by which students can interact with each other. Furthermore, dialogues will be practised in the way that it involves "the presence of conflict, the imitation of reality, and the practice of improvisation." (Dougill, 1987, p. 60). Context of the society should be given priority in texts with learners' contexts. As Halliday and Hasan (1987, p.117) alleged:

> The notion of text and context are inseparable: text is language operative in a context of situation and contexts are ultimately constructed by the range of texts produced within a community.

Kramesh (1992, p. 24) claimed, "By using the target society's store knowledge, but capitalizing on its diversity, speakers make their voice predictable enough to be generally comprehended, but unique enough to be listened to and understand across lines and differ from the ones traditionally encountered in that society". In teaching English considering the learners' culture can play a vital role for developing the students. He also mentions that classroom teaching requires both 'local' and 'global'

knowledge for instant decision. If English is a 'global' language, the localized dialogue can contribute as a 'local' setting where students will have free access to practice the language with autonomy and in varied way with their interests and motivation.
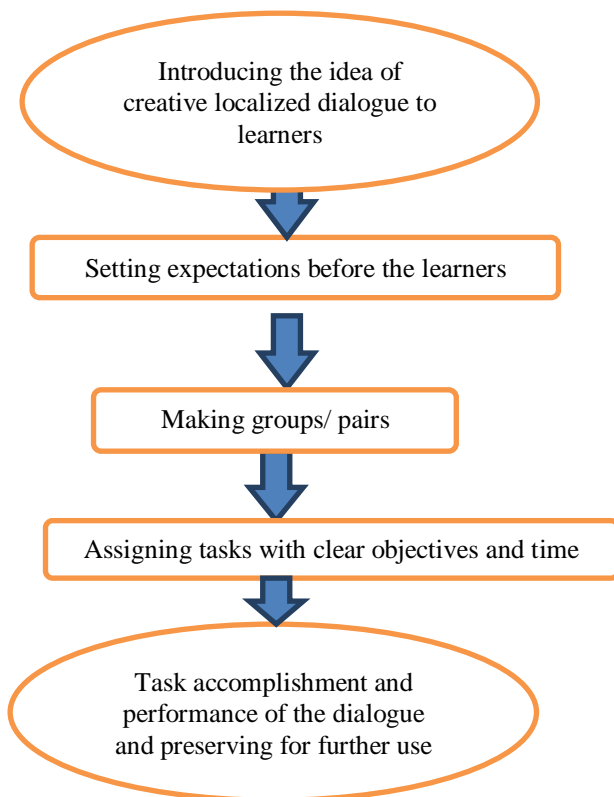
## 3. Methodology

This is a classroom based research where all the students belong to undergraduate level ageing from 18 to 21 pursuing a language course for their academic purposes. They are particularly students of three disciplines- Bangla, Geography and Urban Planning (GEUP) and Economics of Pabna University of Science and Technology (PUST) consisting 113 students. In order to develop their English language, they pursue a language course of English for enhancing their skills in the first year second semester of undergraduate programs. It is to note that 84 students participated in the experiment out of these 113 students. The students were taught what creative localized dialogue was, how the dialogues could be made and practised. Then, they were engaged in pairs, groups and also in individual to create dialogues of their own culture. They accomplished the job and it was an independent task where students were given the chance to think independently and to write and practice whatever they thought appropriate and suitable for their discussions and learning. After giving tasks, students produced the dialogues. Then, a questionnaire method was used to collect data from students to see how it worked and what influences did it brought and how it could be developed in future. The questionnaire for the students consisted of six multiple choice questions along with two open ended questions. In the open ended questions, students were asked the problems that they faced while making creative localized dialogue and also the differences that they had identified with present own generated dialogue and traditional texts. For analyzing the data, descriptive statistics, a very common tool in statistics was used.

## 4. Steps to make localized dialogue

In the classroom experiment, the idea of creative localized dialogue was introduced to the learners. They were told what creative dialogue was and what 'localized' referred to. The students confirmed that they understood the term and the process properly. It was done by both lecture and open discussion. Then the teachers' expectations and learning objectives were determined. The teacher made it clear so that students could work smoothly for completing the task. The class size was large and it was divided into small groups and pairs. They were assigned to make the creative dialogue in their own language in the setting of their own local culture with a particular time frame. The teacher monitored the whole process while students were doing the task. Students took help from each other and they also asked the teacher for any kind of help. Students were

encouraged to use English in their communication. It was ensured that students used L2 in discussion and writing. When the students completed the task, they acted it out before the classroom and submitted the work to the teacher. The whole process is shown in the flow chart below:

```
      ┌─────────────────────────────┐
      │   Introducing the idea of   │
      │  creative localized dialogue to │
      │          learners           │
      └─────────────────────────────┘
                    │
                    ▼
   ┌────────────────────────────────────┐
   │ Setting expectations before the learners │
   └────────────────────────────────────┘
                    │
                    ▼
        ┌──────────────────────┐
        │   Making groups/ pairs │
        └──────────────────────┘
                    │
                    ▼
   ┌────────────────────────────────────────┐
   │ Assigning tasks with clear objectives and time │
   └────────────────────────────────────────┘
                    │
                    ▼
      ┌─────────────────────────────┐
      │   Task accomplishment and   │
      │  performance of the dialogue │
      │  and preserving for further use │
      └─────────────────────────────┘
```

## 5. Findings and Discussion

After accomplishment of the task, students were given the questionnaire to know the implications and reaction of the creative localized dialogue in learning process. About the preference of practising localized creative dialogue 58.33% shared that they wanted to follow it in Bangladeshi localized culture and 36.90% students replied that they wanted to practise it in mixed culture while 4.76% students preferred foreign culture. The second question was asked to elicit how the students wanted to practise the dialogue and also to generate the new stories and languages. In that case, the researchers found that 44.04% wished to practise it in group while the same number of students (44.04%) wanted it in pair work. And only 11.90% students wanted to practise it individually.

The third question was set to know if the localized dialogues were easy to understand and practise. The study revealed that 82.14% students answered that it was easy to understand and practise which indicated a wide level of acceptance of this sort of dialogues in their learning English. However, 7.14% found it difficult and 8.33 % did not comment on this and 2.38% had other opinions to share like not being professional but it is not clear as they were confused about it as some opined it as difficult. The reason of not understanding could be traced in their poor competency in English.

The fourth question as it was set to know whether localized dialogue represented their real life, it was found that majority of the students (around 88.09%) claimed that the localized dialogues represented their own real life while 8.33% believed otherwise; and 3.57% did not answer the question. The fifth question was asked to know if the localized dialogue could develop their English skills, 85.71% commented that it developed their English skills. When it was particularly intended to know which skill actually it has developed, 66.66% students shared that it develops their speaking and writing, 41.66% told that it developed their listening, speaking and writing and 30.95% students tell that it develops their listening and speaking while 7.14 students shared that it only increased their speaking skill. On the contrary, 3.15% did not comment on this question.

Another significant question was asked to know about English course and the relationship with learner's culture. It is asked whether they felt it important to include their own culture in language course, it was found that 89.28% students wanted to include their cultural items in language course while 10.27% did not think it important to include their culture.

Table 1.1: Practices of dialogues

| Preference to practice creative dialogue | In localized culture | In Foreign Culture | In Mixed Culture | |
|---|---|---|---|---|
| | 49(58.33%) | 4(4.76%) | 31 (36.90%) | |
| The choice of generating the dialogue in classroom | Individual | Group discussion | Pair work | |
| | 10(11.90%) | 37(44.04%) | 37(44.04%) | |
| Whether localized dialogues are easy to understand and practice | Yes | No | No comments | Other |
| | 69(82.14%) | 6(7.14%) | 7(8.33%) | 2(2.38%) |
| Does localized dialogue represent your real life? | Yes | No | Not Answered | |
| | 74 (88.09%) | 7(8.33%) | 3(3.57%) | |

| Can localized dialogue develop your English Skill? | Yes | No | No Answer |
|---|---|---|---|
| | 72(85.71%) | 8(9.52%) | 1(1.19%) |

| Skill development | Listening | Speaking | C. Reading | D. Writing | E. (ABD) Listening, Speaking, Writing | F. (AB) Listening, Speaking | G. (BD) Speaking, Writing |
|---|---|---|---|---|---|---|---|
| | 0 | 6(7.14%) | 0 | 0 | 35(41.66%) | 26(30.95%) | 14 (16.66%) |

| Is your own culture inclusion important? | A. Yes | | B. No |
|---|---|---|---|
| | 75(89.28% | | 9(10.72%) |

## 5.1. Problems Students faced in making dialogues

An open question was asked to know what kinds of problems they faced while making a creative localized dialogue. The responses from the students largely varied. Some students shared that they had the problem with sentence making. Some of them were not good at vocabulary and they faced some difficulties to transform their ideas in English. They also shared that they had some grammatical problems. One student shared that as different stories need different style, it took a lot of time. Another student shared that he felt shy when he acted out the dialogue before the class. Word problem was very common among the learners. Some of the learners had the spelling problem too.

As another open question was asked what differences they felt with creative localized dialogue and other earlier studied dialogue, various responses came out in replies. One student aged 20 from Economics department commented "My created dialogue is very easy for me because it represents my culture and the other did not that I studied earlier".

A student of GEUP commented, "The subject of my own dialogue and other dialogues was totally different. My dialogue subject was T20 cricket cup, a creative one and other dialogues subject was for the performances in the Examination". However, most of respondents had a very positive response towards their own dialogues.

## 5.2. Some examples of creative localized dialogues

Students actually brought diversified topics about the local culture and issues related to their own lives and recent up goings. Examples brought here are randomly chosen and original hand-writing was kept for

research authenticity. No correction was made in the first hand write up of the students and it was put original though there are mistakes in their scripts. One of the pairs brought the topic of "Digital Bangladesh" which is national topic with much interest from the perspective of development procedure of Bangladesh. It means students are aware of this and they are talking with this live issue in the process of English language learning.

Marzan : Hello, Nela, do you know recently our Govt. has taken a vision
        of digital Bangladesh ?
Nela: Yes, you are right. But still I'm confused what it refers to…
Marzan: It actually refers to a society based on knowledge where
        information will be readily available on line.
Another pair talked about dowry system of Bangladesh which was very common in the society:
Afsana : I think about social culture, mainly about dowry.
Mimi: Dowry ? What is dowry?
Afsana: Dowry means property or money brought by bride to her husband
        during marriage time.

So when students were discussing the problems of their own country, they were not only learning the language but also showing the concern as a good citizen of the country. Besides, one of the heritages of Bangladesh is Ekushey Book Fair. They were inclined to pick up that topic and made the dialogue.
Myself: Hello, Emu, how are you?
Emu: Fine. Thanks and you?
Myself : Good. Did you visit the Ekushey Book Fair which was held a few
        days ago.
Emu: Yes, it was awesome and I enjoyed it. How about you?
Myself: I have also enjoyed. It was decorated so nicely. The shop was
        arranged in sequence so that it was easy to find.
Emu: Yes, you are right. Different types of books were published. I bought
        three books of them. What about you?
Myself: I bought five books. Two of them is written by Muhammad Zafor
        Iqbal. He is one of my favourite writers. Well, I bought three
        books. One of them is written by Humayan Ahmed. He is my
        favourite.

      Students were cautious about mother language movement and they told the stories of the 21st February of 1952 when some valiant sons of Bangladesh sacrificed their lives for establishing the right to speak Bangla as mother their tongue. So, the dialogue did not only become the process of learning the language but also it became a tool for discussion of their own heritage and history they have known from generation to generation.

## 6. Recommendations

Learners' own interests and cultural factors can be important considerations to practise English in EFL setting. Creative localized dialogue contributes and stirs the learners' emotion which helps them to learn English in a significant way. Going beyond the traditional materials, students get ample opportunities to enjoy and create their own stories in English. It raises motivational level of the students and makes the classrooms more learner-centered and their culture-oriented. The practitioners of EFL may consider the following things:

The teacher can provide opportunities to the students to practice culturally suitable localized dialogues that they can create and practise in their classrooms instead of only depending on imported materials. Students can be motivated by including their stories in language system which ultimately develops their language skills namely writing, speaking and reading. As they have strong recommendation for local own native culture but with other major part focuses on the mixing of both local and foreign culture, so the teachers can put emphasis on this when they develop the materials for classroom practising. Meaningful interaction through pair work and group work can be helpful for making new language items in the classroom that can be written, spoken and acted out within short time. These kinds of dialogues can be picked up for instant classroom practices. As a localized dialogue represents the real life of the learner, it can play a vital role in real life communication.

## 7. Conclusion

Creative localized dialogue can be an essential part of classroom teaching in the foreign language setting. It can create, organize and build the language in learners' perspective with the mold of new setting with motivational output in the arena of developing skills to the learners for better understanding and interests to the people.

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# Teaching English Language in the Changed Socio-economic Context of Bangladesh

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## Abstract

The present paper attempts to throw some light on the selection of appropriate methodology in a changed socio-economic context in Bangladesh. It also discusses the relationship between language and the social factors in which it is used by a particular speech community. The necessity of learning English and the mode of teaching are also undergoing a tremendous change as the social patterning of the language is not limited to sociology and linguistics only but consulted by several other disciplines Political Science, History and even Psychiatry. Language cannot be considered in isolation from social life rather it has interdependence with cultural and social structures. Bangladesh government has taken CLT as the method of teaching English in secondary and higher secondary level. But, the appropriateness of this method in our socio-economic context is still far beyond the expected goal. The present paper tries to critically examine the above mentioned issues through an exhaustive review of research studies conducted by different researchers and concludes that without proper contextualization this method is ineffective. Some recommendations are also presented from improving the English language teaching and learning at secondary and higher secondary level of Bangladesh.
**Key words:** Social context, CLT, contextualization

## 1. Introduction

Bangladesh is undergoing a significant social as well as economic change as a result of globalization. Opportunities have been created in the establishment of new business and it has paved the ways of employment and subsequent reduction of poverty in turn. Raihan (2016) stated "Bangladesh has recently been upgraded from low income country (LIC) to Lower-Middle Income country (LMIC) as per the World Bank classification." In this changing context, language plays an important role in the negotiation process of power relationships. Strong bases of

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education are needed for a country to accelerate and sustain economic growth. Moreover, Bangladesh is seeking to move to the next level of prosperity. Because of the economic change, the trade and commerce has got a boost. This changed contemporary labor market of trade and commerce, particularly the corporate world, needs a work force competent in English. The demand of English has reached to its highest peak as it is considered as an "entry qualification" in today's job market. The return on investment in learning English would be a wage premium. The premium would arise from higher productivity of individuals as a result of enhanced communication skills. This includes the ability to communicate in a globalized competitive world of trade and commerce as well as sourcing informational resources through books, manuals and the internet. An effect on earning is more likely to occur in the sectors that depend on English for conducting business, including multi-national companies, exporters and importers who have links to global market. In advertising, marketing, promoting, receiving guests and clients and servicing, English plays a core part. Consequently, technological change and development have tremendously influenced the teaching-learning scenario of English. The effective use of technological tools in learning has conquered distance and time constraints. This trend of changing definitely changes the teaching and learning of English. Learning to communicate in outside real world has become a matter of prime concern in classroom teaching. As Bowers (1987, p. 8) suggests, "The classroom is a microcosm which, for all its universal magisterial conventions, reflects in fundamental social terms the world that lies outside the window." Teaching English language becomes more challenging when a foreign language with a foreign cultural background is taught in a different cultural context. As Kramsch (1993) suggests, "...for culture is different, variability, and always a potential source of conflict when one culture contacts with another." Even a good language learner feels challenged with his ability with separate linguistic background.

## 1.1. Importance of context in language education

The polarities of language as text and language as context can be traced in the duality of language. As Halliday and Hasan (1989, p. 117) have argued:

> The notions of text and context are inseparable : text is language operative in a context of situation and contexts are ultimately construed by the range of texts produced within a community... one commonsense conception is... that our ideas, our knowledge, our thoughts, our culture are all there - almost independent of language and just waiting to be expressed by it. This attitude is so deeply rooted that it finds its expression, for example, in our theoretical writings about language.

A classroom is situated in a host educational environment. The host educational environment provides strong influences from parents, employers and so on in the local community, which bear on the classroom. In an English language aid project, the host educational environment would consist of the host country's ministry of education, aid agencies and other involved government institutions from both the host and donor countries, which also might be considered as contributing to market forces. As Broughton, Brumfit et al. (1980) suggests, "Every utterance, to be language, has a meaning, relating to and part of its context... We know that words and phrases are easier to learn and remember if they are meaningful and in context: it follows that the foreign language should always be taught and practiced in a contextualized form." The group of learners together also makes an environment with their shared stock of experience which works as a contextual source of language.

## 1.2. Language and socio-political context

Language is playing a pivotal role in all over the world. Man is constantly using language for interaction within a speech community. As a result language is the direct outcome of the society where it is used. According to Trudgill (1983): "... Language as a social phenomenon is closely tied up with the social structure and value systems of society, different dialects and accents are evaluated in different ways." Moreover, he clarifies two major aspects of language behavior which are very important from a social point of view: first, the function of language in establishing social bondage among the people belonging to the same society and another one is the role of language in externalizing information about the speaker. It becomes clear that these aspects of linguistic behavior are reflections of the fact that there are close connection between language and society. Language can be fully described in this light if we know all about the people who are using the language, their nature, their set of beliefs, their knowledge of the world, their relationship to each other, their social class, their social dignity, their occupation and a host of information about them and other factors about their situation. Basically it is presupposed that language is moulded by the different social values and norms, geographical location of the speech community, the political and historical changes that take place in that relevant society because of the conflicting ideas of a society. Moreover, with the advance of science, different scientific inventions have contributed a lot to bring a change in the society. Even similarity of different languages results into a kind of similar world views of the people. As Corder (1972) says, "similarities between languages may be very general or abstract on the one hand, or superficial and trivial on the other; they are generally only partial rarely complete." He exemplifies, "the system of marking plurality in German is very different from English. At a more general level German shares with

English, and other European languages, the distinction in both languages in the restrictions of their occurrences with certain determiners." So the similar languages can shape the mental set up in a similar mould whereas the different linguistic structure of a language can form a different world view.

But the opposite theory is that the society affects the language in various ways and the environment is reflected in language is more popular and more appreciated. First, there are many examples where the physical environment in which a language is used by a group of people is the source of the lexical items of that language. Here, the change of vocabulary and language of the English after their settlement in America can be mentioned. When the colonists settle in a new place they find the resources of their language under great pressure as their vocabulary lacks many new objects found there and the new experiences they undergo. It is observed that in a colonial language, changes of vocabulary take place almost from the moment the first settlers arrive. As Baugh (1989): " When the colonists from England became acquainted with the physical features of this continent they seem to have been impressed particularly by its mountains and forests so much larger and more impressive than any in England, and the result was a whole series of new words like 'bluff', 'foothill', 'notch', 'gap', 'divide', 'water shade', 'clearing', and 'underbrush'."

In the same manner, when Indian subcontinent was dominated by the English colonialists, they borrowed a considerable number of words from India. Labov (1972) has said, " Some linguistic features (which we call indicators) show a regular distribution over socio-economic, ethnic or age groups, but are used by each individual in more or less the same way in any context." He has shown some sociolinguistic variable which correlate to some nonlinguistic variable of the social context. For an example different levels and classes of people pronounce the sound |th| in a different manner.

## 1.3. Status of English Language in Bangladesh

Bangladesh belongs to third world as its economic condition is relatively weak. Most of the people of Bangladesh are illiterate or poorly literate. As a result, Bangladesh is basically a monolingual country. But the demand of English in all the spheres of life is increasing day by day. As a part of globalization, English is playing a pivotal role in interpersonal as well as social level. Because of the vulnerable financial condition, we are in need of foreign aid and employment opportunities in the foreign countries which result in the demand of competency in English; the international and global language. However, the education policy and curriculum of Bangladesh mandate English as a compulsory subject because of its increasing global demand. Regarding the importance of

49

learning English language in Bangladesh Imam (1005) reports: "In Bangladesh it is now essential for even a factory worker, who earns less than the minimum wage, to know some English, the language of the labels on goods and packaging."

Not only for the common people of Bangladesh but also the high officials of Bangladesh are in need of English Language. Learning English language bears a kind of power status. Datta (2007) observes: "It is considered necessary for boosting economic, social and political opportunities." Now the basic question raised by the educationists of Bangladesh is related to the status of English language in Bangladesh. There are three kinds of English: those of the first language situations where English is the mother tongue (MT), as in the USA and or Australia, and second language (SL) situations, where English is the language of commercial administrative and educational institutions as in Ghana or Singapore. Another kind of English is called foreign language which is found in the rest of the world.

If we look at the definition of second language, we can easily say that English is the second language of Bangladesh. It is widely used in many parts of our national life. Many people watch English television and also use Internet. The students have to study it for twelve years and who want to join civil service by attending BCS examination also have to sit for English examination. In the constitution of Bangladesh, Bangla is declared as state language and nothing is mention regarding the status of English. During Pakistan period, English enjoyed the status of official language in this territory. It was used in the administration, higher education and as a link language between educated speakers of Bengali and Urdu. As 98% people of Bangladesh use Bangla as their mother tongue, within the families and in any social interaction English is not necessary. But in the current competitive job market, communicative competence in English is imperative for any good career, both in national and international setting. According to Khan (2007), despite being a compulsory subject from primary to higher secondary level of education, people are not comfortably using it. Though the standard of English nationally in Bangladesh is not high, and it is still an urban, elite language, Bangladesh is being exposed to English as never before. So, the importance of English in Bangladesh is growing day by day.

## 1.4. Changing trend of socio-economic context of Bangladesh

Bangladesh has been facing severe economic problems. Feeding 160 million people with a piece of land measuring 1, 47,570 square kilometers is really challenging. This country is struggling to meet the basic needs for its citizens. She also suffers from some serious social problems like illiteracy of women, different religious superstitions and

prejudices. The main determinant of social relationship is the relationship that arise surrounding production activities, which corresponds to class position. In turn, class position determines one's consciousness as well as attitudes in a broader sense. Bangladesh is undergoing a tremendous socio-economic change. As a part of acculturation process, cultural integration is a must outcome. Through different media of communication different cultures have mixed up. Emerging entrepreneurship and economic drive can be visible in readymade garment, pharmaceuticals, ship breaking and other sectors. Economic drive has strongly motivated the young workers of rural areas to seek job abroad. There has been feminization of migration also. The changed socio-economic condition has brought a change in the status of English. The entrance of Bangladesh into the garment industry has created an increasing awareness of the need for English communication skills. The phenomenal growth of the IT industry in Bangladesh has also made people aware of the importance of English as a language of communication.

## 1.5. Barriers to Learning English in Bangladesh

Bangladeshi pedagogical settings are suffering from various problems. It is characteristically a large class with poor and substandard infrastructural set-up. It is very difficult for any teacher to cope up with 100 students in a class. They fail to have any personal interaction with the students. It is supposed that the students learn better if their interaction and connection with the teacher is personal and individual. As a result, the scope of personal motivation is rare in Bangladesh. Falout (2007) finds that the strongest influence on learner motivation in teacher behaviors and past demotivation correlates with present effect and proficiency. In many places students' low proficiency works as a barrier for teachers in using English as the only language of institution. Students' language proficiency is low in rural areas and the socio-economic background of the students in rural areas appears to be a major reason for the low proficiency of the students. Another important barrier impinging on the target language use is the low proficiency of the teachers in Bangladesh. Teachers' academic background is one of the main reasons of their low proficiency in English. Teachers are low earning people in rural areas which make people with good academic background reluctant about taking up teaching as a profession in these areas. Learners also can play a very important role in implementing a teaching-learning environment in the classroom. As Johnson and Paulston (1976) suggests: "Learners are members of a group and learn by interacting with others." But Bangladeshi context play a very demotivating environment for the learners to interact with each other. Lack of technological support inside the classroom creates various difficulties in learning English. The skill like listening demands scientific devices and

language laboratories but unfortunately most of the schools and colleges lack these.

## 1.6. CLT as the Method in Teaching English

Communicative Language Teaching (CLT) is one of the more recent developments for teaching and learning second languages in the mainstream classroom where English is not the mother tongue. (TQI- SEP, 2006) The new curriculum emphasizes that English should be the language of instruction. Communicative Language Teaching is considered as an approach rather than a method. As a result, "there is much greater room for individual interpretation and variation than most methods permit." Richards et al. (1995) suggest:

> CLT focuses on communicative competence, which incorporates the grammatical, sociolinguistic discourse and strategic use of the language in different contexts (p, 860).

Piepho (1981) discusses the levels of objectives in a communicative approach: an integrative and content level (language as a means of expression; and, a linguistic and instrumental level (language as a semiotic system and object of learning). CLT emphasizes the contextualization of the language and its learning. The key characteristics of CLT include the emphasis on the four basic skills of the language (reading, writing, listening, speaking). Fluency and acceptable language is considered as primary goal in language learning. The goal of language teaching is to develop what Hymes (1972) referred to as "communicative competence." Hymes theory of communicative competence is a definition of what a speaker needs to know in order to be communicatively competent in a speech community. CLT focuses on the phenomenological perspective of 'learning by doing' and the notion that  language learning not only depends on learning the grammatical rules but also ability to use the language in real life situations for communication ( Hymes, 1972).

## 1.7. Effectiveness of CLT in Bangladesh

Since the introduction of CLT in Bangladeshi curriculum in 2001, many EFL teachers found it very difficult to implement. The problems suggested by Diana Ansary (2012) include wider curriculum, traditional teaching methods, class size, schedule, resources and equipments, the low status of teachers and English teachers' deficiencies in oral English and sociolinguistic and strategic competence. The proficiency level of teachers is seriously affecting the teaching-learning scenario in Bangladesh. Nunan (2003), and Orafi and Bong (2009) show that teacher's English language proficiency level significantly impacts teaching. On the other hand, the learners are also reluctant to participate in learning activities as their proficiency level is also very low. CLT demands technological supports

inside the classroom for teaching communicative skills but Bangladesh as a low income country cannot afford it in many educational institutions. Moreover, the teachers are not properly trained to use technology and scientific devices for teaching English. The students still follow the traditional language teaching method and students are rarely asked to take part in the communicative activities. As a result, the main goal of CLT which is achieving communicative competence remains a far cry.

The problems of CLT is that the approach is not always appropriate as pointed out by Ansary (2012), with the socio-economic and cultural context in which it is used. Bangladeshi culture assumes the teacher as the central figure that must be honored. As a result the classroom teaching becomes almost teacher oriented. The failures of different methods and approaches compel the researchers to advocate the post-method pedagogy including Prabhu (1990) and Kumaravadivelu (1992, 2006) where they suggest to use "a teacher's sense of plausibility" and the use of their feelings, ideas originating from and shaped by the local context. The curriculum and methods of Bangladesh must take the socio-economic and cultural background of this country in consideration if we want to make teaching and learning effective for the learners. Fortunately the change and development in socio-economic and technological area has changed the nature of access and demand for new English learning and teaching. The changes caused by political upheaval, industrialization, technological progress and religious reform movements naturally demands more English language skill to maintain global equilibrium.

## 2. Steps to be taken

To overcome the challenges and limitations of our country in teaching and learning English we must take some necessary steps which will provide the students with the maximum benefit in an atmosphere where English is a foreign language. The steps are:

(a) Syllabus should be designed on the basis of real needs analysis of the learners.
(b) Teaching methods appropriate to the EFL context should be developed.
(c) Communicative Language Teaching should be adopted and adapted to the realities of EFL context.
(d) The teachers should be trained in CLT method.
(e) The four basic skills of English language that is listening, speaking, reading and writing should be focused.
(f) The students should be encouraged to practice English not only inside the classroom rather in every sphere of life.
(g) The classroom should be provided with different technological supports to facilitate teaching and learning.

(h) Implementation of the curriculum inside the classroom should be ensured.

(i) Recruitment of more English teachers is needed to reduce teacher-student ratio.

(j) The current testing system can poorly serve the purpose of testing. As a result there is a backwash effect of learning and teaching. For effectiveness of testing we must make testing compatible with the goal of CLT.

## 3. Conclusion

The world has become a village, which is called a global village. Language plays a very pivotal role in enhancing the global unity. English as the International Language acts as a binding force among the nations. Bangladesh as a member of this global village is hugely affected by this change of the world. Economy, culture and social factors of Bangladesh have become integrated into the world economy. With the changing trend of the world, it is now instrumental for Bangladesh to pay attention to achieve competency in English language. Bangladesh is responding to this change by taking CLT as a new method in place of Grammar Translation method. What we need now is the contextualization of this method with some technological support and improvement of infrastructural set-up. We have to keep it in our mind that language is a communicative system representative of reality and thought .Every utterance has a meaning relating to and part of its context. So it is the most appropriate time to take the proper initiatives to promote English Language to survive in today's world.

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# Reflective EFL Practice at a Government College in Bangladesh: a Teacher's View

*Farjana Alam*[*]

## Abstract

*Reflection as a concept for professional development has immense significance. It is a supportive teaching-learning technique with a strong influence on classroom practitioners. A reflective teacher performs in the class likewise engage students in class participation with their skills and abilities. This study covers the following four areas: firstly, a brief discussion on reflective practice; secondly, sharing the experiences and challenges of reflective practice; thirdly, reflective practice facilitates self-perception and improves teaching performance, and fourthly focus on reflective practice as a life-long teaching experience. This study is subjective in nature. It highlights self-observation, diary writing and case study as techniques of reflective practice. The aim of this study was to explore the reflective practice, which is used as a technique of teaching skill development in English language classes of grade eleven and twelve at Tongi Govt. College, Gazipur, Bangladesh. This study aims at finding ways to overcome language teaching challenges focusing on reflective practices as an integral part of classroom pedagogy and personal commitment of a classroom practitioner.*

***Key words:*** *Reflection, professional development, teaching-technique, self-observation, action plan*

## 1. Introduction

Reflection is an act of looking back at an accomplished work. It is an everyday terminology and every person reflects formally or informally. But reflection in teaching is entirely different and challenging apart from other areas as Brookfield (1995) pinpointed self-reflection as the basic for teaching. Thinking and the process of reasoning are very significant for adjustment and survival of human beings (Cornford, 2002). To add to this, reflection in teaching voyages with some serious thinking and suppositions and the most important challenge we face in our lives is to remain 'conscious' (Brookfield, 1995). A good many authors and educators have

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explained reflective practice differently: reflection has many angles and ambiguities (Beauchamp, 2006); reflective practice differs greatly from our commonplace idea of reflection. Hatton and Smith (1995) identified four essentials of reflection: structuring and modifying vague and unclear problems; widening ideas and actions by looking back; using journals and group discussions in compliance with real-life practices and experiences; and constructing critical reflection or self-criticism with a purposeful professional development. Reflection makes a practitioner dexterous and offers accountability for professional practice.

## 1.1. Background

The background of reflection has its roots in Dewey's (1933) opinion on reflective thinking as an important teaching skill used by the teachers to execute teaching plans and actions effectively and satisfactorily. He demonstrated that reflective practice enables teachers to direct their activities with prudence and to reach clear 'ends-in-view'. Zeichner (2008),a Portuguese researcher published a paper on practice of reflection practiced by Canadian teacher students. He commemorated his career started 30 years back as a teacher education candidate and as a school teacher at elementary level in the public schools in the USA. Zeichner was asked to prepare teachers to act specifically to raise students' test scores at a standard level. Even there was no practice of having discussion among the teachers about planning and adopting various teaching strategies to help the students by analyzing and interpreting problems they face each day in the classroom (Zeichner, 2008). In addition, Schön (1983) has provided a framework of reflection in action where reflective practitioners earnestly learn from their own experiences and they go through a reflective cycle for a finer solution by moulding self-image in the context of an institution.

## 1.2. Research questions

The present study posed the following research questions: What are the challenges of reflective practice in the context of classroom teaching? What are the benefits of reflective practices in teaching English at higher secondary level? And how can we enhance reflective practice as a life-long teaching practice for professional development?

## 1.3. Current practices and challenges

Being a classroom facilitator, I engage my students in classroom activities like group tutorial, debate, group presentation, participation in peer observation. After class, I reflect upon my role inside the class asking inwardly the following questions - what I have done, what better could I have done, how can I improve my next teaching by avoiding the mistakes I

have committed in today's teaching, how do my students feel when they are asked to do something time-bound or brain storming, whether they understand my teaching, my voice is clear when I give instructions, and so forth. I make the students learn new and difficult words, phrases or sentences through choral drilling or pronouncing after me. The more repetition the better chance of remembering as repetition aids students' knowledge transfer from short term to long term memories. On top of that, to halt communication breakdown, I facilitate classroom participation and encourage students to converse with each other in English. One common challenge that I face is to manage a large class addressing individual's language problem. In this case, my strategy is to meet common expectations and solve collective problems inside the classroom. Brookfield (1995) claimed that if autobiographies are extraordinarily interpreted and assessed with other sources of reflection such as peer-observations, students' perceptions and formal theories then they turn into powerful tools.

American pragmatic philosopher, Dewey (1933) suggested for open-mindedness with an active inclination to listen to all and to accept the probability of error even at the cost of 'dearest thoughts'. My students can seek help from me or ask me questions at any time. Even, when I stay at the department or pass the corridor or enter college campus, students approach me with their problems. The students are demoralized by uttering negative words. On the contrary, fifteen years back, I managed the classes ineptly, I thought what I did in the class was perfect. Being instinctive, I failed to bring out the best in my students who depended much on me for their language learning. Now I often and many times inwardly think if I had done this or that or if I were well-prepared marvelous things could have happened in my classes. It took many years to realize what to teach and how to perform. One inspirational quotation from Albert Einstein– 'more the knowledge lesser the ego' refers to reflection that causes extinction of a teacher's egocentric thoughts. A reflective teacher moves on to teaching having the four basic questions as follows:

*What to teach* - Being a teacher it is very tough to decide on 'what to teach' inside the classroom. To address this question, I teach academic topics which are relevant to syllabus because I am paid and accountable to the learners, parents and college authority. But grade-oriented teaching without higher purposes, do not benefit the students in the long run. It is difficult to decide on - what to do to make effective learning? In this regard, it is better to listen to the students to decide on what to teach.

*How to teach*-It is also very vital question in teaching. I often ask myself the following questions - how can I improve my teaching quality? How can I teach better? How can the students learn promptly facing the real-life challenges? How can I do the regular activities in a different way? How

can I make my lessons interesting to my students? How do my students feel about my teaching in the class? How can I help the students in understanding and preparing the lessons?

*Which to teach*−I take help of this relative determiner to decide which of the things I must teach and which way I have to teach. Choosing contents which helps students learn language skills is a big challenge. It is difficult to decide either good grade or knowledge or skills or both because students show big concern for scoring good grades in the examination.

**Why to teach**–Why I teach a thing to a group of learners -tells about my purpose of teaching. Being a classroom teacher, I share knowledge and experiences with the students to inspire and encourage them to strive for achieving learning objectives and overcoming the prejudices and challenges of life. After a session, I reflect on my class delivery (why the students could not accept the teaching gladly or why they were inattentive and mischievous to distract others).Self-observation and self-assessment create alertness for the class and helps me to dig out the reasons behind the success and failure of the targeted tasks.

## 2. Literature Review

Ahmad et al. (2013) conducted a study to see whether teachers' perception of reflective teaching develop classroom teaching quality. They used a set of close ended questionnaire in 30 schools, which are Community Based in Chitral, Pakistan and to collect data they administered the questionnaire with 150 teachers of those institutions. The participant teachers were provided intensive training on reflective teaching for six months. Shortly after the training, they were asked to write reflective diary about their respective class memories and experiences on regular basis. The study reported that 90% participants agreed on the point that the training was fruitful, and they reflected on their taught lessons. Rest of the 10% teachers of this reflective practice replied that they did not reflect or did not know what to do with the training. These very 10% teachers were the researchers' concern− why they could not receive the training seriously or what failed to motivate them both as teachers and learners? Those 10% were unhappy with their job.

Boud & Hager (2010) have recognized that working environment creates professionals who learn with peers and others through continuous professional development in response to need. A teacher may use four lenses during critical reflection as correlation matters, which are: a) autobiographical, b) the students' eye, c) colleagues' experiences and theoretical literature (Brookfield, 1995). Making to do with less is also a valid reason for the wide acceptance of teachers' reflection as they want to maintain professional integrity from personal revelation (Cornford, 2002). Reflection includes minor activities like – coffee break, using blackboards

or graphs, charts and diagrams, setting assignment submission deadline for the students deserve a teacher's thoughtful consideration (Brookfield, 1995)and careful thought to establish an order of specific goals and luminous association (Hedge, 2013).

As there is diversity in theoretical approaches to reflective practice Collin et al. (2013) have differentiated two tools: a) pedagogical tools used by academic professionals, for example, portfolio, discussion group b) methodological tools used by educators and theorists to study scientific purposes of reflective practice, for example, individual interview, group interview, classroom observation, etc. From another angle, reflective practice is documented as troublesome and challenging to put into practice (Bradbury et al, 2010); human resource and the field of education (Corley and Eades, 2004). Chirema (2007) conducted a qualitative research on 42 nursing students who were already registered for the course on temporary basis to consider the importance of journal writing to enhance reflective practice and effective learning. The researcher arranged 20 interviews and used 42 reflective journals to conduct the survey. More emphasis was put on reflective journals as these were used as tools for promoting reflection and learning. The findings positively showed that reflective journals were very helpful to encourage reflection as well as learning.



Figure-1: Kolb's Learning Style Diagram (1984)

A considerable part of David Kolb's (1984) theory of reflection deals with learners' process of thinking that happens mentally. According to Kolb, learning is a mental process where awareness and understanding are generated through the metamorphosis of events and actions.

**a. Concrete Experience**–it is the 'do' stage of learning. Here the learners encounter a new situation of learning through experience in the class, such as debate, role play, group work, group presentation, etc.

**b. Reflective Observation**– it is the second stage. Reflective observation takes place between experience and understanding. It is an inclusive and internal process by which real learning happens.

**c. Abstract Conceptualization**– it is the third stage of learning. Reflection provides a new idea of an existing abstract concept. Abstract concepts are intangible and intellectual help better to understand the experience (emotional progress in thoughts and ideas).

**d. Active Experimentation**– it is the fourth stage. When learners learn through 'reflection on doing' following his own style. The learners apply experiences to the world around them to see the results with distinctive manners of expression(McLeod, 2013).A critically reflective teacher understands the mistakes of guessing that good teaching is always indicated by the receipt of good student evaluations. Rather the teacher knows that the students are of different personalities, cultural backgrounds, genders, capacity levels, learning preferences, diverse ideology and experiences.

Scrivener (2011) has found that if a teacher's plans and actions are subject to change can keep up learning by cordially receiving the possibility of change. Considering this Larrivee, (2000) has stated that in the current era classroom is dynamic and complex. So, the teachers need to be flexible to adjust with the students. The researcher has also commented that a teacher must fight student alienation to face educational, societal and psychological crises of today's learners'. Teachers entering this profession will need to transfer power from teachers to students. Besides, he has added that it is not that only the students learn, but the teachers also learns and change themselves. Darling-Hammond, (2008) has asserted that teachers are to be able to analyze and critically think to determine, resolve and improve the quality of their instruction. Self-awareness is very needful (Cornford, 2002) for sensible understanding of teaching-learning activities.

As a reflector the teacher experiences some feelings like confidence, anger, happiness or frustration he goes through by recollecting memories. He also analyzes negative-positive sides of class performance, identifies barriers and settles what to do with the available resources and expertise. However, Ferdowsi & Afghari (2015) opposed the concept of journal writing. They found that like other forms of self-inquiry and reflective practice, journal writing is time-consuming. Hung (2014) focused on reflective practice and prevailing problems in American and Taiwanese classrooms. He reported that American and Taiwanese education share similar type of problems like exam-centered teaching. They identified this situation as problematic for motivated teachers who want to help the students to change the trend.

## 3. Methodology

To conduct the study with a clear view of reflective practice as a classroom teaching skill, I went through literature on reflection. In addition, it took help of books, articles, academic journals, newspapers, and experienced professionals 'opinions to update my knowledge on reflection in teaching. I also got benefit from research reports, teaching models and articles to learn about reflection practices. The research instruments used in this study are self-observation, journal keeping, action plan and case study as a needs analysis approach. I wrote diary on daily basis and noted down what to do in the next classes for managing students' behavior, attitudes and motivational gap to teach language classes effectively. I monitored and assessed the students in the class regularly little by little. I kept record of thoughts and actions those occurred during my classroom teaching. Recorded events guided me to reflect upon the taught lessons to evaluate strong as well as weak sides of my teaching to decide what to do next.

Taking students' lack of knowledge in English as an issue of concern, I selected 30 students of grade eleven and twelve who were slow in language learning and reluctant to talk before the class. I informed those students that they would learn English with me for two hours once in a week for the months of September and October 2017. To assist this identified group of learners I followed a consultation approach with a view to reach a solution to the problem. First two weeks of September 2017, we had casual conversations based on some personal issues like introducing one's own self, telling some amazing things about personal cell phones, pleasant memories, etc. and fundamental questions like−What does your father do? How many siblings do you have? Which area do you live in? Why do you learn English? How do you learn English better, and so on. The purpose was to stimulate students' interest to speak English with confidence.

Last two weeks of September 2017, the learners were given some familiar topics to practise speaking− talking with friends, describing favourite personality, telling joke, sending email, recently watched English movies, describing friends, making requests, giving instructions, asking directions, describing scenarios. In the first two weeks of October 2017, I arranged story telling sessions to improve oral language skill. During practice hours, I noted down some major mistakes students did for example, dropping relevant words, wrong use of pronoun and tense, subject-verb disagreement, faulty sentence structure, distorted English, discourse gap, etc. I made necessary corrections of some the common mistakes they had occurred and gave feedback in a discursive way. Last two weeks of October 2017, I moved on to full conversation practices with the learners based on English for Today text. After two months' step by

step process of practice, error and correction, this specific group of students reached a certain extent to participate in English language class. As a classroom practitioner, I do the following things in my English classes:

a) First, I set learning objectives. Then, I analysed the strong and weak sides of my lesson plan and delivery to find out the causes of failure and success of the accomplished task. It helped students to understand lesson and overcome fearful learning situation.

b) I always focused on conversational exchanges among the students of each class. Huge students' class participation created noise when all the students worked and talked together, but I welcomed the participants to take part in dialogues or group discussions.

c) When I spoke before the class as a performer, I avoided rigid and authoritarian voice to provide students psychological support and assurance to do well.

d) As a teacher, I took one step ahead to change my own self to grow up as a good teacher to prepare the students to survive classroom struggle.

e) Being a facilitator, I encouraged them to solve academic problems inside the classrooms by exploring available resources. A continuum of reflection practice is given below to show how I tried to clarify various concepts, promote conversations, evaluate students' learning and manage a classroom.

## Action Plan

| Action points | What I will do | Possible challenges | How to complete the actions |
|---|---|---|---|
| focusing on four language skills | encourage teacher-student interaction | difficult to motivate mixed ability group class | ensuring self-awareness activities |
| friendly practice environment | student-student conversation | lack of appropriate practice environment | through positive mind set |
| review learning | apply various strategies and tactics to teach language | lack of effective lesson plan and self-understanding | linking values, theories and practices |
| encourage students to seek help and ask questions | team up with colleagues for peer observation | students may not make expected progress | making learning dynamic and interesting |
| self-study, | change myself to change learners | | observing and assessing improvement |
| | positive to face | | managing time, routines and classes effectively |
| | | | delegating tasks properly |
| | | | fostering student-focused |

| tasks and assignments | criticism | peer observation is not easy | class to overcome language barriers |
|---|---|---|---|
| classroom management | assess pupils' needs and learning process | to think beyond the box | |
| fostering strong interpersonal relationship | make time for reflection | stakeholders' mind set and vulnerability | |
| | use Bloom's Taxonomy for – knowledge, understanding, application, process, synthesis and interpretation | Uncertainty of problem solving | |

Table 1: A continuum of reflection practice in classroom teaching

## 4. Major Findings

Although the findings of the study were on the surface throughout the article, I would like to summarize the major findings here. The major findings of the study include reflective practice is an integral part of teaching; it improves performances of a teacher; reflection also helps improve the relationship between learners and the teachers; alongside improving a teacher's performance, reflection teaches to be friendly with the learners; and reflective practice compels a teacher to be a life-long learner.

## 5. Recommendations

Based on my experiences and self-observation the following reflective practices are recommended as essential activities for acquiring skill to improve classroom teaching:

1) There should be an in-built provision for practising reflection in every educational institution.
2) Teachers should be provided with effective local and foreign training enabling them to practise reflection.
3) Reflection practice must be an integral part of continuous professional development.

## 6. Conclusion

The present study is based on self-observation, self-understanding, literature review on reflective practice, teaching memories, classroom experiences along with journal writing, and case study. Reflection immediately after class becomes difficult as most of the times next class takes place without a break. Although there are challenges of reflective

practice in Bangladesh schools and colleges, if a teacher engages themselves in reflection practices, they can ensure high quality teaching and professional expertise. Finally it may be noted that reflection is a continuous and life-long process empowering the practitioner intellectually, professionally, and socially.

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# The Status of Teaching English Grammar at the Secondary Level in Bangladesh

*Md. Ibrahim*[*]

## Abstract

This study tried to investigate how the newly introduced English grammar textbooks were being taught; and to identify the challenges of teaching English grammar in context at secondary schools in Bangladesh. This qualitative study employed interview and observation methods to collect data. Five secondary English teachers who received CPD training from Govt. Teachers' Training College, Dhaka, and two curriculum specialists were interviewed with semi-structured interview schedules. The teaching sessions of the 5 participating teachers from 3 secondary schools in Dhaka city were also observed to collect data. Collected data were transcribed and thoroughly examined. Then, they were coded based on the themes of the objectives of the study. The findings of the study showed that most of the teachers did not follow communicative approach in teaching English grammar and teachers' understanding of teaching English grammar in context was not quite clear; teachers did not use the newly introduced English Grammar and Composition book by National Curriculum and Textbook Board (NCTB); the teachers were not provided with training to teach the English grammar book; there were some barriers to teaching English grammar communicatively; and the participants identified some needs to be fulfilled for better teaching of English grammar and compositions in schools.

*Key words:* Grammar, communicative English, training, textbook, secondary education


## 1. Introduction

National Curriculum and Textbook Board (NCTB) of Bangladesh introduced a new textbook named English Grammar and Composition for each class at secondary level in order to help students use accurate English in communication; and teachers were hoped to teach grammar in context. English is an international language and it is widely used in many countries of the world. There are some other important languages in the

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world but none of them can be compared with English in terms of its role, scope, and popularity. English is used by approximately 1500 millions of people in all the continents of the world either as a first language or as a second or a foreign or an additional language. It has become one of our principal tools in getting global exposure. Now English and especially communicative English enjoys a higher attention and status everywhere. Communicative English is considered as an important medium of effective communication. In secondary education in Bangladesh, communicative English is being practised to enable the learners to speak English fluently. With the intention to achieve accuracy in communication in English, National Curriculum and Textbook Board (NCTB) has introduced a new textbook named English Grammar and Composition for the learners at secondary level since 2017. Teachers are supposed to teach English 2nd paper book in context; that is, teachers are expected to teach grammar and compositions following communicative approach so that the students can learn grammar through practices, not through memorizing the grammatical rules. It is undoubtedly a good initiative of the NCTB and the Bangladesh government.

## 2. Literature Review

It is an intellectual culture to review literature in a research project. The review of literature helps the researchers identify new ways to interpret the conducted research, reveal gaps that exist in the field, point the way in fulfilling the need for additional research, describe the relationship of every research work to the others under consideration, place our own research within the context of existing literature, and so on. Roselman (1988) put emphasis on the effectiveness of introducing and practising grammar in a context of use. When setting tasks to practise grammar, the teacher needs to ask themselves, "When do we really use the imperfect tense, the future tense, prepositions, indirect object pronouns and adverbs? What would be effective or attractive contexts where there could be legibility as to the role and meaning of the structure? If the teacher can find a context where the learner needs to use the structure for carrying out a particular task the battle is half won."At that time the teacher goes on to give examples of tasks that introduce and practise grammar in contexts.

Podder (2016) alleged that, near about 75% of the trained teachers did not have excellent English speaking ability although they had been teaching English for a long time. And they had poor English learning background. In the four study schools, it was observed that four out of twenty English-teaching teachers studied science or commerce at degree level and they did not study English to pass the Bachelor degree. The government statistics shows that without having studied English at graduation level, 18,435 teachers have been teaching English countrywide at secondary level for a long time. There are more than 20,500 secondary

schools countrywide and only 2200 teachers studied undergraduate and Master in English (BANBEIS, 2010). The teachers believed that practising listening and speaking skills were nothing but wasting time and energy because these two mentioned skills were neither tested in schools nor in the public examinations. They were found to teach English using Bangla and they did not motivate the students to speak English. The narrated factors remain as actual barriers for most of the English teachers.

According to Ju (2010), the traditional teaching methods, especially the Grammar-Translation Method (GTM), created an inerasable dominance in the minds of many English learners that grammar is dealt with isolation in teaching-learning progression. Grammar teaching and learning strategies focused on comprehension, induction, communication, and making the students learn from errors, etc. Therefore, it is claimed that grammar teaching and learning should establish links between context and text, function and form. Ju (2010) further claimed that around 40% of the teachers agreed while searching about the relationships between grammar and communicative competence that communicative competence is more important than using correct grammar. Since a language is a tool for communication, the teachers must allow the learners to make some errors when they use grammar.

Nisrane (2008) conducted a study in order to enquire the effectiveness of the communicative grammar teaching at secondary education. The study explored the awareness to get a clear picture of teachers with regard to teaching grammar in meaningful contexts and situations. It also ascertained whether or not the grammar activities in the English textbook were designed to encourage the learners to express their own ideas and feelings in the target language. The respondents of the study were 69 of three government secondary schools in Gurage Zone, Ethiopia. The study revealed that they presented grammar rules explicitly focusing on mechanical drills rather than meaningful and communicative activities. The students also were not encouraged to express their own ideas and feelings in the target language structure or to use the language in real life situations. Regarding the class ten English textbook, analyses indicated the deductive way that was dominant in presenting the majority of the grammar topics.

Weaver (1996) explained that no teachers referred explicitly to particular models of grammar teaching. Teachers did not show any familiarity with pedagogical models of grammar teaching that have taken root in the USA. The fact is that teachers demonstrate neither a consistent conceptualization of grammar nor a clear understanding of pedagogical approaches to teaching English grammar. Teachers still lack confidence in teaching English grammar in context.

## 3. Statement of the Problem

In Bangladesh, English language enjoys the status of a foreign language. The importance of English as a global language has increased a lot in the present commercial, political and social contexts as a powerful tool of communication. With the advancement of information and communication technology in various spheres of society, English has become the only lingua franca for the world citizens. In our country, English has long been taught as a compulsory subject from class one to twelve. However, English was taught at the primary and secondary level of education following the Grammar Translation (GT) Method. In this method less emphasis was put on developing learners' speaking and listening skills. As a result, most of our students cannot apply English in their practical life successfully. At this stage, the government felt the need to consider the communicative method in teaching and learning of English grammar and composition. The teaching of grammar communicatively, has started from the beginning of the 2017 academic year. Now, it is time to check how well the teachers are coping with the communicative teaching of the English grammar and composition.

## 4. Objectives of the Study

The specific objectives of this research were to-
1. explore the teachers' understanding of teaching grammar and composition in contexts;
2. check if the teachers are teaching the newly introduced grammar books communicatively or not;
3. explore the kinds of training teachers received to teach grammar communicatively; and
4. analyse the needs of teachers to enable them to teach English grammar in context.

## 5. Methodology

The proposed study employed qualitative methods to collect data. Five teachers who received CPD (continuous professional development) training from Teachers' Training College, Dhaka were interviewed with a semi-structured interview schedule and their teaching sessions were also observed. Additionally two curriculum specialists were interviewed to know their views of introducing the grammar teaching in context and how they assessed the situation of teaching and learning grammar in context. The primary data were collected from the mentioned five English teachers of five different schools of Dhaka city and two curriculum specialists. Collected data were transcribed and thoroughly examined. Then the transcribed data were coded based on themes of the research objectives

and the findings came out during reading and re-reading of the transcribed data.

## 6. Findings and discussion

During processing of data and data coding, the findings of the study emerged. The findings have been presented based on the focus of the research objectives. The major findings included - teachers were not aware of the communicative way of grammar teaching; teachers did not use the textbook provided by the NCTB; teachers needed training to teach English grammar in context; teachers were busy about completing the syllabus instead of teaching grammar communicatively. The findings are presented below:

### 6.1. Teachers' understanding of teaching English Grammar in context

English Grammar and Composition has been written in accordance with the approved curriculum 2012 following aims and objectives of National Education Policy 2010.In the previous English for Today books, English Grammar was not presented explicitly; it was presented in context discouraging the rote learning of English grammatical rules. People from different corners raised concerns and suggested to introduce grammar explicitly. Henceforth, National Curriculum and Textbook Board (NCTB) in accordance with the recommendations of the experts has prepared the grammar and composition book. The aim of this book is to bring a change in teaching and learning English Grammar that will enable the learners to use grammar in context. Undoubtedly it is a commendable initiative by NCTB introducing this book at secondary level. But teachers' understanding of teaching English Grammar and Composition in context were not quite satisfactory. Most of the teachers were not familiar with the newly introduced book and communicative approach. The following excerpt from the class-teaching observation field-notes of T1 proved the claim:

> She introduces the students with some rules and then some examples to teach the lesson. She does not follow the Communicative Approach to teaching English grammar. Moreover, there are no teaching aids, language games, teaching techniques like pair work, pair checking, role play etc. in her teaching. As she follows traditionally Grammar Translation and Lecture Method in her teaching, the students who sit in the back cannot understand the lesson well and they are inattentive in the class. They are also not engaged in teaching-learning activities.

T2 and T3 also taught English grammar following age-old Grammar-Translation Method and Lecture Method rather than Communicative Approach which is prescribed by the NCTB.

## 6.2. Use of the textbook

The present government is committed to ensure the successful implementation of Vision-2021. The honourable Prime Minister, Government of the People's Republic of Bangladesh, Sheikh Hasina expressed her firm determination to make the country free from illiteracy and instructed the concerned authority to give free textbook to every student of the country (NCTB, 2017). NCTB started to distribute textbooks free of cost since 2010 according to her directives. Besides, realizing the importance of communicative approach in teaching English grammar NCTB started to distribute a new textbook named English Grammar and Composition since 2017at the secondary level. It was expected that the new textbook would enable the learners to use English grammar correctly with considerable fluency in their oral and written communication. Practice in composition would help the learners develop their writing skill. But while teaching in the classroom, it was observed that most of the teachers did not use the newly introduced textbook. The students even did not bring the book in the classrooms. Both the teachers and the students were not familiar with the new textbook. The curriculum specialists claimed that most teachers did not feel comfort to teach grammar using textbook and they followed disapproved guidebooks. During the interview session, T1 articulated:

> Generally, I do not use the newly introduced English Grammar and Composition in classroom teaching. The book has not enough contents to teach grammar, and I have to follow other grammar books commercially written for examinations.

In reply to a question, T3 also expressed her dilemma about using the textbook saying:

> Undoubtedly, it is a commendable initiative by the NCTB introducing English Grammar and Composition book at secondary level. It will help the secondary students to learn English grammar in context, I think. I teach English grammar 3 days a week and use this book. But I also have to use other grammar books because of having not enough contents to teach English grammar in context. However, the observation showed that she did not use the NCTB provided grammar book in teaching. She used guidebooks available in the market.

### 6.3. Status of teacher training to teach grammar communicatively

Communicative grammar was comparatively a new trend in English language teaching. The new communicative grammar series for the grades 6-10 would work for the achievement of the intended curriculum and appear as substantial reference books in English language. In fact the main difference between a conventional grammar book and communicative one lied in its approach. While a conventional grammar book appears as a reference book to explain rules, and show usage; a communicative grammar deals with practice creating opportunities to use language accurately (NCTB, 2016).

Unlike a conventional grammar, a communicative grammar presents everything in context that not only promotes accuracy, but also works for language acquisition. To create a communicative classroom a teacher has to play an important role. But most of the teachers at secondary level have not yet received trainings for effective usages of *English Grammar and Composition*.

While interviewing, T1 alleged:

> One year ago, I was called for curriculum dissemination training. It was only for 3 days which was not enough to understand communicative grammar teaching in the classroom.

Besides, T3 claimed:

> When a new initiative is taken to develop the quality of education, teachers need to be well trained to implement it. But I have not received any training on the Communicative Approach and the new textbook.

In reply to a question, a curriculum specialist articulated saying:

> Although a good number of secondary teachers received training on curriculum dissemination, there was little emphasis on how to teach grammar. Actually, there was no training designed for teachers exclusively on how to teach grammar, as far as I know.

### 6.4. Barriers of teaching English Grammar in context

English is a living and growing language. Styles in language are ever changing over time. Nothing involving language is static. Students, teachers, authors and curriculum specialists all are caught up in this fast rate of changes. Bangladesh government and the NCTB introduced *English Grammar and Composition* for developing students' communication skills. It will encourage the learners to communicate to the whole world expressing their own thoughts, ideas and feelings in context. This will also relieve them from memorizing grammatical rules and

compositions for preparing themselves for internal and external examinations. When teachers were asked about the problems they face in teaching English grammar in context, T2 asserted,

> Although the book is considered as an innovative initiative but it faces some barriers to be implemented I think. While teaching English grammar communicatively, it takes more time than other methods and approaches. 40 minutes class duration is not enough to follow communicative approach. Most of our classrooms are unusually large and over-crowded. There is no multimedia and sound system in the classroom. So, I cannot complete the syllabus in given time and have to go under pressure by the institute administration. As a result, teaching English grammar communicatively cannot be followed well.

T3 claimed that the book introduced by the NCTB for teaching English grammar in context did not have enough contents for learners' practices. Most of our teachers were not well trained on teaching English grammar communicatively. They had not enough infrastructural facilities to conduct the classes following communicative approach. Besides, curriculum did not allocate any marks for assessing the learners' oral skills. This limited the better teaching English grammar in context.

## 6.5. Teachers need training to teach English Grammar in context

The study showed that the majority of the English teachers at the secondary level did not use *English Grammar and Composition,* and did not follow the communicative approach in their teaching. To enhance the teaching capability and better use of the textbooks, English teachers needed to be well trained on the newly introduced *English Grammar and Composition*. T1 also demanded training for teachers. Podder (2016) advocated the intensive training of teachers. In the interview session, She said:

> It is true that most of our teachers at secondary level do not follow communicative approach in teaching English grammar. They have not received any training yet on teaching English grammar communicatively. Therefore, they cannot teach English grammar in context and use the book properly in the classroom. So, Government should provide them proper trainings on using the book and communicative approach to see the book implemented.

The Communicative Approach demands student-centered friendly environment in the classroom. Along with the trainings NCTB should enrich the book with more explanations, practices and techniques like pair work, group work, role-play, asking and answering questions, acting, dramatization and other interactive activities. Government should provide

communicative friendly furniture and multimedia and sound system in the classroom. During interview, in reply to a question T3 maintained:

> Most of the secondary school classrooms are unusually large and over-crowded. It hampers the teaching in the classroom. Therefore, if the classroom can be decorated with multimedia, sound system, communicative friendly furniture and the book can be enriched with proper contents then teaching English grammar in context will be easier I think.

During teaching observation, it was proved that most of the teachers used Bangla in teaching English which limited the opportunities to develop students' listening and speaking skills. So, teachers needed to use English rather than Bangla in teaching English grammar. They should follow the given instructions in the textbook properly which may help them ensure participation of every student creating learning opportunities in the classrooms.

## 7. Conclusion

Although the NCTB introduced communicative English and introduced a new communicative grammar book at secondary level for the students to learn English grammar in context (NCTB, 2017), the English learning situation in Bangladesh has not improved up to a satisfactory level. The current study also revealed that the English teachers were not adequately qualified; teachers did not use the newly introduced textbooks; teachers needed trainings to teach grammar in context. In order to get rid of this situation, the education authority needs to provide appropriate training to the English teachers; provide appropriate teaching-learning materials in schools and 'minimise the class size' (Nisrane, 2008).The NCTB should enrich the book with adequate practice opportunities, and prepare a teacher guide, and additionally there should monitoring and mentoring to improve the quality of grammar teaching.

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# A Pedagogical Study on the Insect Pests Status of Yard Long Bean: A Case Study

*Dr. Md. Shafi Uddin*[*]

## Abstract

*The study was conducted in the experimental farm of Bangabandhu Sheikh Mujibur Rahman Agricultural University (BSMRAU), Gazipur to determine the status of insect pests of yard long bean. It was revealed that eleven insect pests had visited yard long bean field. Among them, only pod borer and aphid were major and the rest nine were minor pests based on their incidence and damaging potential. The prevalence of the nine insect pests was very low in both treated and untreated plots while that of pod borer and aphid was drastically reduced in the treated plots.*
***Key words:*** *Yard long bean, pests, insect, plots*

## 1. Introduction

Yard long bean is one of the important leguminous vegetable crops in Bangladesh. Botanically, it is one of three sub species of cultivated cow pea (Rashid, 1999). Cow pea is susceptible to a wide range of diseases and insect pests. Yard long bean suffers from the same diseases and insect pests as cow pea (Madamba et al., 2006). The avoidable yield losses due to insect pests have been recorded in the range of 66 to 100 percent in cow pea (Pandey et al., 1991). Yard long bean is especially attractive to aphid, green sting bug, and red spider mite (Madamba et al., 2006). On the other hand, one of the major constraints for yard long bean production in our country is the attack of pod borer, *Euchrysopscnejus* (Dutta et al., 2004). But recent report on the insect pests' status of yard long bean is not available. However, farmers experience heavy loss and frequently fail to grow this crop profitably due to attack of insect pests. Hence it is urgently needed to study the insect pest complex and determine their status in Bangladesh context. Considering the above facts, the present study was undertaken to study the insect pests' incidence in yard long bean, to determine the insect pests' status of yard long bean and to measure economic losses by major insect pests of yard long bean.

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## 2. Research Design

The experiment was conducted at the experimental farm of Bangabandhu Sheikh Mujibur Rahman Agricultural University, Gazipur. A big plot of 360 m2 was selected, which was divided into two halves to get two blocks of 180 m$^2$ each. One was selected as treated block and the other was used as untreated control block. Each of the two blocks was subdivided into unit plots of equal size having 1.0 m space between adjacent unit plots. The unit plot size was 3m × 2m accommodating 18 plants in two rows. There were three such unit plots, each treated as one replication, in each block. Proclaim (Emamect in benzoate) 5 SG was applied @ 1g/l of water at 10 days intervals on the crops of treated plots starting from 40 days after sowing of seeds. The untreated plots were sprayed with water only.

## Observation on insect pests and data collection

Incidences of all insect pests were recorded at weekly interval starting from 14-15 days after germination and continued till the harvest of the crop. For this purpose, 6 plants were randomly selected from each unit plot of treated and untreated control blocks and tagged for recording the insect pests and data collection.

Aphid: Observations on aphid population commenced at 14 days of plant age. The data were recorded between 8 – 10 am. *Aphiscraccivora* populations were recorded from each tagged plant and mean number of aphids per twig, inflorescence and pod; and finally per plant were worked out. Aphid infestation was assessed weekly from the tagged plants. The mean value for the 6 stands was calculated. Five observations were made to determine the intensity of infestation of aphid. Each was carefully inspected and the size of aphid colony was visually rated on a 10 point scale (Litsinger*et al.*1977) as follows:

| Rating | Number of aphids | Appearance |
|--------|------------------|------------|
| 0 | 0 | no infestation |
| 1 | 1-4 | a few individual aphids |
| 3 | 5-20 | a few isolated colonies |
| 5 | 21-100 | several small colonies |
| 7 | 101-500 | large isolated colonies |
| 9 | >500 | large continuous colonies |

**Legume pod borer**, *Euchrysopscnejus* and *Marucavitrata*: Data on the number of larvae of each species were collected from the inflorescence and pods of tagged plants. Five observations were made at seven days intervals. The mean score for the observations on larvae of each species was calculated and recorded. Based on the data recorded, mean number of larvae per plant was calculated.

**Pod load and pod damage by legume pod borer:** At 55 days after sowing, pods were fully grain-filled, matured but still remained green. Pod damage was determined by the presence of holes and frass on pods and sticking of pods. Pod load and pod damage were assessed in the field by visual scoring on a 1-9 point scale (Jackai and Singh, 1988) as follows:

| Pod load (PL) | | Pod damage (PD) | |
|---|---|---|---|
| Rating | Degree of podding | Rating | % |
| 1 | (<60% peduncles bare (i.e. no | 1 | 0-10 |
| 2 | pods) 31-50% peduncles bare | 2 | 11-20 |
| 3 | | 3 | 21- 30 |
| 4 | | 4 | 31-40 |
| 5 | 16-30% peduncles bare | 5 | 41-50 |
| 6 | | 6 | 51-60 |
| 7 | Up to 15% peduncles bare | 7 | 61-70 |
| 8 | | 8 | 71-80 |
| 9 | Occasional bare peduncles | 9 | 81-90 |

**Thrips:** *Megaleurothrips*spp. Population was assessed by randomly selecting five flowers on each selected plant and numbers of thrips per flower were worked out. All the leaves on each selected plant were critically observed for the damage caused by leaf miner, *A. caerulea* and mean number of mines per plant was worked out. Similarly, the observations on presence of other insect pests were made. The mean values of each pest for respective week were calculated and the data obtained were presented in Table 1 and Table 2. Detailed data on the incidence of pod borer and aphid infestation on twig, inflorescence and pod yield were recorded for statistical analysis.

## Percent twig infestation

Number of infested twig and total twig was recorded from tagged plants and percent twig infestation was expressed in percentage using the following formula:

## Percent inflorescence infestation

Number of infested inflorescence and total inflorescence was recorded from tagged plants and percent inflorescence infestation was expressed in percentage using the following formula:

% Twigs Infestation= Number of Infested twigs X 100
                     Total Number of Twigs

% Inflorescence infestation = $\dfrac{\text{Number of Infested Inflorescence}}{\text{Total Number of Inflorescence}}$ X 100

## Percent pod infestation by number:

Number of infested pod and total pod was recorded from tagged plants and percent pod infestation was calculated using the following formula:

% Pod Infestation (N) = $\dfrac{\text{Number of Infested pods}}{\text{Total Number of pods}}$ X 100

## Percent pod infestation by weight

% infestation (weight) = $\dfrac{\text{Weight of Infested pod}}{\text{Total pod weight}}$ X 100

## Percent reduction of pod infestation over control

The number and weight of infested and total pods for each treated plot and untreated control plot were recorded and the percent reduction of pod infestation by number and by weight was calculated using the following formula:

% Infestation reduction over control = $\dfrac{X_1 - X_2}{X_2} \times 100$

Where, $X_1$ = The mean value of the treated plot
$X_2$ = The mean value of the untreated control plot

## Statistical Analysis

Data were analyzed by using MSTAT-C software for analysis of variance and ANOVA was calculated by F variance test.

## 3. Findings and Discussion

### Pest complex of yard long bean and their intensity of incidence

Incidence of insect pest complex on untreated control plots and proclaim treated plots in yard long bean are presented in Table1and Table 2, respectively. In Table 1, it is revealed that at vegetative stage greasy cut worm (*Agrotisipsilon)* incidence started from the third week of March and the higher population was observed in fourth week (0.35/plant), which then declined gradually at the end of May. Hairy caterpillar (*Spilosomaobliqua*) incidence started in third week of March, which reached the peak (0.49/plant) in first week of April and then gradually decreased at the end of cropping season. In case of leaf beetle (unidentified), incidence started from third week of March and reached the peak (1.00/plant) in the fourth week of the same month, which gradually

declined up to the end of the cropping season. Leaf miner (unidentified) incidence started in the third week of March, which then gradually decreased at the fourth week of April. Again its population density showed increasing trend and reached the second peak (0.50/plant) in the third week of May. Then it decreased entirely again in the last week of May. Green sting bug (*Nezaraviridula* L.) incidence first observed in the fourth week of March. Then it declined in the subsequent weeks and again started increasing from fourth week of April. After that it reached the peak (0.53/plant) in the third week of May. Again its population declined up to the end of season. Hooded hopper (*Leptocentrus taurus*) incidence was first seen in the third week of March, which then decreased in the subsequent weeks at the end of the crop season.

Semi-looper (*Diachrysiaorichaicea* Fabr) incidence started in the third week of March, which was attained maximum population (0.5/plant) in the fourth week of March. Then it started decreasing on the fourth week of April. Again it reached the second peak (0.40/ plant) in the second week of May following which it gradually declined at the end of May. In case of red spider mite (*Tetranychus* spp.), incidence started from the fourth week of March, which then followed decreasing trend up to the fourth week of April. After that it again increased to the second peak (0.42/plant) at the end of May. Then it decreased gradually to senescence of yard long bean.

At the same time, the incidence of thirps (*Megaleurothrips* spp.) was started in the third week of March and reached the peak (1.10/plant) in the fourth week of March. Then the population density started decreasing and continued up to the end of the season. The infestation of aphid was started in the third week of March, which reached the peak (25.00/plant) in the first week of April. Then it started, more or less, decreasing and prevailed up to the senescence of the host plant. The pod borers (*Euchrysopscnejus* Cnidus and *Marucavitrata* F.) incidence/infestation started in the first week of April and occurred in a uniform density up to the end of the cropping season.

Table 1: Insect pests complex in untreated control plots of yard long bean  at BSMRAU farm

| Months and weeks | | G. cut worm /plant | Hairy cater p /plant | Leaf beetl e /plant | Leaf mine r /plant | Gr. Sting bug/ plant | Hood ed hopp er /plant | Semi loope r /plant | Red spide r mite /plant | Thrip s /plant | Aphi d /plant | Pod borer /plant |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Mar | III | 0.30 | 0.40 | 0.62 | 0.45 | 0.00 | 0.00 | 0.10 | 0.00 | 0.06 | 15.78 | 0.00 |
| | IV | 0.35 | 0.45 | 1.0 | 0.55 | 0.67 | 0.50 | 0.50 | 0.67 | 1.10 | 20.10 | 0.00 |
| **Total** | | **0.65** | **0.85** | **1.62** | **1.00** | **0.67** | **0.50** | **0.60** | **0.67** | **1.16** | **35.88** | **0.00** |
| Apr | I | 0.32 | 0.49 | 0.69 | 0.43 | 0.35 | 0.30 | 0.25 | 0.40 | 0.80 | 27.08 | 5.00 |
| | II | 0.25 | 0.35 | 0.56 | 0.40 | 0.30 | 0.20 | 0.25 | 0.38 | 0.53 | 25.00 | 6.00 |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | III | 0.20 | 0.30 | 0.51 | 0.35 | 0.25 | 0.13 | 0.20 | 0.30 | 0.40 | 15.00 | 6.18 |
| | IV | 0.15 | 0.30 | 0.35 | 0.15 | 0.26 | 0.20 | 0.10 | 0.25 | 0.60 | 10.00 | 5.00 |
| **Total** | | **0.92** | **1.44** | **2.11** | **1.33** | **1.16** | **0.83** | **0.80** | **1.33** | **2.33** | **77.08** | **22.18** |
| May | I | 0.15 | 0.30 | 0.35 | 0.20 | 0.30 | 0.16 | 0.30 | 0.35 | 0.63 | 10.27 | 5.11 |
| | II | 0.13 | 0.30 | 0.35 | 0.30 | 0.40 | 0.15 | 0.40 | 0.42 | 0.65 | 15.00 | 6.12 |
| | III | 0.12 | 0.25 | 0.30 | 0.50 | 0.53 | 0.10 | 0.35 | 0.40 | 0.75 | 20.00 | 6.10 |
| | IV | 0.10 | 0.25 | 0.30 | 0.16 | 0.50 | 0.15 | 0.25 | 0.35 | 0.45 | 15.00 | 6.00 |
| | V | 0.05 | 0.10 | 0.25 | 0.00 | 0.10 | 0.10 | 0.20 | 0.15 | 0.35 | 5.00 | 5.00 |
| Total | | 0.55 | 1.20 | 1.50 | 1.16 | 1.83 | 0.66 | 1.50 | 1.67 | 2.83 | 65.27 | 28.33 |

In the present study, total number of aphid was recorded 178.23/plant/season (Table 1) in the untreated control plot, which could be calibrated to the rating no. 7 (number of aphids: 101-500 and appearance: large isolated colonies) of aphid rating scale given by Litsinger *et al.* (1977) by which aphids (*Aphis craccivora)* are considered as a major pest of yard long bean in Bangladesh.

From the Table 1, it is revealed that the prevalence and abundance of insect pests were not similar in the cropping season, spatially and temporally. Except pod borers, all the insect pests appeared at early stage of the crop while most of them were leaf feeders. Hairy caterpillar, leaf beetle, leaf miners, hooded hopper and semilooper fed on leaves but yard long bean produced huge amount of leaves at the vegetative stage. So the occurrence of these insects at the early stage of yard long bean could not cause harmful effect. The level of incidence of greasy cutworm, green string bug, red spider mite and thrips were very low to exert economic damage to yard long bean. So their occurrences did not qualify them to be rated as major pest and so they were considered as minor pests. But aphid prevailed from early stage to the end of the crop growing season in a large number.

Pod borer incidence/infestation started in the 6th week (40days after sowing of seeds) at the beginning of flower initiation of yard long bean and occurred at uniform density throughout the whole crop growing period. Incidences of insect pests on treated plots of yard long bean were minimum in numbers as compared to those in untreated plots (Table 2). Minor pests, such as greasy cut worm, hairy caterpillar, leaf beetle, leaf miners, green sting bug, hooded hopper, semilooper, red spider mite and thrips showed higher number at the end of March, which then decreased gradually. Greasy cutworm disappeared from the second week of May.

Table 2: Insect pests complex in proclaim treated plots of yard long bean at BSMRAU

| Months and weeks | | G. cut worm /plant | Hairy caterp /plant | Leaf beetle /plant | Leaf miner /plant | G. Sting bug /plant | Hooded hopper /plant | Semi looper /plant | Red spider mite /plant | Thrips /plant | Aphid /plant | Pod borer /plant |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Mar | III | 0.13 | 0.05 | 0.16 | 0.23 | 0.00 | 0.00 | 0.06 | 0.00 | 0.00 | 3.17 | 0.00 |
| | IV | 0.10 | 0.07 | 0.10 | 0.10 | 0.21 | 0.43 | 0.10 | 0.29 | 0.35 | 4.00 | 0.00 |
| **Total** | | **0.23** | **0.12** | **0.26** | **0.33** | **0.21** | **0.43** | **0.16** | **0.29** | **0.35** | **7.17** | **0.00** |
| Apr | I | 0.03 | 0.00 | 0.09 | 0.00 | 0.07 | 0.10 | 0.05 | 0.11 | 0.10 | 3.14 | 0.00 |
| | II | 0.04 | 0.04 | 0.00 | 0.15 | 0.10 | 0.13 | 0.10 | 0.15 | 0.11 | 2.10 | 3.11 |
| | III | 0.04 | 0.06 | 0.12 | 0.25 | 0.10 | 0.00 | 0.10 | 0.05 | 0.12 | 2.10 | 2.32 |
| | IV | 0.00 | 0.00 | 0.00 | 0.02 | 0.00 | 0.10 | 0.00 | 0.00 | 0.00 | 1.00 | 2.02 |
| **Total** | | **0.11** | **0.10** | **0.21** | **0.42** | **0.27** | **0.33** | **0.25** | **0.31** | **0.33** | **8.34** | **7.45** |
| May | I | 0.09 | 0.06 | 0.23 | 0.06 | 0.11 | 0.06 | 0.04 | 0.05 | 0.00 | 1.20 | 1.00 |
| | II | 0.00 | 0.10 | 0.10 | 0.07 | 0.05 | 0.04 | 0.02 | 0.10 | 0.25 | 2.10 | 1.03 |
| | III | 0.00 | 0.00 | 0.00 | 0.03 | 0.05 | 0.00 | 0.07 | 0.10 | 0.15 | 2.15 | 1.10 |
| | IV | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.03 | 0.00 | 0.02 | 1.00 | 1.20 |
| | V | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 1.00 | 1.00 |
| **Total** | | **0.09** | **0.16** | **0.33** | **0.16** | **0.21** | **0.10** | **0.16** | **0.25** | **0.42** | **7.45** | **5.33** |

Hairy caterpillar, leaf beetle and hooded hopper were disappeared after the second week of May. Semi-looper and thrips were remained in a very low density (0.03/plant and 0.02/plant, respectively) up to the fourth week of May. Aphid incidence/infestation started from the third week of March and continued up to the crop senescence. On the other hand, pod borer appeared at the 2nd week of April with the beginning of flowering, and continued up to the end of the cropping season.

**Twig infestation by aphid**

As shown in Table 3, chemical control measure (Proclaim) had significant effect on twig infestation by aphid in yard long bean. The lower (5.33%) infestation was observed in proclaim treated plot while it was significantly higher (10.37%) in untreated control plot. Accordingly, the rate of reduction of infestation in proclaim treated plots was 78.60% over control.

Table 3: Effect of chemical control measure on twig infestation by aphid in yard long bean

| Treatments | % aphid infestation of twig | % Reduction over control |
|---|---|---|
| Proclaim | 5.33 | 48.60 |
| Control | 10.37 | - |
| LSD value | 1.05 | |
| CV (%) | 8.13 | |

**Inflorescence and pod infestation**

Chemical control measure (Proclaim) had significant effect on inflorescence infestation (Figure 1). The lower rate of inflorescence infestation (4.44%) by aphid was observed in proclaim treated plot while it was significantly higher (12.77%) in untreated control plot. In case of pod borer infestation, the lower infestation (5.20%) was observed in proclaim treated plot while it was significantly higher (11.86%) in untreated control plot. On the other hand, same inflorescence infested by both, pod borer and aphid, had significantly higher infestation (3.33%) was in untreated control plots than proclaim treated plots (1.14%).
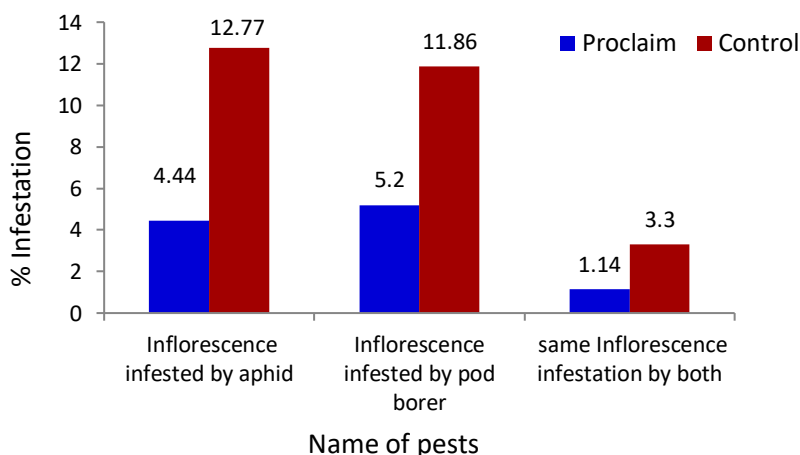


Figure 1: Effect of chemical control measure on inflorescence infestation by aphid and pod borer in yard long bean

Chemical control measure had also significant effect on pod infestation by aphid and pod borer in yard long bean (Figure 2). The lower pod infestation (3.67%) by aphid was observed in proclaim treated plots while it was significantly higher (10.76%) in untreated control plots. In case of pod borer, significant difference was observed in pod infestation. The lower infestation (5.42%) was observed in proclaim treated plot while it was significantly higher (22.05%) in untreated control plot having significant statistical difference. Similar effect was observed in the same pods infested by both, pod borer and aphid. The lower infestation (0.77%)

was recorded in proclaim treated plot while it was significantly higher in untreated control plot (4.77%) having significant statistical difference (Figure 2).
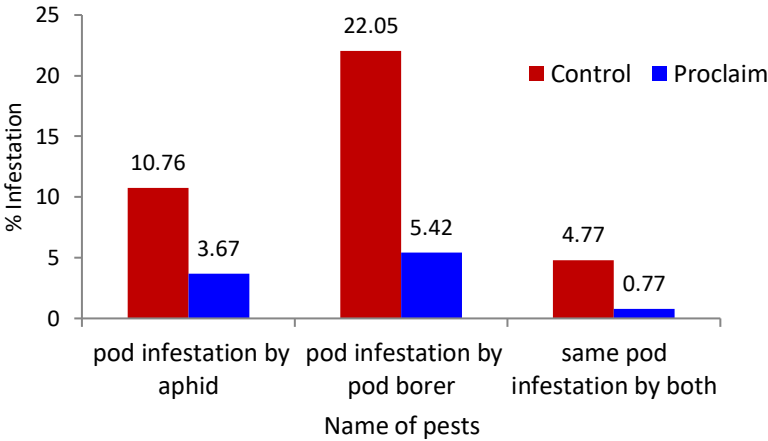


Figure 2: Effect of chemical control measure on pod infestation by aphid and pod borer in yard long bean

In the present study, the rate of infestation of pod borers (*Euchrysopscnejus* and *M. vitrata*) was observed 41.98% (15.16% inflorescence and 26.82% pod) in the untreated control plot (Figure 1 &2), which could be calibrated to the rating no. 5 (pod damage: 41-50%) under pod borer rating scale given by Jackai and Singh (1988) by which pod borers (*Euchrysopscnejus* and *M. vitrata*) are rated as major pests of yard long bean in Bangladesh. Chemical control measure had significant effect on inflorescence and pod infestation by aphid and borer in yard long bean (Table 4). The rate of inflorescence infestation by pod borer and aphid was lower in proclaim treated plot (10.95%) while it was higher in untreated control plot (27.92%). Accordingly, the rate of reduction of inflorescence infestation was 60.78% in proclaim treated plots over control.

Table 4: Effect of chemical control measure on inflorescence and pod infestation by aphid and borer in yard long bean

| Treatments | Infested inflorescence | | Infested pod | |
|---|---|---|---|---|
| | percent | % Reduction over control | percent | % Reduction over control |
| Proclaim | 10.95 | 60.78 | 9.54 | 74.62 |
| Control | 27.92 | - | 37.59 | - |
| LSD value | 5.12 | | 3.43 | |
| CV (%) | 14.92 | | 8.65 | |

In case of pod infestation by pod borer and aphid, higher infestation (37.59%) was observed in untreated control plot while it was significantly lower in proclaim treated plot (9.54%). Accordingly, proclaim resulted in 74.62% reduction of pod infestation over control (Table 4).

**Effect on yield**

Chemical control measure (Proclaim) had significant effect on infested pod yield by aphid and pod borer in yard long bean (Table 5).

Table 5: Effect of chemical control measure on pod yield infested by aphid and borer in Yardlong bean

| Treatments | Infested pod yield (ton/ha) | | |
|---|---|---|---|
| | By aphid | By pod borer | Same pod by both |
| Proclaim | 0.50 | 0.78 | 0.16 |
| Control | 0.90 | 1.77 | 0.40 |
| LSD value | 0.23 | 0.30 | 0.13 |
| CV (%) | 18.45 | 11.83 | 27.76 |

Infested pod yield by aphid was the minimum (0.50 t/ha) in proclaim treated plot while it was the maximum (0.90 t/ha) in untreated control plot, having statistically significant difference. Again, infested pod yield by pod borer was the minimum (0.78 t/ha) in proclaim treated plot while it was the maximum (1.77 t/ha) in untreated control plot. Accordingly, the pods yield infested by both, pod borer and aphid, was lower in proclaim treated plots (0.16 t/ha) while it was higher (0.40 t/ha) in untreated control plot.

As shown in Figure 3, infested pod yield was the minimum (1.45 t/ha) in proclaim treated plots while it was the maximum in untreated control plots (3.07 t/ha). Accordingly, the rate of reduction in infested pod yield in proclaim treated plot over control was 52.77%, indicating significant efficiency of chemical method in reducing yield loss by suppressing major insect pests of yard long bean. In case of total yield, maximum (15.18 t/ha) yield was obtained from proclaim treated plot while it was the minimum (8.50 t/ha) in untreated control plot thus resulting in an increase in yield by 78.59% over control.
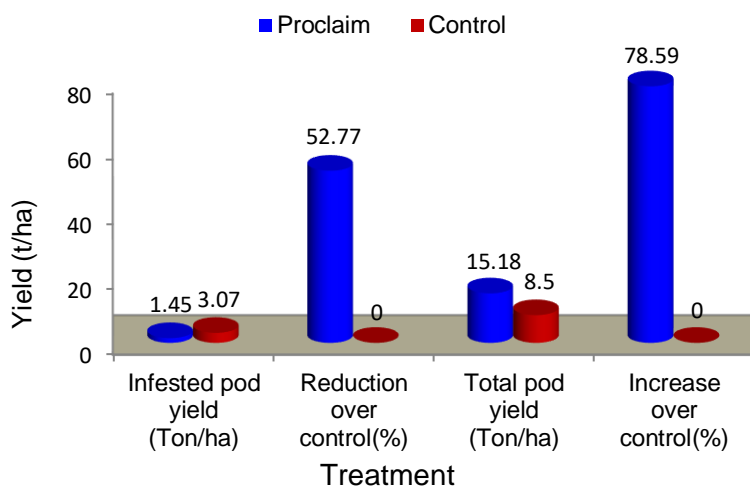
Figure 3: Effect of chemical control measure on pod yield infested by
aphid and borer in yard-long bean .

## Benefit cost analysis

As presented in Table 6, different treatments had significant effect
on yield and gross return. Gross return from proclaim treated plots was Tk.
2,13,200.00/ha while it was Tk. 96,865.00 /ha in untreated control plots.
At the same time, net return from proclaim treated plots was Tk.
1,97,400.00/ha while it was Tk. 96,865.00/ha in untreated control plots.
Adjusted net return was Tk. 1,00,535.00/ha in proclaim treated plots,
which rendered  6.36 benefit cost ratio (BCR) .

Table 6: Benefit cost analysis of different treatment for determination of
major insect pests in yard long bean

| Treatment | Yield (t/ha) | Gross return from produce (tk/ha) | Cost of treatment (tk/ha) | Net return (tk/ha) | Adjusted net return (tk/ha) | BCR |
|---|---|---|---|---|---|---|
| Proclaim (Emamectin benzoate) | 15.18 | 213200 | 15800 | 197400 | 100535 | 6.36 |
| Control | 8.50 | 96865 | - | 96865 | - | - |

* Cost of Treatment { i) S.V.600 L × 1g × Tk.6/- × 4 spray = 14400/-; ii) Labour cost: 2
labs. × 150/-× 4 times = 1200/-; iii) Sprayer rent: 50/-× 4 times = 200/-} = 15800/-
*Farm gate price of yard long bean: Healthy pod Tk. 15.00/ kg, Infested pod Tk.5.00/ kg
(during April to June, 2009).

## 4. Conclusion

The above findings in terms of incidence, population density, infestation intensity and economic loss caused by pod borers and aphids qualify them to be rated as the major pests of yard long bean while those in terms of infestation reduction, protection of inflorescence and pods, and economic gain rendered by proclaim justify the recommendation of chemical control of aphids and pod borers in yard long bean.

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# The Use of Technology in the Post-method Pedagogy at the Secondary Level in Bangladesh

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## Abstract

*Teaching methodologies and techniques have been rapidly changing for the last few decades. The advanced technologies greatly contribute to the changes. The study aims at investigating the needs of technology supported post-method pedagogy to facilitate teaching and learning English among the secondary level students in Bangladesh. The participants of the study were 50 secondary students and 10 EFL teachers teaching at the secondary level. A questionnaire survey was administered to the 50 participants in two segments: the first part was to depict their current status of technology use in the CLT approach in EFL classes; and the second part focused their current needs of effective pedagogy in the post-method approach. 10 EFL teachers were directly interviewed to depict their viewpoints on using technology from the perspectives of post method pedagogical approach. The study found that both the learners and the teachers are interested in the use of technology in implementing classroom activities. The study revealed that the current use of technology for the purpose of language teaching was unsatisfactory. The study proposes some ways of pedagogic use of technology in teaching and learning English from post-method perspectives and shows the means of working it out effectively in the EFL classroom.*

***Key words***: *Post-method, secondary level, audio-visuals, personalized learning, movie segments*

## 1. Introduction

Over the last two decades, Bangladesh experienced a critical condition with CLT in the fields of EFL teaching and learning. CLT was first introduced for the betterment of the EFL pedagogy in the mid-nineties of the last century that has been completely proved to be a failure with time in terms of acquiring a second language like English other than

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Bangla. Researchers like Huda (2013) and Shurovi (2014) also believe the same. Other researchers opined that CLT is 'not working effectively' (Iqbal-e-Rasul, 2016) or requires a 'change' (Rahman, 2015). This is because Bangladeshi EFL students could not utilize the CLT method for language learning. Even, the teachers could not utilize this method appropriately over the last two decades indeed though Podder (2016) opines that the teachers are not the only responsible for this failure. In consequence, our students could not get the positive result in EFL learning.

Now-a-days people do not even think about a single moment without any technological usage. Particularly, the teenagers are now completely captivated by technology. That trend has also touched the Bangladeshi EFL teachers and learners. In a large extent, negative impacts of using technology are gaudily exposed though it can be manipulated in teaching and learning significantly. On the other side, technology in CLT approach remained neglected in the EFL classes. Though in the last two decades, technology has emergently progressive. Now-a-days, a significant panorama of overusing technology in Bangladesh is found. So, we must think something different to utilize it instead of thwarting it. So, we must seek for an incorporation of using pedagogical technology and the post-method for our EFL learners. Post-method is the latest addition to language teaching and learning in the developed world. Such pedagogy allows us to go beyond, and overcome the limitations of method-based pedagogy (Kumaravadivelu, 2003). As this is both teacher centered and learner centered; it can facilitate both teaching and learning procedures simultaneously.

Most of our teachers are still incapable to use technology in the classroom. Saxena (2013) considers that the pedagogical technology gives beginners instant access to a profusion of valued facts that 'leads to learning at much quicker rates than before. But unfortunately our secondary schools are not providing such technological facilities to the teachers and the students. The current using tactics of technology are not adequately appropriate for the context and according to the students' needs. Depicting the technological support of the secondary level institutions, Podder (2016) alleged:

> The schools did not have technology such as CD players, audio and video CDs, computers or laptops and multi-media projectors those which could enhance English language teaching and learning. One of the four schools had a television but that was not for use in teaching English language. (p.43)

Therefore, technology should be deployed with post-method tactics in our EFL education system. After successful accomplishment of the study, the EFL teachers will be able to realize the students'

dissatisfaction with the existing technological privileges of CLT approach they are getting in the EFL classrooms. They will also understand the simultaneous needs of innovative EFL pedagogy and supportive technology for the better understanding of the EFL learners in the post-method condition. The study also aims at stimulating the interaction between the EFL teachers and learners in the language classroom in a more credible way.

## 2. Review of Literature

Post-method is the latest trend in language pedagogy that put emphasis on the immediate needs of both teachers and learners to facilitate teaching and learning English. Therefore, the teachers must not think even a single class without technological support. Adeyanju (1988) opines that language classes with visual subsidy are more interactive and interesting to the learner than those without visual aids.

Considering ICT application in Bangladeshi ELT context, Ali (2016) ponders that a teacher needs to select the materials, tools and equipment based on the appropriateness and interest to age group of the students, point of the lesson, usable language style, locally available and culturally suitable materials like picture, audio and quality video clips. Rahman (2009) considers that pictures can help individual learners predict, infer, deduce information, and analyze today's world so that it can be brought into today's classroom and expose the learner to new ideas. The effective use of online materials may provide positive spin-offs such as 'authenticity' and 'motivation' for learners much the same as if they were engrossed in the language and culture while studying abroad(Paulsen, 2001).Several studies have observed the needs and ways of utilizing interesting technology like audiovisuals, educative games or other video materials in the EFL classroom. Herron, Hanley & Cole (1995) specify that the visual support in the form of descriptive pictures significantly improve comprehension in language. So, visual materials can improve the pedagogic quality in the EFL classrooms. Bajrami and Ismailia (2016) think that while viewing the video materials, students can put themselves in the vivid atmosphere created by the video materials and understand the pragmatics of the language used by the characters.

## 3. Research Methodology

The study applied a questionnaire survey and teacher interview to collect data. The participants were 50 secondary students and 10 EFL teachers teaching at the secondary level in Bangladesh. The first segment of the questionnaire was set for bringing out the perception of the students to measure their satisfaction level with the existing language pedagogy and technological support. The second segment was about the students' current

needs of EFL pedagogy with supportive technology. The researcher selected different secondary schools to collect data for the study. They aged between 14 and 16 years old and were selected from ten different institutions. Ten EFL teachers were also interviewed on different areas of teaching to elucidate their relevant viewpoints in a qualitative approach.

## 4. Findings and Discussion

## 4.1. Result of Students' Questionnaire

A questionnaire having two segments of 10 relevant questions was distributed to the 50 students of class nine and ten who are considered to be the secondary level students in Bangladesh. First segment of the questionnaire having four questions was set to get the closed end information about their satisfaction level with the current support of technology and pedagogy in their EFL classes.

Table1: Students' satisfaction with the existing support of technology

| SL | Questions | Yes | No | Sometimes |
|----|-----------|-----|-----|-----------|
| 1 | Do your teachers frequently use audiovisual aids in the English class? | 0% | 32 (64%) | 18 (36%) |
| 2 | Does the existing CLT approach in the classroom help you learn basic English language skills? | 9 (18%) | 35 (70%) | 6 (12%) |
| 3 | Do you find the study materials more authentic when your teachers use technological aids? | 27 (54%) | 23 (46%) | 0 |
| 4 | Do you communicate in English in the EFL classroom? | 4 (8%) | 36 (72%) | 10 (20%) |

Table-1 shows the students' satisfaction with the technological facilities in the current pedagogy. It is found that 64% participants opined that their teachers do not generally use audio-visual aids in the English classes in Dhaka city though 36% participants admitted that their teachers sometimes use audio-visual aids in the class. In general, 70% of the students are not satisfied with the current communicative language teaching approach in terms of learning the basic skills. Particularly, 54% of the participants find the study materials more interesting when their teachers use technological aids. Only 18% students communicate in English in the EFL classroom whereas 72% students do not use English to communicate in the EFL classes. However, 20% students sometimes use English to communicate. The second segment of the questionnaire having six relevant questions was distributed to the same participants to bring out

92

the information about their current needs of technological facilities in the language classrooms.

Table-2: Students' needs of technological facilities in the EFL classroom

| SL | Questions | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 1 | I think using technological games in the class can enhance my English language skills. | 40 (80%) | 5 (10%) | 3 (6%) | 2 (4%) | 0 |
| 2 | I feel interested in learning English if the teacher uses audio-visual teaching materials. | 45 (90%) | 3 (6%) | 2 (4%) | 0 | 0 |
| 3 | I consider watching movie to improve my English language skills with new vocabularies. | 30 (60%) | 10 (20%) | 5 (10%) | 5 (10%) | 0 |
| 4 | Video materials in the classroom decrease my anxiety and tightness in English language learning. | 30 (60%) | 10 (20%) | 10 (20%) | 0 | 0 |
| 5 | I feel comfortable to get involved in internet based personalized learning. | 25 (50%) | 5 (10%) | 15 (30%) | 5 (10%) | 0 |
| 6 | I think English teachers should use more audio-visual materials in the classroom. | 35 (70%) | 10 (20%) | 5 (10%) | 0 | 0 |

Table-2 depicts a statistical inquiry of the answers given by the students revealed that on a general level, students considered the use of technological games as effective to develop English language skills.90% of the students strongly agreed that using games in English classes could facilitate the learning of the English language. Almost all of the participants (96%) found audio-visual aids to be useful in developing their language skills as well as keep them interested in partaking classroom activities during the audiovisual teaching materials. More than half of the participants strongly agreed that watching movie segments in the class can improve their English language skills with new vocabularies. Approximately 80% of the students agreed to the affirmation that the use of video materials in their lessons reduced their anxiety and tightness in learning English language. It is mentionable that assimilation of internet based personalized learning has not been yet completely popular though a large number of teenagers use Facebook and internet in Bangladesh. Still, 60% of the participants are involved in internet based learning. In general, ninety percent of the participants opined that their EFL teachers should use

more audio-visual materials in the classroom to support them improve their English language skills.

## 4.2. Findings from Teacher Interviews

Ten EFL teachers of different schools were directly interviewed to get related information about using technology and post-method pedagogy in the EFL classrooms with six relevant questions. They were also independent to give their valuable opinions for the development of EFL education in Bangladesh.

**Table-3:** Teachers' opinions on EFL pedagogy and use of innovative technology

| SL | Questions | Always | Sometimes | Never |
|----|-----------|--------|-----------|-------|
| 1 | Do you use audiovisual teaching materials in the classroom? | 2 (20%) | 4 (40%) | 4 (40%) |
| 2 | Do you implement self-made activity in the language classroom? | 1 (10%) | 2 (20%) | 7 (70%) |
| 3 | Do you think that using games or viewing movies can facilitate learning of English language skills? | 8 (80%) | 2 (20%) | 0 |
| 4 | Have you ever received any formal training on using technology in the class? | 4 (40%) | – | 6 (60%) |
| 5 | Do you think the sociable usage of technology can support you to master the class? | 7 (70%) | 1 (10%) | 2 (20%) |
| 6 | Do your institutions have adequate technological support to use in the English language classrooms? | 1 (10%) | – | 9 (90%) |

It is found that only 60% teachers use audio-visual teaching materials in the class, though not frequently. Notably, 70% of the teachers are still trying to implement CLT for teaching English in the EFL classroom. Only 30% teachers like post-method in the EFL class whereas 20% of them do not frequently use it. Eighty percent of the teachers feel that using games or viewing movie segments can facilitate learners' learning of English language skills. But inconsiderately 60% of the teachers have not received any training on using technology in the class. Most of the teachers (70%) assert that the effective use of technology can support them to master the class, though 20% of them disagree with that opinion. Just the opposite panorama, 90% teachers admit that their institutes have not the adequate technological support to use in the EFL classrooms. During the interviews, all the teacher participants were asked to give their opinions about using technology in the class. 30% teacher-participants stated that they prioritized students' needs in the English language classes.

Teacher (T1) remarked:

> Most of the time, science teachers usually use projector in the classes. English teachers in that case do not get the priority always… I follow CLT approach though sometimes I need to fulfill the immediate needs to assist the students.

During the interview another teacher (T2) informed:

> My institution has adequate technological supports; but we, the English teachers do not use frequently though most of us believe the pedagogic use of technology can hasten the learning of the students and lessen our labor in the class…. I follow post-method pedagogy to some extent, but not completely.

One of the interviewee (T3) confirmed the present researcher:

> I use technology in the classroom at least twice a week. Even sometimes, I use Facebook to upload the study materials for the students. They also enjoy it… I always prioritize the students' needs. I never fix on a single pedagogy for EFL teaching.

Some of the participants have not received any training on pedagogic use of technology in the classroom though they admitted that the use of effective technology can help them master the class. In this connection, a teacher (T4) disclosed that:

> I do not use technology because I am not able to use such technological equipment. Moreover, if any problems occur in the middle of the class, I won't be able to solve it. I am using CLT in the EFL classrooms.

One of the teachers (T5) commented:

> I do not think technology always support me to master the class. Very often, whiteboard and marker helps me to make my students understand the lesson in a better way. Regarding pedagogy, I prefer to combine GTM and Direct Method to CLT.

During the interview, a teacher (T6) concluded:

> I have never received any training of using technology effectively in the classroom. So, I do not use technology. I use CLT to teach English at school.

It is worth mentioning that several teachers used post-method pedagogy in the classes though they were not clearly aware of the concept of this pedagogy. Some teachers opined that if the technology-based games and movies were used in the class for language practice, the learners would be tremendously benefitted. Therefore, it can be said that

students are interested to learn through innovative and attention-grabbing technological support which is also the key tactic of post method pedagogy in learning a second/foreign language other than the native tongue. Still, in Bangladesh the students are not getting technological support adequately to learn English language skills properly.

## 5. Recommendations

The study recommends some major needs and modifications of current EFL pedagogy after getting the related information. A new approach combining CLT, Grammar Translation Method and Direct Method can be adopted as a way in the current post-method condition. YouTube channels, Facebook groups and different educative websites should be properly utilized by the teachers for teaching with more credibility. In this regard, Ayman Sadiq's'10 Minute School' can be an effective approach to facilitate learning by providing solutions and elucidations of different topics enriched by a variety of creative teaching and learning devices. Such virtual schooling serves pedagogical purposes in the post-method. Mobile phones are now quite popular among the teenagers.

The teachers can utilize the mobile phones for teaching pronunciation or vocabularies through different language learning applications. Teachers should adopt the current technological facilities according to the interest of the teenage learners. In that case, some pedagogic websites can be supportive for the EFL teachers to utilize during teaching in the EFL classrooms. These are also supportive for the personalized learning of the learners through internet. The teacher may also show movies in the class for the enrichment of students' vocabulary in English language. The students can watch the movie segments in their classroom on the projector screen. After that the teacher may get them involved in different classroom activities. Animated cartoon movies with subtitles can be supportive in this regard. Writing movie summaries, taking notes on important vocabularies, group work or role play can be the different form of classroom activities that a teacher can adopt. To make our classes more effective, the teachers may arrange different types of educative games with authentic visual texts related to his lesson. Indeed, the practice of games in EFL classrooms is an approach to render more "interesting, enjoyable, and effective" teaching (Uberman, 1998).

## 6. Conclusion

The Post-method pedagogy requires new and flexible tactics for both EFL and ESL teaching and learning. In the EFL context of Bangladesh, it is high time we started using post-method pedagogy for the betterment of our students. In that case, use of technology in more

effective ways is significant that the current paper actually affirms. There were enormous integers of constructive and destructive notions to education technology. Nevertheless, step by step as technology was encompassed by the educational institutions, they appreciated the technological significance in education. So, using technology is an eye-catching teaching tactic for the EFL teachers in Bangladesh. Though, it may not be applicable to all types of institutions for the socio-economic condition of the country. Still, we can long for such an environment in the educational institutes if government of Bangladesh supports in this regard by setting up a language lab in every schools and colleges. Even in universities, language lab is considered as a fascinating place to pass the leisure during daytime of classes.

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# ICT Integration in English Language Teaching: A Case Study

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## Abstract

*This study aimed at exploring the process of integrating ICT into teaching-learning practices and the emerging challenges in the Department of English Language & Literature, North Western University, Khulna, Bangladesh. In this study, the mixed-method approach was used. The sample population consisted of 49 students and 8 teachers of the same Department of North Western University. Instruments of the study were the classroom observation and a questionnaire survey. The results demonstrate that students are aware of the advantage of the exploitation of ICT in teaching and learning. It is revealed that the ICT is found advantageous, supportive, inspiring, enjoyable, and beneficial to the students for learning English. The findings also disclosed some crucial factors that has prevented the teachers and students from using ICT in teaching and learning, among these the institutional ones such as lack of proper access to ICT resources, overcrowded-classrooms, lack of technical and pedagogical support are more influential on the integration process.*
***Key words:*** *Education, ICT, students, integration, ICT*

## 1. Introduction

Education is highly controlled with Information and Communication Technologies (ICT). Daniels (2002) has studied that ICT turns into integral part of modern civilization and it happens within very short time-frame. It has been regarded as inseparable medium for

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education whether it is reading, writing, listening and speaking. Yusuf (2005) has explored from his study that ICT affects teaching, learning and research which is very much certain and effective. The progressive increase in the use of Information and Communication Technologies (ICT) in education has drastically changed the teaching/learning process. A great deal of research has proven its benefits in educational quality (Al-Ansari, 2006). It is the prospective of ICT which helps to innovate, speed up, enrich and deepen skills in order to motivate and engage students and it is ICT which is helpful to help relate school experience to work practices, create economic viability for tomorrow's workers, as well as strengthening teaching and helping schools change (Davis and Tearle, 1999; Lemke and Coughlin (1998; cited by Yusuf, 2005). ICT indicates possible prospects for learning which is totally different from traditional education.

## 2. Literature Review

Long (2001) suggests that ICT can engage and inspire students. Jhurree (2005) emphasizes the impact of technology, especially computers in education. ICT eradicate the time and geographical barriers for students and teachers as they can log on from any place (Sanyal, 2001; Mooij, 2007; Cross and Adam, 2007; UNESCO, 2002; Bhattacharya and Sharma, 2007). ICTs allow to create digital resources like digital libraries and from this place the students, teachers and professionals can admittance research material and course material at any time (Bhattacharya and Sharma, 2007; Cholin, 2005). ICT can advance performance, teaching, administration and expand relevant skills in the disadvantaged communities (Bottino and Sharma, 2003). According to Hepp, Hinostroza, Laval and Rehbein (2004), the literature contains a lot of uncorroborated claims about the revolutionary possible of ICT in order to develop the quality of education. A virtual international gallery for students' work has been provided by the World Wide Web (WWW) (Loveless, 2003 Becker (2000) studied that it is ICT which develops student engagement and it leads to an increased quantity of time students pay out working outside class. ICT may fit into a continuum of instructional approaches, varying from traditional to innovative (Stoddart and Niederhauser, 1993). According to Susman (1998), the use of ICT may foster accommodating learning and reflection about the content. Therefore, ICT may role as a facilitator of dynamic learning and higher-order thinking (Alexander and Jonassen, 1999). ICT can be used in order to take out communication barriers like space and time (Lim and Chai, 2004). According to Wheeler (2001), ICT will not only improve learning settings but also set up next generation for future lives and careers. To access knowledge, ICT can be via in order to keep pace with the latest improvements (Plomp, Pelgrum& Law, 2007). According to Brush, Glazewski and Hew (2008), learning subjects can be discovered, problems can be solved and solutions can be achieved for

learning process with the use of ICT as a tool. Chai, Koh and Tsai (2010) have stated that innovative understanding in students' areas of learning can be developed with the integration of ICT. ICT enables students to communicating; sharing and working can be done collaboratively anywhere and anytime if the students can be enabled using ICT (Koc, 2005). Reid (2002) has pointed out that ICT offers students more time in order to discover beyond the mechanics of course content allowing them to better understand concepts.

## 3. Objectives of the Study

This study aims at investigating the use of ICT of the students of the Department of English Language and Literature, North Western University Khulna, Bangladesh. This study is to discover the impact of the use of ICT in the classrooms. This study also aims at investigating the impact and integration of ICT on students' educational performances.

## 4. Methodology

The mixed-method research approach was applied to conduct the study. The sample population consisted of 49 students and 8 teachers of the same Department of North Western University. Instruments of the study were the classroom observation and a questionnaire survey. A descriptive statistic of percentage and value score were used in the data analysis. The data were analyzed with a view to obtaining the results of the survey. Upon the collection of data, these were analyzed, computed and tabulated using Microsoft Excel software.

## 5. Findings and Discussion

The following sections discuss the results and findings of the study. It also illustrates how ICT affects the learners of the Department of English Language & Literature, North Western University, Bangladesh. The responses of the participants are sectioned in a five-point Likert scale (1932) by means of: 5= Strongly Agree (S.A), 4= Agree (A), 3= Neutral (N)/Neither Agree nor Disagree, 2=Disagree (D.A) and 1= Strongly Disagree (S.D).

The respondents of English Language & Literature Department were requested to give their valuable opinions on twenty statements regarding their integrations to ICT for learning. It was found that99% learners (strongly agree or agree) prefer like ICT in their classroom in English Language. Further, 94% (strongly agree or agree) students claim that ICT is an effective method for learning English language. As shown in the table, 93% learners (strongly agree or agree) suggest that their classroom is ICT oriented. Moreover, it is needed to discuss that 96% learners (strongly

agree or agree) that Through ICT facilities, they are benefitted. Even, 91% students (strongly agree and agree) comment that the students, who use ICT for learning, are pro-active. Therefore, it is revealed that the greater part of learners of this department use ICT for learning and they have constructive integration to ICT for education. All the statements were analyzed in the table (Table 1) below:

Table 1: Respondents' Integration to ICT for Education (%)

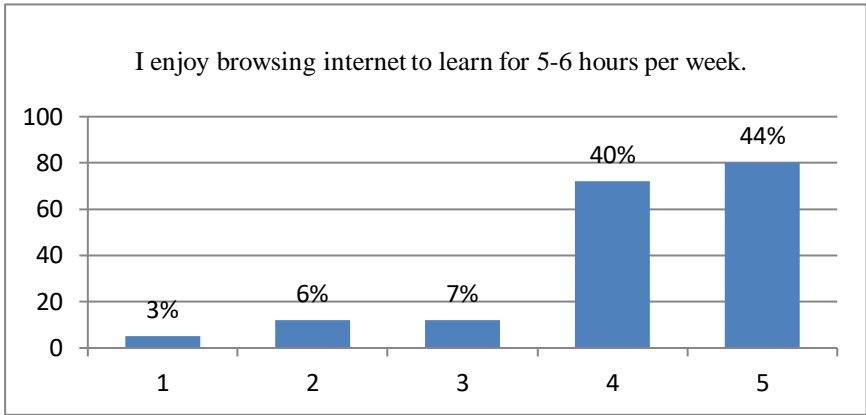| SL | Statements | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|----|-----------|----------------|-------|---------|----------|-------------------|
| 01 | I like ICT in my classroom. | 67 | 32 | 01 | 00 | 00 |
| 02 | ICT is an effective method for learning English language | 61 | 33 | 1 | 3 | 1 |
| 03 | My classroom is ICT oriented. | 57 | 36 | 06 | 01 | 00 |
| 04 | Through ICT facilities, I am benefitted. | 54 | 42 | 03 | 01 | 00 |
| 05 | The students who uses ICT for learning are pro-active | 54 | 37 | 05 | 01 | 03 |

In the Table-2, it is analyzed that 87% learners (strongly agree or agree) think that ICT creates good impression on teaching. 91% learners (strongly agree or agree) agree that they use ICT outside the classroom in order to be educated informatively and even 38% learners agree that they use ICT outside the classroom. The study showed that 90% learners like to study through the ICT use. On the basis of the respondents' valuable opinions, it is certain that most of the learners want integration of ICT to be educated properly as they feel easy to learn through ICT integrated classroom.

Table 2: Respondents' Integration to ICT for Education

| SL | Statements | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|----|-----------|----------------|-------|---------|----------|-------------------|
| 06 | ICT creates good impression on teaching. | 71 | 16 | 06 | 07 | 00 |
| 07 | I use ICT outside the classroom. | 38 | 53 | 06 | 03 | 00 |
| 08 | I like to study further with ICT. | 50 | 40 | 06 | 02 | 02 |

For the item no. 9, it is found that 44% learners strongly enjoy browsing internet 5-6 hours per week for educational purpose. Even 40%

students enjoy browsing internet 5-6 hours per week. This percentage is really big enough to establish students 'integration to ICT for education in the department of English Language and Literature.



The statement, mentioned in the table-3, expresses the objection of browsing internet. 62% learners (strongly disagree and agree). Furthermore, it is clear that the teachers of this department are experienced in ICT as 88% learners (strongly agree and agree) claim that their teachers inspire them to use ICT for learning more. It is reported that the 94% learners (strongly agree and agree) think that the use of ICT is increasing gradually. So, this response proves that the students are interested in ICT use. 91% students prefer the power-point presentation as a technique.

Table 3:Respondents' Integration to ICT for Education (%)

| SL | Statements | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 10 | I dislike browsing internet to learn. | 18 | 09 | 11 | 28 | 34 |
| 11 | I do not use ICT as it is costly | 14 | 26 | 13 | 34 | 13 |
| 12 | My teachers inspire me to use ICT for learning more. | 50 | 38 | 08 | 02 | 01 |
| 13 | Using ICT is increasing day by day for educating among my classmates. | 60 | 34 | 04 | 01 | 01 |

| 14 | I enjoy PowerPoint presentation in my classroom. | 51 | 41 | 04 | 02 | 02 |
|----|---|----|----|----|----|----|
| 15 | I enjoy browsing internet for correct English pronunciation. | 75 | 19 | 03 | 01 | 02 |

It is found 84% (strongly disagree and agree) students enjoy browsing internet for searching the word meaning and learning correct pronunciation. 83% (strongly disagree and agree) learners think they get useful handouts through internet using for better education. Some students think that they cannot browse internet because of lacking of English proficiency in this department. Basically, some learners cannot browse internet randomly because of their English inefficiency in English. The students have adequate integration to ICT for achieving education as the learners strongly agree that their academic results are being improved for the influence and impact of ICT.

**Classroom observation findings**

From the observation of the three classes, it can be said that, the classrooms of the department of English Language & Literature, North Western University Khulna, Bangladesh are ICT dependent. Internet accesses are available. PowerPoint and multimedia presentation is maintained in the classrooms for teaching and learning. All the teachers are skilled using ICT and the male and female teachers use ICT at the time of delivering lectures in the class. Observations made in nine lessons during the first year of using laptops showed a median ICT use of up to 50% of the lesson time. It should be indicated that prolonged use of the ICT in these classes would be remarkable after several years. It is assumed that the distinction in the duration of ICT use during the lesson would be up to 80%, and after four years, the teachers the teachers would be more skilled in ICT-based learning and the use of the ICT tools for different needs during the entire lesson. An example that refers to the measurement of the median percentage of the lesson time devoted to organization of learning in lessons which take place in an ICT-based environment between 2011 and 2013.

## 6. Conclusion

Based on the obtained results, it is revealed that the ICT integration to education positively affects and helps learners to achieve education in different ways. It is found in this study that the majority of the learners spontaneously and frequently use ICT with a view to learning.

From the findings of this study, it is apprehended that most of the learners have experience using ICT for learning English because their classroom has internet facilities. Even, their teachers inspire students as teachers have experience in ICT. Moreover, learners and teachers enjoy using ICT for learning. Most of the learners suggest that the using ICT is very interesting. It is proved that learners' academic results are being developed with ICT use. The study showed that, the ICT is an additional advantage for learners and they can get useful output of ICT use. Therefore, it can be emphasized that the learners were positively influenced by the ICT.

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# Call for Papers

Dear Colleagues/Researchers,

Education and Development Research Council (EDRC) is a government affiliated research organization established in 2004. EDRC currently publishes a **double-blind peer-reviewed Quarterly Journal** titled *The EDRC Journal of Learning and Teaching (EJLT)* especially for college and university teachers, trainers, researchers, instructional designers, e-learning developers, and practitioners. The Journal emphasizes academic excellence, research rigidity, knowledge dissemination, and reciprocated scholarly efforts in order to endorse theoretical, empirical, experimental and practical research at the national and international levels.

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### 2. Abstract

The abstract should provide a complete synopsis of the research paper and should introduce the topic and the specific research question(s), provide a statement regarding methodology and should provide a general statement about the results and the findings. *Because it is really a summary of the entire research paper, it is often written last*. The abstracts must not cross 225 words.

### 3. Introduction

The introduction begins by introducing the broad overall topic and providing basic background information of the study. It then narrows down to the specific research question(s) relating to this topic. Every section may have subsections. It provides the purpose and focus for the rest of the paper and sets up the justification for the research.

### 4. Literature Review

The purpose of the literature review is to describe past important research and it relates specifically to the research problem. It should be a synthesis of the previous literature and the new idea being researched. The review should

examine the major theories related to the topic to date and their contributors. The researchers are required to know the research that has already been done in their field. The Literature Reviews examine previous related research. It should include all relevant findings from credible sources, such as academic books, and peer-reviewed journal articles.

## 5. Research Design/ Methodology

The section will describe the research design and methods used to complete to the study. The instruments used (e.g., questionnaire, interview protocol, observation, focus group discussion, think aloud protocol, etc.), the participants, and data analysis procedures should be clearly mentioned in this section. The section may comprise subsections for every item. The general rule of thumb is that readers should be provided with enough details of the study.

## 6. Findings and Discussion / Results

In this section, the results are presented. This section should focus only on results that are directly related to the research or the problem. Graphs and tables should only be used when there is too much data to efficiently include it within the text. This section should also discuss the results and the implications on the field, as well as other fields. In this section, the hypothesis is tested or the research questions are answered and validated by the interpretation of the results.

## 7. Recommendations (Optional)

In this section, the author/researcher may put forward some recommendations based on findings of the study.

## 8. Conclusion

This section should also discuss how the results relate to previous research mentioned in the literature review, any cautions about the findings, limitation of the study, and potential for future research.

## 9. References

In this section, the author should give a listing of works cited in the paper. References should be an alphabetized list of all the academic sources used.

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- Articles/Papers formatting, citation, and referencing: The APA Style, 6<sup>th</sup> Edition

Kind regards,
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