THT Journal
The Journal of Teachers Helping Teachers
Volume 4
Fall 2016

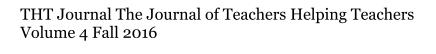Patrick Dougherty, Editor

THT Journal

The Journal of Teachers Helping Teachers
Volume 4
Fall 2016

The THT Journal is dedicated to exploring and promoting best practices in language education.

The THT Journal is the refereed publication of the Teachers Helpling Teachers (THT) Special Interest Group of the Japan Association for Langauge Teaching (JALT). All submissions are double-blind peer reviewed.

This publication was made possible with the cooperation of JALT.

THT Journal The Journal of Teachers Helping Teachers
Volume 4 Fall 2016

The THT Journal is dedicated to the memory of William "Bill" Balsamo (1943 - 2008) the founder of Teachers Helping Teachers.

Foreword
Michael Furmanovsky
Teachers Helping Teachers Coordinator

Last year I expressed my genuine surprise at the high quality and number of the articles in our journal. This year I am even more impressed and would like to give a huge thank you to Pat Dougherty and the contributors for what is arguably our strongest issue yet. In 2016 our long-standing effort to encourage young teachers who participated in our annual programs in Bangladesh, Vietnam, Laos, and Kyrygzstan, has really paid off with nine excellent contributions that combine both thorough research and highly practical considerations for everyday EFL teaching. The quality of these articles is a testament to the mentoring work that THT participants from Japan have been doing in these countries as well as our recent efforts to increase the number of co-presenters from the home country. This issue also reflects a kind of coming-of-age among young teachers, many of whom have not only completed masters degrees but have returned from studies overseas with a hunger to give back to their communities. Many of them are now being put into positions of considerable influence in their home countries and as full professionals are interested in, and obliged to publish their research. This is particularly true of teachers in Bangladesh, and I hope our membership will be inspired by their impressive contribution in this issue, to help recruit more of our colleagues in the other THT programs to send in work based not only on their masters theses but on the action research that they are increasingly engaged in. I would also like to thank three of our most active Japan-based teachers, including two from the Vietnam program, Marian Wang and Michael Carroll, and one from our Kyrgyzstan program, Cherie Brown, for their mentoring efforts culminating in three of the nine articles in this volume.

All in all, 2016 was a good year for our core THT seminars but we are not resting on our achievements and in 2017, we hope to finally have our first full seminars in Nepal. This follows the tireless work and dedication of Randall Bollig, Catriona Chalmers Takeuchi and Ann Mayeda over the past several years, including the post–earthquake period in the country. We are also hoping that we can begin a pilot program (or THT Opportunity) in Myanmar next year, following on the groundwork done by our by tireless JALT colleagues, Bill Pellowe, Frank Berberich and Kevin Ryan. They have been organizing workshops along THT lines for several years now and a fully developed THT program is surely not far away.

On a personal note, I will be stepping down as Coordinator, but intend to redouble my efforts to extend the THT footprint in Vietnam with my hard-working and ever patient mentor, Joe Tomei. It is my great pleasure to welcome a new set of dynamic officers led by incoming coordinator Steve Cornwell, who as you all know has been very active in almost every area of the larger JALT organization. As I wrote last year, our organization is striving to fulfill the vision of our founder Bill Balsamo and this year's journal would surely bring a smile to his face. Thanks again to all the contributors.

Preface

The Fourth Volume of the *THT Journal: The Journal of Teachers Helping Teachers*
Patrick Dougherty
Faculty of International Liberal Arts
English for Academic Purposes Program
Akita International University
Japan

Welcome to the fourth volume of the *THT Journal*. It consists of nine articles from fifteen researchers that are dedicated to exploring and promoting best practices in language education. Before introducing the articles it is important that we acknowledge the contribution of our team of reviewers. The THT Journal is a peer, double-blind, reviewed journal. It requires much service by our international team of reviews, a team made up of academics from Japan, Australia, the Middle East, and the United Kingdom. Adding to this sense of internationalism is the fact that the authors of the nine articles presented in this issue are based in Kyrgyzstan, Vietnam, Bangladesh, and Japan.

Altynai Toktomotava and **Cherie Brown** compare Kyrgyz and English culture-specific phraseology and suggest to us how EFL learners might benefit from cross-cultural comparisons of such expressions as they attempt to learn these in the target language.

Nguyen Thi Kim Anh and **Michael Carroll** introduce us to a project where students in Vietnam and Japan were encouraged to reflect on their classroom circumstances. From this reflection they created action plans to address classroom problems in the context of their own experiences.

Eshita Awal discusses the difficulties in teaching language classes where students have diverse proficiencies in the target language. Problems are identified and solutions are offered. An action plan for any teacher faced with this situation is outlined and discussed.

Nanda Kumar Das and **Galib Shahriar** delve into the issues of materials development in the milieu of teaching English in Bangladesh. Their article shares with us their findings concerning the impact of introducing authentic materials in the classroom.

Sharifa Chowdhury investigates the issues surrounding students comprehension of English language lectures. She offers results that have implications for those teaching not only in Bangladesh educational institutions but anywhere where teachers are using English as a medium of instruction with L2 students.

Taslima Irine Ivy and **Rubina Khan** investigate the use of multimedia in the language classroom. They caution that, while student motivation might improve with the introduction of multimedia to the classroom, this might not act to advance student performance in the skill areas.

Sharifa Chowdhury and **Fouzia Reza** introduce us to the challenges of teaching "Millennials." This generation, born from the early 1980s through the early 2000s is technology dependent, prone to innovation, and, according to the authors, difficult for teachers to teach using traditionalist methodologies.   For teachers working with this demographic group they offer suggestions on how to engage this group of students.

Syed Shahrier Rahman and **Mourin Barua** investigate the effects of motivation in learning English grammar. They focus

on high school learners in the context of Bangladesh, but their findings could apply to countless language learning environments in classrooms on any continent.

Finally, **Marian Wang** and **Emiko Kihara** outline the ways that Japanese university students prepare for cross-cultural debates. They examine this preparation with the understanding that competence in presenting arguments is a key element in successfully functioning in a global society.

These articles were selected for inclusion in this volume because they offer not only evocative theoretical constructs but keep their feet clearly on the ground. They give practical indications of templates and tangents for effective classroom practice. They offer seasoned and sage advice to the working educator on how to improve practice and enhance student learning. They are grounded in the realities of the teaching experience in their particular idioms and contexts; yet, they deal with issues faced in the classrooms and communities world-wide.

About our Authors:

Altynai Toktomatova is an English teacher at the Kyrgyzstan – Turkey University "Manas" in Bishkek, Kyrgyzstan, currently teaching General English at a range of levels and ESP for Food Engineering and Economics. Author of diverse academic publications on translation, cultural study and semiotics, she actively takes part in teacher development programs, and presented at the THT workshop in 2015 in Kyrgyzstan. She has also presented at academic conferences in Turkey. Her current PhD study focuses on poetry translation. The famous poem "Ak Moor" by Suyunbai Eraliev was translated by Altynai and she won the title of laureate in a Kyrgyzs literary contest in September 2016.

Cherie Brown is an Assistant Professor at Akita International University, Japan, currently teaching on the EAP and Basic Education Programs. Co-author of the books *"Max Vocab: Journeys in the English Language"*, and *"Partners in the Classroom: Collaborative English Language Teaching and Learning Projects"* , she has also written for *"English-to-Go,"* an online teaching and resource site, and diverse academic publications, including previous editions of the *"THT Journal", "Vocabulary Learning and Instruction"* and *"The Language Teacher"*. She regularly contributes to teacher-development programs with THT and has presented at THT workshops in Vietnam, Bangladesh and Kyrgyzstan. Her current research interests include ESL/EFL materials analysis and development, particularly in relation to vocabulary acquisition.

Nguyen Thi Kim Anh is an English language lecturer at Hue Center for Information Technology (HueCIT), Vietnam. She teaches English for Communication for any students who want to improve their English skills. She is especially interested in

helping English language learners find their own suitable ways of learning English and feel completely confident in communication.

Michael Carroll is a professor of English Education at Momoyama Gakuin University in Osaka. He is interested in the connection between success in language learning and learners' sense of themselves as active agents in that process. His experiences meeting teachers and students in Hue, Vietnam, have enlarged his vision of what is possible in language classrooms.

Eshita Awal has been working as a Lecturer in Southeast University, Dhaka, Bangladesh for the last five years. She completed her BA (Hons.) and MA in English (Linguistics) from North South University, Dhaka, Bangladesh. She published extensively peer reviewed journals both nationally and internationally. Her research interest areas include Phonetics and Phonology, Sociolinguistics and Psycholinguistics. Ms. Awal is an active member of the Bangladesh English Langauge Teachers' Association (BELTA) and The Global Association of English Studies, India. She received different certificates for her publications from national and international journals. She has also presented papers in different national and international conferences.

Nanda Kumar Das holds an M.A. in English (Major in TESOL) from North South University, Dhaka and has got long experience of teaching professional and general English at different level of learners. He is currently working as a lecturer in English at Bangladesh International School & College (BISC). He conducted various English Language Training Programs at work. Mr. Das's research interests include Cultural Awareness, Authentic Materials, Technology in TESOL, Curriculum Development and Early Childhood Education. His recent

publication includes: Cultural Awareness in ESL Classroom (THT Journal). He is also an Executive Member of Bangladesh English Language Teacher Association (BELTA). Mr. Das also has a keen interest in writing short stories and poems.

Md Galib Shahriar has the experience of teaching Secondary and Higher Secondary students as a Lecturer in English at Landmark School and College, Nikunja, Dhaka. While playing the role of a teacher, Mr. Md Galib Shahriar has always tried to develop the learning materials in an authentic way. He is still working on the development of authentic materials and he is optimistic that the authentic material will add a new dimension in English Language Teaching to the Second/Foreign Language Learners in the near future. His research interest include: Sociolinguistics, Authentic Materials, ICT in Education, Materials Development and Business Communication. Mr. Shahriar is also a life time member at Bangladesh English language Teachers Association (BELTA).

Sharifa Chowdhury is a Lecturer in the Department of English at Southeast University, Bangladesh. She has completed her graduation in English and Master of Arts in Applied Linguistics and English Language Teaching from the Department of English, University of Dhaka. Her area of interests includes Action Research, English for Professional Purposes, Language Teacher Development and Principles and Methods of Language Teaching. She is a member of BELTA (Bangladesh English Language Teachers Association).

Taslima Irine Ivy is a lecturer in the English department of the University of Dhaka, Bangladesh. She holds a BA (Hons.) in English and an MA in Applied Linguistics and ELT from the University of Dhaka. She completed a second MA degree with the University of Manchester, UK, in Educational Technology and TESOL. Her research has focused on the cognitive and

affective factors related to multimedia learning as well as the use of educational technology in developing countries.

Rubina Khan is a professor of English language and teacher education in the Department of English, University of Dhaka. She has an MA in TESOL from the University of Northern Iowa and a PhD in ELT from the University of Warwick. She has worked as an educational consultant on testing and teacher development on a number of national and international projects. Her areas of research interest are testing, evaluation, teacher education, and leadership skills. She has held various leadership posts with the Bangladesh English Language Teachers Association.

Fouzia Reza is a Lecturer of Department of English at Southeast University, Bangladesh. She has a B.A in English and an M.A. in English Literature from University of Dhaka. Her areas of interest are Technology and ELT, Creative Writing, Gender Studies, Space Studies, Comparative Literature, Stereotypes and Performance Art, etc. She has presented in several national and international conferences. She is a member of Brine Pickles, a creative writers' group.

Syed Shahrier Rahman is Professor of Linguistics at the University of Dhaka, Bangladesh. He received his PhD in syntax at the University of Dhaka. He did his M. Phil in Theoretical Linguistics at the University of Tromso, Norway. Previously, he was awarded another M. Phil degree in Semiotics at the University of Dhaka. He has been serving the Department of Linguistics for the last thirteen years. His main research interests are phonology, syntax, language acquisition, corpus linguistics and semiotics. 23 of his research articles have been published so far in different peer-reviewed journals.

Mourin Barua is doing M. Phil research at the Department of

Language Education, Institute of Education and Research, University of Dhaka. She completed her undergraduate degree and masters at the Department of Linguistics, University of Dhaka. Currently she is engaged with a research collaboration programme under Open University (UK), English in Action and University of Dhaka. Her research interest lies in foreign language literacy, communicative competence, practising reading skill among the EFL classrooms as well its challenges. In 2014, she attended a conference on "Innovative Approaches in English Language Teaching" organized by (BELTA) in collaboration with THT at Presidency University, Bangladesh.

Marian Wang is Associate Professor at the School of Languages and Communication (SOLAC) at Kobe University. She has taught at Kwansei Gakuin in Japan and the International Trade Institute in Taiwan. She has worked at international organizations including the World Trade Organization in Geneva, UNICEF in Paris, Oxfam America, Catholic Relief Services in Macedonia, and Partners for Democratic Change in New York. She holds an M.A. in Law and Diplomacy from the Fletcher School at Tufts University and an M.A. in TESOL from the Monterey Institute of International Studies.

Emiko Kihara is Associate Professor at the School of Languages and Communication (SOLAC) at Kobe University. She has been researching the syntax and semantics interface in English within the framework of Cognitive Linguistics. She holds an M.A. and Ph.D. in Theoretical Linguistics from Kyoto University. She has taught at Osaka University and Kyoto University.

CONTENTS:

Culture specific phraseology: the value of comparing endemic set expressions of the English and Kyrgyz languages

Altynai Toktomatova
Kyrgyzstan-Turkey Manas University
Kyrgyzstan

Cherie Brown
Akita International University
Japan

ABSTRACT
The aim of this article is to compare Kyrgyz and English culture-specific phraseology, endemic set expressions in particular, and to suggest how EFL learners might benefit from cross-cultural comparisons of such expressions as they attempt to learn these in the target language.

INTRODUCTION
The results of several studies show that the cultural world view of members of a language group is clearly reflected in its phraseology. Maslova, (2004), Teliya, (1999b). The meaning of such culture-specific phraseology, the bases of which are found in such things as lifestyle, beliefs, attitudes, history, and geography, while familiar to members of that group, is encoded for representatives of another linguacultural community. Deep knowledge of the culture of that language makes for ease of learning and acquisition of the phraseology on the part of native speakers. However, culture-specific aspects relating to the appearance and usage of set expressions in one language are not always obvious for learners of that language when they study it as a foreign language. For example, if we take a set expression such as, "A feather in one's cap" to mean an achievement, success or an honor which one can be proud of, not everybody

knows that it originated in the Native American custom of giving a feather to somebody who had been very brave in battle. Thus, if there is no equivalent expression in the learner's first language, the meaning of the phrase will be somewhat obscure, since the learner is not likely to be familiar with its cultural origin.

Eleven subdivisions of culture-specific phraseology were distinguished by Maltseva (1991). These include the following categories: geographical, historical, endemic, literary, anthroponymic, toponymic, military and other phraseological units reflecting gestures, measurable dimensions, and cultural beliefs based on legends. While each is worthy of thorough investigation, this article focuses on endemic phraseology, comparing Kyrgyz and English endemic phraseology using selected examples drawn from the universal phenomenon of game playing, the world of social behaviors, and finally, beliefs. It is worth noting, however, that endemic phraseology is not randomly formed. Granger and Meunier (2008a). Because of this, understanding the cultural embodiment of this kind of language (e.g. phrases involving beliefs and traditions and so on) is likely to be useful in understanding not only cultural variations, but also the language itself.

Studying endemic phraseology may also be a useful means to demonstrate to learners that the everyday life of the people who use the target language has great influence on that language, and that learning about this may help them to develop greater general linguistic and cultural erudition.

Phraseology has become a unifying theme for an increasing number of theoretical and linguistic studies. Ivanitsheva (2007). Among such broad investigations into meaning, structure and use of set phrases, linguacultural study is another major and interesting topic worthy of consideration. From one culture to

another, humans have diverse and fascinating ways of expressing similar ideas, as can be seen in the following phrases relating to the nature of a sleeping person…

An English person sleeps 'like a log'.

A French person 'like a marmot', (*dormer comme une marmotte*).

A Dutch person 'like a rose,' (*slapen alse en roos*).

A German sleeps 'like a stone', (*schlafen wie ein stein*).

A Kyrgyz person sleeps 'like a dead person', (*olgon kishi dei uktoo*).

This list might well be extended to all the languages of the world and would thus reveal the amazing richness and diversity of languages everywhere. Even a limited list such as this may be of some interest to curious learners of another language. However, a deeper investigation may be of even greater benefit, as this article seeks to show. The difference between the form and substance of a language is applicable to the connection between figurative units and culture. Phraseology is not only units of a sign system, language, but also a 'carrier' of culture and cultural values, pointing to the necessity for modern phraseological research to also investigate cultural phenomena. Thus, phraseology can be seen as the language of culture. Granger and Meunier, (2008), and Cowie, (2010).

The connection between phraseology and culture is already well-noted in the literature and various terms relating to the cultural features of phraseology have been proposed. These include '*cultural words', 'culture-specific', 'culture bound', 'culture-based', 'culturally marked', 'culturally significant', 'culturally*

tainted', and *'cultural connotations',* used to show that phraseology reflects cultural specificity of certain language. Newmark, (1988), Baker, (1992), Nedergaard-Larsen, (1993) and Granger and Meunier, (2008a).

According to Maslova (2004), the acquisition and reproduction of phraseological units causes the acquisition of cultural stereotypes and both universal and culture-specific attitudes are formed in the native-speaker's linguistic subconscious. Native-speakers represent these attitudes in their speech. In this respect, phraseological units, like culture-specific words or connotations, may function as signs of 'the language of culture' (Teliya, 1999b).

As these examples show, different languages can elaborate the same concept in different ways and to a different extent, and this elaboration is often likely to be due to historical-cultural development as manifested in the phraseological units that naturally arise over time. Phraseological units, then, may be defined as 'cultural signs'. The contrastive analysis of such 'cultural signs' examines the way in which the 'naive' world-view and idioethnic logic are presented in phraseology. Phraseological units, then, may be said to reflect the world-view and cultural specificity of the languages to which they belong.

As mentioned, Maltseva (1991) divided culture-specific phraseological units into eleven categories, including the subdivision of endemic phraseology. Examples of endemic phraseology, which appears from such influences as the mode of life, ceremony and rites, beliefs, values, traditions, and national-specific contexts are elaborated below. The comparative examples provided here, taken from well-known commercially published dictionaries, have been selected to show aspects of the life experience, customs, behaviour of peoples and historic cultural traditions specific to one cultural group that cannot

always be seen in another, and which, therefore, may prove to be problematic to a foreign language learner. As such, they serve well to illustrate the importance of cultural knowledge to language comprehension.

SET EXPRESSIONS RELATING TO GAME PLAYING
1. 'To raise/up the ante'- In English, this means to increase the level or value of something, especially demands or sums of money, to try to get greater advantage from a situation by taking a risk. The 'ante' is the amount of money that players bet in a card game such as poker. In Kyrgyz, this is expressed literally as *'baasyn kotoruu',* which in English is literally expressed as 'to increase money.'

2. To blow the whistle (on somebody/something) - In English, this means to stop somebody doing something illegal, or against commonly accepted standards, by telling a person in authority about it. It comes from football, where a referee blows a whistle to stop the game when a player breaks the rules. In Kyrgyz a literal translation is *'biroo tuuraluu yshkyryk yshkyruu',* which in English is 'to blow the whistle'. In Kyrgyz, this is usually rendered '*jetekchige aigaktanyp biroonun ayibin achuu*', or literally, in English, 'to report to an authority about someone's transgression'.

3. To make a false move – The concept of an unwise move was taken from chess. In Kyrgyz, literally, it is *'tuura emes kadam',* 'to take a false step', with the meaning *'kalpystyk, katachylyk'* or, in English, 'making a mistake'.

4. *Kalchagan chukosu alchy konuu* - Literally, in English, means 'when the thrown knucklebone is upright'. In this case, knucklebones function like dice, but, among four possible positions, the upright one is considered to be of much more importance. This phrase means 'to succeed', and is used in

everything that is connected with a national game, like '*ordo*' for example, which is a popular Kyrgyz board game. According to the rules of this game, one has a lot of privileges when one's knucklebone is upright.

5. ***kok boru boluu*** - Literally 'to be like a goatling', is connected with another popular national Kyrgyz equestrian sport '*ulaktartysh*' or '*kokboru*', where two teams, each consisting of from five to twelve players, seize the carcass of a goatling from the earth and deliver it to the finish basket in the territory of the competing team. On the way, competing team players try to capture this carcass and deliver to their finish basket. Victory depends not only each team having strong and skillful players, but also on how well trained each team's horses are. The meaning of this phrase is 'to be at the centre of criticism'.

Interestingly, set expressions specifically connected to poker, football or chess cannot be seen in the Kyrgyz language, though of course, this doesn't mean that Kyrgyz people don't play football, poker or chess at all. The same kind of thing happens with the set expressions reflecting games like '*ordo*' or '*kokboru*' that are played by Kyrgyz people. Since these games do not exist in English speaking cultural groups, expressions that match exactly, and reflect these concepts, cannot be found in the English language. For this reason, learners of each language, respectively, are likely to find it challenging to understand these endemic phrases when they meet them, until such time as the cultural background of each is explained to them.

SET EXPRESSIONS RELATING TO SOCIAL BEHAVIORS
6. 'To bury the hatchet'- In English, this means to agree to forget past disagreements and be friends again. When Native Americans agreed to end fighting and begin a period of peace, they held a ceremony in which they buried their hatchets or

tomahawks. In Kyrgyz, this literally translates as *'baltany komuu'* or 'to bury the hatchet' in English, and means *'eldeshuu'*, or 'to make one's peace'.

7. 'To dance attendance on (someone)'- This means to 'attend to' or 'wait upon' (someone) solicitously or obsequiously. According to the old English tradition at a wedding party, a bride would dance with any guest asking her to a dance. In Kyrgyz this is expressed as *'biroonun biyin byiloo'*, which in English is 'to dance to one's (own) melody'. This resembles *'jasakerlenip jagynuu'*, or a set expression like '*otu menen kirip kulu menen chyguu'* which in English is 'to fuss in the effort to please somebody' or 'go into with one's fire and out with ashes', to illustrate the more literal expression.

8. *Bel kuda boluu* - In English, this literally refers to parents who act as matchmakers when their babies are expected. This is similar to '*beshik kuda boluu'*, a phrase that refers to parents acting as matchmakers when their children are at the earliest stage of their life. In modern Kyrgyzstan, such ways of wedding children to each other at an early age are not practiced anymore, though it's clear from fairy tales and historical books that this practice was once used in order to enhance friendship between families. It might also have been connected to the nomadic way of life, when people commonly resolved feuds with neighbors or enemies in this way. In such cases, fathers, especially, took an oath to marry their future children to each other (or to make them lifelong bosom friends if babies of the same sex were eventually born).

These examples demonstrate that traditions practiced within cultures have their reflection in the language, since the expressions are still in common use today. Behind one set expression there is a whole text or 'back-story'. These texts may also be based on traditions or ceremonies specific to cultural

groups that have influenced each other (Native American practices being reflected in English as a result of colonial contact, for example), or drawn from disparate linguacultural traditions, such as English and Kyrgyz, which have, historically, been quite separate entities. In the latter case, the lack of cultural 'overlap' may, understandably, cause some confusion for the learners of each other's language.

SET EXPRESSIONS REFLECTING BELIEFS
9. **'To cry crocodile tears'** – In English, this describes an insincere show of sadness. In the past, people in the West used to believe that crocodiles tricked people into approaching them by pretending to cry, then, when they came near enough, they would eat them. Another belief was that crocodiles cry after eating somebody, as if they are sorry (though of course, having had a hearty meal, this show of emotions would have been quite insincere). This belief is closely connected with observations of crocodiles in the natural environment where these creatures lived, and appears to have come, circuitously, into English via ancient Greece. In Kyrgyz, this idea is expressed as *'kalp kaigyruu, kalp yiloo'*, or literally 'to grieve insincerely' in English. Literally, in Kyrgyz, the English expression would be rendered *'krokodildei koz jashyn toguu'* or 'to shed tears like a crocodile' in English.

10. *Ok attatuu* **–** In Kyrgyz, this literally means 'jumping over a bullet', and signifies when, if a bullet is lodged in the body of a person, people had the victim's wife jump over her husband. There was a belief that if she was faithful, the bullet would go right through his body and that he would survive. This expression is used in folklore, in the epic poem of '*Semetei*' the second volume of '*Manas*' in particular.

SET EXPRESSIONS REFLECTING EVERYDAY LIFE
11. **'To give somebody the cold shoulder'**- In English, this

means to treat somebody in an unfriendly way. In the past, a cold shoulder of mutton was served to an unwelcome guest. In Kyrgyz, this is expressed as *'salkyn mamile kyluu'* or 'to treat somebody in an unfriendly way', in English. Literally in Kyrgyz, it would be *'koidun etin muzdak tartuu',* or 'to treat somebody (as) a shoulder of mutton, not warm, cold', in English. There is a relevant equivalent in Kyrgyz *'dalysyn (syrtyn) saluu',* which, literally, is translated as 'to show one's shoulder or back', but the etymological coincidence between the two expressions has not yet been formally proven.

12. *Bee saam* **-** In English, this refers to the time duration of 'two hours'. Most Kyrgyz people, whose experience with horses is still common (in Kyrgyzstan, horses are still a significant part of Kyrgyz traditional culture), know that mares are usually milked every two hours. The national drink *'kumiss'*, fermented mare's milk, is still prepared by Kyrgyz people, but other people may not know what exactly this expression means. If one used the expression *''Bee saam'* has passed since she left', Kyrgyz people would understand that 'two hours' had passed.

13. *Kulazyk* - In English, literally, this is 'food not going bad'. In the past, Kyrgyz people used to prepare a special meal, that wouldn't spoil easily, for long journeys. It was usually prepared from dried beef, and mixed with oat flour, honey or ghee. Again this is connected to the nomadic way of life. During wartime, soldiers were provided with this special meal that was nutritious and nourishing. Kyrgyz ancestors usually prepared it skillfully in those times when high-tech items, like refrigerators, did not exist. This expression, with a denotative meaning, is actively used both in folklore and modern literature, but it has also figurative meaning, to indicate 'something valuable.'

These examples of endemic phraseological expressions show us much about the way people lived in the past and how traditional

practice is reflected in expressions that are still in use today, though the meanings, of course, are usually no longer literal. For Kyrgyz students who are learning English as a foreign language, it may well be much easier to acquire culture-specific phraseology and use this in their speech in the target language if they have background knowledge of the culture within which that language is used. Analyzing the world-view that runs parallel to the language of such phrases, helps learners to understand how national cultures differ from each other and how they may be similar to, or may complement each other. Engaging in such cross-linguistic and linguacultural studies of the language is one way to demonstrate to learners that language and culture are connected through the values of language signs which provide evidence of ontological unity of language and culture.

Kyrgyz learners may often use almost all those set expressions mentioned above (in Kyrgyz) in their speech, but not all of them pay attention to the specificity of their structure and origin. When it comes to English phraseology with quite different structures and origins, it is not always easy for these same learners to use such non-Kyrgyz expressions properly. While set expressions may be presented in the EFL classrooms, if this is done in isolation from the cultural context, they may not always be acquired and used successfully by EFL learners, because the background to the expressions is not provided. In such cases, the phrases may remain somewhat of a mystery to the learners, who will have difficulty knowing both what they mean and when to use them.

One practical suggestion when using endemic phrases as a teaching tool in the EFL classroom is to explicitly provide background information about the origins of the phrases which helps to place them within a meaningful context, and to then highlight cross-cultural comparisons, simultaneously drawing learners' attention to etymology, and after that, providing them

with opportunities to practice these expressions through various contextualized production exercises.

In the case of the Kyrgyz author of this paper, family-related phraseology was introduced to her class, the background was explained and then the phrases were practiced using activities based around an English reading text. The constituent elements of the phrases presented were items such as 'mother', 'father', 'son', 'daughter', 'uncle' and so on, and the text used was the essay "Black Sheep and the Mysterious Uncle Bob" by Keith Sands (2011).

This approach worked well with several groups of pre-intermediate and upper-intermediate level learners who were eventually asked to write a composition entitled 'Shaking the Family Tree', incorporating the phrases that were presented. Set expressions like 'run in my family', 'a black sheep', 'fly the nest', 'a chip off the old block' were used more often in the compositions, while some others like 'wear the trousers', 'and Bob's your uncle' were often found to be used in their oral speech, particularly when joking.

To date, and in this case, the increased attention to providing cross-cultural input when teaching endemic English phrases to Kyrgyz learners appears to be bearing fruit, though further research would be helpful to establish learners' long-term acquisition of these. In the context described here, not only does an understanding of the cultural background of endemic phrases appear to enhance understanding of the target *language*, the appropriate use of such phrases also seems to build learners' confidence in *using* the target language.

Moreover, this approach appears to be bearing fruit in that it seems to be giving learners a greater appreciation of the culture within which the language is embedded along with a better

understanding of how the language may be used effectively. Furthermore, it may also provide a useful means to help prepare learners for future experience in other, more practical ways (for example, to write the self-introduction compositions required of those hoping to take part in exchange programs outside Kyrgyzstan, to a higher standard).

On the basis of the experience of the Kyrgyz author thus far, learners in her classes do appear to have benefited from the opportunity to examine cultural meanings associated with endemic phrases, in the sense that their confident use of such phrases has developed. They also clearly enjoyed making cross-cultural comparisons between expressions in Kyrgyz and in English. However, more formal investigation into the efficacy of teaching English endemic phraseology, within the context of cross-cultural explanation, particularly in relation to the effects of such instruction on long-term acquisition of these kinds of phrases, would be a valuable enterprise.

REFERENCES
(English)
Baker, M. (1992). *In Other Words: A Course book on Translation*. Routledge: London and New York.

Cowie, A. P. (2000). *Phraseology: Theory, Analysis, and Applications*. Oxford University Press: New York.

Granger, S. & F. Meunier (eds.) (2008a). *Phraseology: An Interdisciplinary Perspective* Benjamins Amsterdam & Philadelphia.

Kunin, A.V. (2004). *English-Russian Dictionary of Idioms.* Moscow Russky Yazyk Media: Moscow.

Larson, M. L. (1984). *Meaning–based Translation: A Guide to Cross-language Equivalence.* University Press of America, Inc: Lanham and New York.

Nedergaard-Larsen, B. (1993). *Culture-bound problems in subtitling. Perspectives*: *Studies in Translatology.* (http://www. tandfonline.com/loi/rmps20?open=1) l "vol_1" , (2 (http://www. tandfonline.com/toc/rmps20/1/2)), 207-241.

Newmark, P. (1988). *A Textbook of Translation*. Prentice Hall: New York and London.

Rundell, M. (2006). *Macmillan English Dictionary for Advanced Learners*. MacMillan and A. & C. Black: London.

Sands, K. (2011). *Black Sheep and the Mysterious Uncle Bob.* Retrieved from the British Council Global Website, http: //learnenglish.britishcouncil.org/en/magazine-articles/black-sheep-and-mysterious-uncle-bob, March 24, 2016.

(Kyrgyzs)
Abduldaev, E. & K. Seidakmatov (1990). *Kyrgyz Tilinin Phrazeologiyalyk Sozdugu.* Frunze: Mektep.

Isaev, D. & E. Abduldaev (1980). *Kyrgyz Tilinin Phrazeologiyalyk Sozdugu.* Kyrgyz Ilimder Akademyasy: Til Jana Adabiyat Institutu.

Egemberdiev, R. (2009). *Kyrgyz Tilinin Phrazeologizmderi Jana Semantikasy*. Bishkek: Turar.

(Russian)
Ivanitsheva, O. N. (2007). *Yazyki Kultura.* Murmansk: Murmansky Gosudarstvenny Pedagogichesky Universitet.

Maltseva, D. G. (1991). *Stranovedeniye Cherez Phrazeologizmy.* Moskva: Vytshaya Shkola.

Maslova, V. A. (2004). *Linguokulturologiya.* Moskva: Akademiya.

Teliya, V.N. (1999). *Osnovnye Postulaty Linguokulturologii. Philologiyai Kultura: Materialy Mejdunarodnoi Konferentsii.* 12–14 May 1999. V. 3, Ch. III. Tambov: Izdatelstvo Tambovsky Gosudarstvenny Universitet im G.R. Derjavina, S. 14·15.

Teliya, V. N. (1996). *Pervoocherednye Zadachii Metodologicheskiye Problem Issledovaniya Phrazeologicheskogo Sostava Yazyka v Kontekste Kultury.* Phrazeologiyav Kontekste Kultury. Ìoskva: Yazyki Russkoi Kultury. S.13·24.

Teliya, V. N. (1996). *Russkaya Phrazeologiya: Semanticheskiy, Pragmaticheskiyi Linguokulturologicheskiy Aspekty.* Moskva:

Yazyki Russkoi Kultury.

Teliya, V. N. (2003). *Konnotatsiya, Russkiy Yazyk: Entsiklopediya.* Pod redaksiey Karaulova, J. N. Ioskva: Bolshaya Rossiyskaya Entsiklopediya.

An Action Research Project aimed at increasing Student Participation in classes in Vietnam and Japan

Nguyen Thi Kim Anh
Hue Center for Information Technology (HueCIT)
Vietnam

Michael Carroll
Momoyama Gakuin University
Japan

ABSTRACT

The problem of students who are unwilling or unable to speak in class is recognized both in Vietnam and in Japan. Many studies have indicated a marked reluctance to speak in front of other students. This paper proposes that this behavior should be addressed, and can in fact be changed. The paper describes a small-scale action research project, in which students were invited to problematize the current situation in their classes, through a questionnaire and discussion; watched video of discussions involving near-peers; created an action plan for change; and reflected on these experiences.

INTRODUCTION

As is well-documented in Japan and Vietnam, (Yashima, 2002; Nguyen, 2002; Phan & Phan, 2006; Phan, 2008; Fushino, 2010; Nakatani, 2010; Carreira (2011); Osterman, 2014) many students are reluctant to speak out in class or to make mistakes in front of other students. Although some people have suggested that this is a matter of cultural preference (Japanese people don't like to stand out from the group) it is likely that the situation is more complex than that. For example, in other social situations, such as student clubs social groups, students are not nearly as passive as they appear in English classrooms. Although it is true,

therefore, that English classrooms do suffer from long silences and lack of response to teachers, it is proposed that the situation can be changed through teacher interventions.

ACTION RESEARCH

Action Research is a kind of research which differs in some key respects from what is often thought of as the scientific method. Sometimes called Classroom Research, or Exploratory Teaching (Allwright and Bailey, 1991), it is a method of enquiry that concerns itself with specific contexts, and with the effects of specific actions within those contexts. The kinds of knowledge which action research produces may, indeed should, be useful to other practitioners in other contexts, but not in the straightforward, simple way in which the findings of experimental research in the physical sciences are generalizable to all similar situations. In the physical sciences, experimenters try to isolate the factors of a situation from each other, to hold all but one of the factors constant, and therefore to measure the influence of that one changing factor on the situation as a whole. Education research can also use this experimental model, provided samples are large enough, and the factors involved can be clearly isolated from each other. For example, if a researcher wants to investigate the effects of having three, four, or five choice questions in a multiple choice test, a well-designed experiment, keeping all other factors of the test constant, will produce findings that can be extrapolated to all such tests of the same type. This is because the situation being investigated, multiple choice tests, is an already highly regulated activity, in which it is possible to isolate and hold constant many of the important factors.

Action Research, on the other hand, investigates, for the most part, classroom teaching and learning; activities that are intensely social, and which depend for their success or failure on an enormous range of factors that are not easily isolated from

each other. Classrooms are complex social settings, and the things teachers do and the ways students respond to them are so many and so intertwined that extrapolating from one class to another is rarely straightforward. Action Research, recognizing this complexity, this messiness, does not attempt to produce generalizable findings, but to describe specific situations in context, to identify problems in those contexts, to attempt solutions to those problems and finally to evaluate those solutions and propose new or amended ones where necessary. This process has been described as the Action Research spiral, shown in Figure 1. In an action research project the researchers make a plan of action, undertake the action and observe the results, reflect on the experience, and then proceed to another round of the spiral as they revise the plan, act, and reflect again. This is the approach taken in this research.

WILLINGNESS (AND RETICENCE) TO COMMUNICATE

Classroom learners in both Vietnam and Japan are often characterized by their teachers as less active than the teachers would consider necessary for effective learning (Osterman, 2014). Both countries have a tradition in junior and senior high schools of teacher-centered classrooms in which the learning of grammar in the abstract is prioritized over the production of spoken, and even written, English. This means that even when students in universities and colleges reach a level at which they have the resources to communicate in English, they have little experience in doing so, and are constrained by shyness and are hesitant to speak up in front of other learners. This situation has been observed by both authors in many of our own classes. The focus of this research, therefore was to identify how students feel about this situation, and how we as teachers might address it.

METHOD: PLAN OF ACTION

Two groups of students, one in Vietnam and one in Japan were given a short, open-ended questionnaire, shown in Figure 1.

Using English in Class Questionnaire

1. Overall, are you satisfied, or dissatisfied with your English participation in class?
2. How comfortable do you feel speaking English in class?
3. Which one is more important to you? "Speaking in class" or "listening to the teacher or to audio material?"
4. Do you feel that you would like to speak more in class? If so, what prevents you from speaking?
5. What did you think of the students in the Finland video? Can you be like them when we talk in class?
6. Can you suggest any speaking activities in which you feel comfortable to participate?

Figure 1: Using English in Class Questionnaire

They were then shown a video of a group of junior high school students from Finland, talking with a visiting American researcher. (Compton and Wagner, 2012) The video is interesting in several respects. Although many students might reasonably feel that European students have considerable advantages over Asian students in learning English, given the closeness of many European languages to English, in fact Finnish is an exception. Finnish has few similarities with English, and in fact is often described as closer to Japanese than to any other European languages. The students in the video appear proficient in English, though a close listening reveals that in fact they make a large number of grammatical andpronunciation errors. What gives the impression of proficiency is that they have little hesitation in speaking, those who are the most accurate. The authors believed that this very obvious confidence in their ability to communicate, together

with the fact that their mother tongue is considered to be as distant from English as the mother tongues of the Vietnamese and Japanese students, and the fact that the ages of the Finnish students were similar (in fact they were considerably younger), would have a strong impact on our own students. We anticipated that they would see the Finnish students as strong near-peer role-models, and would a) *want* to emulate them, and b) feel that they were close enough to them to be confident that they *could* emulate them. Finally, the students were asked, towards the end of the semester, to comment on the effect that the video had on their class participation. The authors, too, reflected on whether class participation had changed, and if so whether our raising the issue with students through the questionnaire and video had been responsible for any change.

RESULTS AND DISCUSSION: OBSERVATIONS AND EVALUATION

Both the authors had observed over long periods that many s tudents in these kinds of classes (lower-intermediate ~ intermediate adult learners in university or private language school) were reticent to take part actively in discussions, to speak in at length in front of their peers, or to respond at length to questions or prompts. Typical classroom discussions contained frequent silences, or proceeded between students with a succession of short questions and short unelaborated answers. Nevertheless we were both aware that many students professed to have a desire to speak more in class, and to engage in active communication. The initial questionnaire bore out this impression. More than 80% of students felt uncomfortable speaking English in class, were dissatisfied with their level of participation, and considered speaking in class to be a higher priority than listening to the teacher or to audio materials. Overwhelmingly they wanted to speak more, but gave as their reasons for not doing so shyness, fear of making mistakes, lack of confidence, and embarrassment. Some students also blamed

the amount of noise in the classroom, saying that it made it hard for them to think on the spot.

Following the questionnaire, the researchers asked their respective students, as a question directed to the whole class, 'What is your dream, what would you like to do or be in the future?' This is the question that Tony Wagner, the researcher in the video clip asks the group of Finnish middle school students, and the video clip was shown to students immediately following this discussion. The contrast between our own students' responses and the responses of the students in the video was stark. In the both the Japanese and the Vietnamese classrooms, for instance, the initial response was a long silence, as no one was willing to be the first to answer, despite the teacher repeating the question and allowing an uncomfortably long 30 seconds of silence. Finally three or four answers were elicited from each group by redirecting the question to particular students. In the video, though, it was immediately noticeable that even before the researcher had finished his question, students were answering. Some answers were short, and some more elaborate. Some students made jokes, including the student with the lowest command of grammar; others helped their peers by translating when an answer was given in Finnish.

After watching the video, the students were asked first to discuss in small groups their impressions, and then to report to the whole class. Some of the Japanese students also reflected on it in their weekly journals, while the Vietnamese students were invited to give their impressions through a closed Facebook group. They were clearly impressed, and many are surprised at the way the Finnish students answered so quickly and confidently. Typical comments included (original English used):

--I thought they are more active than Japanese students. They don't be shy to share their opinion. Also, they don't afraid to

make any grammar mistakes. It isn't impossible to be like them for us. We just don't be shy.
--In the case of Japan, if a teacher ask to students "what do you want to do?" Students don't say anything. In the case of Finland, students say something. Students of Finland are more aggressive than one of Japan. I guess, we can be like students of Finland.
--I watched the Finland video, and I thought that they make many remarks without being shy in class, so I thought they are great because Japanese is shy, so when they speak in class, they cannot speak own opinion.
--I thought the children have their mind clearly and they want to tell it to everyone. We need to be like them because most Japanese are shy include me.
--I wanted to think carefully about my answer, before presenting my ideas to the class.
--The Finnish students speak really naturally and react so quickly. Vietnamese students don't usually speak like them. We are too shy and often refuse to answer the questions from the teacher.
--I think student in Finland is so confident in conversation. They speak in a really comfortable manner. I like it. I think I should be like them.

Finally the teachers summed up their own impressions of the salient points of the video: the students didn't hesitate, they weren't inhibited by their lack of complete mastery of the grammar, they made jokes, they supported each other in in order to keep the communication going, they were more interested in communicating meaning than in worrying about form. The Japanese students were asked to bear the video in mind throughout the coming weeks, and to try to take part in discussions as they had seen the Finnish students do.

For the teachers, measuring the effect of such an intervention is always going to be subjective. Certainly the authors' impressions

were that participation, speaking in class, was more frequent and at a less superficial level than in previous classes. However, a more objective measure was with the students' final presentation assignment where one criteria of the assessment score was the extent to which they asked questions as audience members. There were spontaneous questions asked of all presenters, and the number of questions asked was more than double the number for the same assignment in the previous semester.

Students' reflections on the course at the end of the semester also provided evidence that the intervention had had a memorable effect. Of the 28 Japanese students, 14 nominated the video as one of the three things they remembered most about the course, and to the question, 'Did you think that participation in this class was better than in your previous class?' 80% of students answered in the affirmative, and the overwhelming majority of the comments credited this improvement to having watched the video and discussed the problem at the beginning of the course.

In Vietnamese group, 18 students in the total of 25 perceived a noticeable progress in their speaking habit after the English course. The teacher corroborated these perceptions, observing that the majority tried to answer questions in the class and to participate actively in learning activity to a greater extent than before. They confirmed that the video was a real motivation for them to try to challenge their habitual shyness in speaking.

CONCLUSION
Despite an almost universal expressed desire to improve their speaking skills and express their ideas comfortably in public, the majority of our students frequently do not feel confident enough to participate in class activities as actively as they would like, or as the teachers expect. However, when they are encouraged and motivated by their teachers in creative way, and given role models that are near enough to themselves to be seen as

realistically near-peers, they can overcome this reticence. This project has been successful to the extent that it helped these specific students, in these specific contexts to overcome their fear of speaking in front of the class. The researchers present this example of a small intervention that produced some small incremental change for the better, in the hope that it may be useful to other teachers, in other contexts as a starting point for considering way of motivating their own students.

REFERENCES

Allwright, D. and Bailey, K., (1991). *Focus on the language classroom*. Cambridge: CUP.

Carreira, J. M. (2011). Relationship between motivations for learning EFL and intrinsic motivation for learning in general among Japanese elementary school students. *System*, *39*, 90-102.

Compton B. and Wagner, T. (2012) *The Finland Phenomenon: Inside the World's Most Surprising School System*. Video Documentary accessed 31st August 2016 at https://youtu.be/VhH78NnRpp0.

Fushino, K. (2010). Causal relationships between communication confidence, beliefs, about group work, and willingness to communicate in foreign language group work. *TESOL Quarterly*, *44*, 700-744. Kemmis, S. and McTaggart, R (eds.), (1988). *The action research planner*. Victoria, Australia: Deakin University Press.

Nakatani, Y. (2010). Identifying strategies that facilitate EFL learn- ers' oral communication: A classroom study using multiple data collection procedures. *The Modern Language Journal*, *94*, 116-136.

Nguyen, T. H. (2002). *Vietnam: Cultural Background for*

ESL/EFL Teachers. The Review of Vietnamese Studies. Osterman, G.L. (2014). Experiences of Japanese University Students' Willingness to Speak English in Class: A Multiple Case Study SAGE Open 4(3).

Phan, T. T. H. (2008). *How Vietnamese culture influence on l earning and teaching English.* Retrieved from http://eric.ed. gov/?id=ED522274.

Phan, L. H., Phan, V. Q. (2006) *Vietnamese educational Morality and the discursive construction of English language teacher identity*. Journal of multicultural discourses, Vol. 1, No. 2, doi: 10.2167/md 038.0.

Yashima, T. (2002). Willingness to communicate in a second language: The Japanese EFL context. *Modern Language Journal*, *86*, 54-66

Classroom Management In Bangladesh: Teaching Multiple Proficiency Level Students in an ELT Classroom

Eshita Awal
Southeast University

ABSTRACT

One of the major challenges for a Bangladeshi language instructor in an ELT classroom is teaching classes that hold students who have different levels of proficiency in English. In Bangladesh, in teaching multi-proficiency level students in an ELT classroom different issues emerge that have to be taken intoconsideration. First of all, as language teachers it becomes a challenging task for us to manage our teaching instruction in such a way that every level of student can understand it. This successful management of teaching instruction involves appropriate implementation of activities with meaningful and context oriented materials. This paper will discuss the difficulties that teachers face while teaching English language to classes where students have different proficiencies in English. Also, it will give suggestions to language teachers on successful integration of instruction, activities and materials and facilitation of the development of four skills to teach in ELT classrooms that hold students with different levels of proficiency in English. How a teacher can guide his students according to their pace will also be discussed in this paper. Lastly, this paper will inform the teacher that teaching multiple proficiency level students in an ELT classroom in Bangladesh can actually make a teacher an effective and successful language instructor.

INTRODUCTION

In a developing country like Bangladesh, the existence of multiple proficiency level students in an ELT classroom is a common scenario. It is common to have students whose

competence in the English language varies from each other in reading, writing, speaking and listening skills. One of the challenges for teachers is to find an effective way to manage their instructions so that equal attention is given to all levels of students to meet all kinds of needs while teaching English as the target language.

This paper intends to identify the challenges faced by teachers in teaching in a multi-level classroom along with a focus on the advantages of having a multi-level classroom. Moreover, this paper will illustrate some effective strategies in order to guide teachers to manage these types of classrooms effectively and appropriately.

TYPES OF LANGUAGE PROFICIENCY LEVEL STUDENTS

Students are typically categorized according to their proficiency level in the target language. The proficiency levels are the primary level (beginning level), at level (intermediate level) and above level (advanced level). To begin with, primary level students often struggle to keep up with the teacher's instruction. Most of the time they cannot complete the given task on time and depend on other, more advanced level, classmates for support to complete the task. With a fast pace of teaching they usually feel low self-esteem and they do not feel comfortable enough to participate in the class using the target language. They often prefer teacher-centered or teacher- fronted classroom settings. On the other hand, above level students feel more enthusiastic regarding accomplishing different tasks and they are faster than the other students in getting instruction from teachers.

As a result, sometimes they feel over confident about themselves. Again, at level students usually show consistency in their performance. It is also important to remember that students' proficiencies in different skills can vary. A student can

be at advanced level in speaking whereas the same student can be at beginning level in writing.

CHALLENGES OF MULTI-LEVEL CLASSROOM

In a multi-level classroom, teachers must keep all the students attentive towards the learning materials. However, there are some factors such as discipline (control the class), interest (maintaining student attention towards the instruction), correction (provide proper feedback), that act as challenges in a multilevel classroom. These may establish a dilemma for the teacher in determining individual's needs and finding appropriate resources and materials.

To begin with, in a multi-level classroom, materials and different resources may either seem too tedious and difficult or too simple to a group of students with a wide range of proficiencies in the English language. The advanced level students complete tasks quickly and then become bored while waiting for the beginner level students to complete the same task. Conversely, the beginner level students can become despondent and discouraged when they see their peers completing tasks quickly while it takes them much time and energy to complete the same task. Thus, it creates chaos because advanced students may not want to wait for others to complete and start taunt others while beginner level students may feel de-motivated, lose confidence and may even stop performing given tasks.

Secondly, According to Copur (2005), the interest of the students differs due to the differences of their attitudes to the subject matter or to the instructor, their prior knowledge of language, and their personality. The unfamiliarity of the topic hampers the interest of the students. Again, Ur (2003, p. 303) said, ". . . because of the lack of interest the students get bored." Sometimes, the teachers do not find suitable topics and activities to keep all students interested. Finally, the type of feedback also

changes according to students' proficiency levels. Teachers cannot stick to any one way of feedback strategy, for instance, they may adapt to either direct or indirect feedback depending on their students' needs.

In handling this sort of situation, teachers should not over-generalize their assessment of students' proficiency levels simply by putting them into "good" and "bad" groups. Teachers need to be conscious regarding proficiency of students and ability of students. There might be students in the classroom whose performance gets affected simply for time, effort, motivation or physical environment of the classroom (sight, sound and comfort; seating arrangements and equipment). That is why, only after determining the performance factors of the students in the classroom teachers need to work on their teaching styles. They should need diverse teaching and learning resources and be careful in using these. Nonetheless, time to time teachers should evaluate these resources and adapt different materials according to different ELT classes.

BENEFITS OF MULTI-LEVEL CLASSROOM
A class of multiple proficiency level students can surely provide opportunities to the learners in interacting with each other within their limitations in English language. It gives an opportunity to work in groups and thus, learners get familiar with each other by overcoming any inferior complexity if they have any. Proper implementation of group activities can facilitate the learners to become independent participators and gives confidence to perform well in any tasks further. Moreover, students become flexible in exploring any new items in the target language.

ADOPTING DIFFERENT STRATEGIES
Teachers need to adopt some careful strategies to treat all students equally and make them feel equal motivated towards learning the target language. These strategies include grouping

strategies and instructional strategies.

According to CALPRO (1994), the use of grouping strategies is an effective management tool in multi-level settings. Students may assist one another, which then allows the teacher to work with individuals or with small groups. Groups can be of various types such as, heterogeneous group (consists of students who are of different proficiency level), and homogeneous group (students are of same proficiency level). These groups can further be divided into small working groups like pair work, group work, team work and whole class work. Based on the individual student's needs and development, teacher can put his students in different groups. Teachers in a classroom need to be very careful and conscious in case of grouping different level students. From different groups students can get different benefits and teacher can manage the class with his instruction according to his teaching styles.

For example, teacher can make two homogeneous groups, consisting of four advanced level students in each group and ask each group to talk about ten minutes on a given topic. During this time the rest of the students will be given some rubrics to gauge the advanced students' levels of performance. The next class day groups will be made again to cover the same topic, but this time they will include beginner and intermediate students. They would have had the benefit of having made a careful observation of the techniques and vocabulary the advanced students used to accomplish the task the previous class day. This type of grouping strategy will provide outlets for practice for advanced students and opportunities for scaffolded development for weaker students. in the classroom and promote tolerance and team spirit. Again, students can be divided into some small heterogeneous groups and each group will be asked to teach other groups on a given topic.

Additionally, in heterogeneous group, students are exposed to authentic communication where there exists trial and error in using the English language. A further development of this idea would have the advanced level students assist the primary level students in activities. Here, the teacher may need to tailor his instruction through allowing student translation (from Bangla to English) because beginner level students may not be able to understand everything in English.

Furthermore, Sharma (2006) has offered some cogent suggestions for working with classes where students have diverse proficiencies in the target language. It is suggested that teachers need to assess students' different needs, abilities, goals and interests before they start teaching their learners. Teachers need to prepare a lesson plan in a way that covers all level students. Again, in the lesson plan teacher needs to make sure that all the skills are covered in a balanced way to implement in a classroom. Implementation of instructional strategies depends on the grouping strategies. Lastly, instructions which involve various activities to develop four skills need to be tailored properly when putting different level students in different groups.

To conclude, it is the teacher who can provide a relaxed and positive atmosphere for the students. To do this teachers should maintain a firm but a warm relationship with their students. For example, teacher in a mixed ability class can call the students by their names and work to learn about their interests and what challenges they feel they have to overcome to be successful in the language classroom (Hess, 2001).

ACTIVITIES OF MULTI-LEVEL CLASSROOM
To keep all students engage in the classroom, teachers need to plan a lesson on one single theme and divide different activities

to different groups. Such activities are dramatization, games, linked storytelling, classroom debate, listening to songs, processed writing, and preoperational activity. Though these activities are used worldwide they are altered and changed to fit the Bangladeshi classroom environment.

To begin with, drama can be a useful and effective activity in the classroom which ensures involvement and participation from all students irrespective of their proficiency levels. This is the kind of activity which not only develops students' communicative skills but also helps to remove shyness and improve confidence. This type of activity can build a strong team spirit among all levels of students. Teacher can make some groups (heterogeneous or homogeneous) and divide some story plots to each group. The level of difficulty of such drama plots can be decided through students' proficiency level.

Next, games can be fun activities that ensure participation from each level of student. Board Race, Hangman, Pictionary, Mime are few names of such games through which not only students can develop their four skills along with analytical ability and creativity but also teachers can lessen their workload of checking only writing assignments and examination scripts.

In *Board Race*, the teacher splits students into several small groups and draws a line down the middle of the chalk board. Two groups of students will then be tasked with coming up with as many vocabulary words as possible that relate to a central idea. For example, the teacher could tell the students that the key concept is "Traffic Jams." Traffic jams are a constant issue in Dhaka and a topic with which students would be familiar. Two groups of students will come to the front and write as many words as possible related to that topic in the form of a relay race, with one student writing one word and then rejoining his or her group while another student goes forward to write an additional

word. After a set time-frame, maybe five minutes, for example, within a short time frame. Each group will be marked with one point for each correct word. This type of game will help students to come with an enriched stock of vocabularies.

In the classic game *Hangman*, one group will think of a word and write the number of letters on board using dashes along with its meaning. Another group will guess the exact word by saying different letters and meaning. Each letter missed will have the team at the board draw on piece of a picture of a man being hung. If the picture is completed before the word is guessed, then the team at the board wins the game.

In *Pictionary*, the teacher will write some words on several pieces of papers and ask each student to choose any paper and draw the picture of that word from the paper. Student will guess that word by seeing that picture. In *Mime*, students will be divided into pair groups. One student from each group will select a word given by the teacher and act it out to his group to make him or her understand the word.

Third, linked story telling can be an ice breaking activity for the students who have great powers of imagination. The teacher will describe a scenario and one student will be asked to continue it. That student will speak for two minutes and bring the story to a certain point. The next student will continue from the point where first student stopped. Each student will get two minutes to speak and add onto the story. The last student in the line will be required to bring the story to a conclusion.

Fourthly, classroom debate is such activity where students can present their thoughts rationally, support their ideas in an organized way and thus develop their cognitive and speaking skills. The format is basically that the teacher will offer a contextualized and debatable topic such as "Flyovers in Dhaka

will remove the problem of traffic jams." Students are then divided students into two groups. One group will support the idea and other will oppose the idea. In the entire session the teacher will act as a moderator who will announce the winner at the end (or allow a student vote to decide the winner).

Also, listening to songs and understanding their lyrics can be another effective activity for multi-proficiency level students. In this activity teacher will provide two different handouts, one with missing words of that lyrics and other with meanings of some words, to advanced level homogeneous group and beginner level homogeneous group. While listening to that song, the advanced homogenous group will find the word meanings and the beginner homogenous group will find the missing words.

Additionally, processed writing through a peer editing method can be another activity through which different level students can monitor each other's performance, discover mistakes, correct, comment and evaluate their performance at the end. This type of activity is suited in developing writing skill. In a group, students will be given a context oriented topic such as, "Effects of Technology in Students' Academic Writing" to write.

Before writing the main copy students will be asked to write a draft. In case of writing the draft teachers will give different instructions to their students. For example, beginning level students can be asked to write some simple sentences where intermediate and advanced level students can be asked to write complex and compound sentences respectively. After completing writing the draft, different groups will be asked to exchange their copies with other groups and give their comments regarding grammar, vocabulary and syntactical pattern. From each group, one student will read aloud about their feedback given to another group.

The teacher will listen to them and further will give final comments if necessary. After that, each group will be asked to write the final copy on the specific mentioned topic. The benefit of giving this type of activity to the different groups is the entire activity will be carried out in the English language.

Finally, the teacher can not only lessen his work load but also give sufficient time to the multilevel learners to practice English language by giving preparational activity in the form of home assignments. This type of activity can be given to either homogeneous or heterogeneous groups. A single article will be given to the groups to read. Beginner level students can be asked to make some fill in the blanks and word meanings, intermediate level group can be asked to make multiple choice questions and advanced level group can be asked to make some short questions on that specific article. On the next day, each group will exchange their assignments with other groups and each group will do that specific assignment given to them. These assignments will be collected by the teacher at the end and checked later.

MATERIALS FOR MULTI-LEVEL CLASSROOM
In an ELT multi proficiency level classroom, it is important for teachers to select materials in order to implement appropriate instructional and grouping strategies. One of the most useful materials are sets of news articles on different topics that can be used in diverse ways. Nevertheless, various types of audio-visual aids can also be used to illustrate information in the target language, especially for beginning level students. Playing a conversation in English using a tape recorder or mobile phone can also be helpful for students in developing their listening skill. It gives them a chance to listen to the language spoken by native speakers of the target language.

TECHNIQUES FOR MULTI-LEVEL CLASSROOM

Different activities and techniques can be used in the language classroom to appeal to and support all the students, regardless of their levels of language proficiency. One activity, for example, would be a Round Robin and one technique is to use language and instructional scaffolding.

Round Robin is an activity where teacher ensures all students' participation in the classroom. In this technique teacher selects different articles of one particular theme. For example, a teacher distributes different articles on a topic, "Merits and Demerits of Using Cell Phones. " The teacher will then assign different groups to find the merits and demerits within a particular time frame. In this technique group participation is required. Once all groups are done with their assigned task only one student from each group will present his or her group's list of merits and demerits and rest of the students will listen and participate by either supporting or opposing what the student says on behalf of his or her group. Through this activity both extrovert and introvert students will benefit to come up with either simple or complex ideas about the topic. Through this activity, teachers can assess students' progress by monitoring ways of performances such as how they are working in a group and how they are making questions and response.

A "scaffold" is a temporary framework, which is given to the students to support them in the classroom while learning the language and is soon removed once they become comfortable using the target language. For example, a teacher gives some practice sheets on new words in English to different groups so that they can get familiar with the new vocabularies in the target language. Then, they will be given a passage to read and work further in groups. Sawyer (2006) states, "Instructional scaffolding is a learning process designed to promote a deeper

level of learning." Again, in case of introducing new topic in English language teacher provides some background information to the students so that they do not get distracted while learning that topic in target language. According to Saye and Brush (2002) there are two types of scaffolding: soft and hard. An example of soft scaffolding in the classroom would be when a teacher moves among the students in a classroom and speaks with each student (Simon and Klein, 2007). The teachers need to be cognizant of the needs of their students and provide such scaffolding as necessary whether it be physical, through materials, or emotional, through support and encouragement (Van Lier, 1996).

In case of hard scaffolding, this can involve the provision of materials, and this requires planning and time to organize, but it can also be accomplished via the lesson plan and organization (Saye and Brush, 2002). For example, when students are given an article to read and are asked to paraphrase it, the teacher may identify hints or cues to help the students paraphrasing it using different vocabulary and syntactic patterns.

In both situations, that of soft and that of hard scaffolding, the central idea is that the teacher is an expert and can provide mentoring and support (Holton and Clarke, 2006). When any level of student sees strong support all time for them in the class, they will not feel alone, rather they feel mentored and supported. This sort of psychology can give them strength and motivation.

CONCLUSION
There is no doubt that teaching in an ELT classroom with multi proficiency level students often seems difficult for teachers. Successful differentiation of instruction, strategic groupings and activities, selecting appropriate materials surely come as challenging tasks for the teachers. However, if teachers do proper planning before entering the classroom then they can

surely overcome these challenges meeting different needs and interests of students and successfully let them learn English as their target language. In the classroom, appropriate amount and scope of guidance is a necessary factor to keep in mind because this will ultimately lead a teacher to apply proper instruction and a student to construct English language appropriately and correctly. Teachers should always be optimistic in teaching multi language proficiency level students. Tomlinson (1999) stated, "A secure teacher comes away from today with important questions to puzzle about overnight and the belief that today contains insights necessary for a more effective tomorrow"(p.28). Apart from the challenges in an ELT classroom, teachers can become creative, develop professional skills and nonetheless, learn lots of new ideas from the students which make them more confident in their teaching profession.

REFERENCES
Brown, D. (2007). Classroom Management. Teaching by Principles: An Interactive Approach to Language Pedagogy. New York: Pearson Longman.

Bashir, A. and Ferdousy, S. (2006). Problems and Strategies of Teaching English in Large Classes at Universities in Bangladesh. Stamford journal of English. (p.38-52).

Copur, D. S. (2005). Coping with the Problems of Mixed Ability Classes. The Internet TESL Journal. (P.1-5).

Hess, N. (2001). Teaching Large Multilevel Classes. Cambridge University Press: Cambridge.

Holton, D.and Clark, D. (2006). Scaffolding and Meta-Cognition. International Journal of Mathematical Education in Science and Technology.Managing the Multi-Level Instructional

Classroom: Instructional Strategies in the Multi- Level Multi-Subject Classroom. California Adult Literacy Professional Development Project. Retrieved from http://www. pearsonlongman. com/ae/download/adulted/multilevel_monograph.pdf

Marcus, S. (1997). Large Class Size: Strategies for Success. The English Teacher. (p.26).   Retrieved from http://www.melta. org.my/ET/1997/main6.html.

Robert, M. Teaching in the Multilevel Classroom. Retrieved from https://www.englishclub.com/teaching-tips/teaching-multi-level-classes.htm

Sharma, M. H. (2006) Ways of Effective Language Teaching in Heterogeneous Class. Journal of   NELTA.

Simons, K. and Klein, J.(2007) .The Impact of Scaffolding and Student Achievement Levels in a Problem-Based Learning Environment. Instructional Science.

Tomlinson, L. (1999). The Differentiated Classroom: Responding to the Needs of All Learners. Alexandria: ASCD.

Ur, P. (2003). A Course in Language Teaching. Cambridge University Press: Cambridge.

Impact of Authentic Material on Foreign Language Teaching and Learning in Bangladesh: An Investigation

Nanda Kumar Das Bangladesh International School & CollegeBangladesh

Galib Shahriar
English at Landmark School and College
Bangladesh

ABSTRACT
Students in Bangladesh often have difficulties in learning English as a foreign language because of a lack of appropriate learning materials in the classroom. Too often foreign language teaching texts in our country are designed either too difficult or too easy for students. Without appropriate texts that suit them, learners spend long hours in the classroom accomplishing very little in the long run. Most of them remain weak in reading, writing, listening and speaking in English properly even after receiving higher education. Students' performance varies according to the type of materials given to them. A significant amount of research shows that there is something about the type of textbooks/materials that should be looked into and evaluated carefully so that necessary adaptations can be made for effective learning to take place. When learners are introduced to variety of materials, it is necessary to understand what impact they have on the learners. This research, therefore, aims to find out whether there is any impact on performance when students read authentic materials beside the textbooks.

INTRODUCTION
Though English in Bangladesh is taught as a compulsory subject in schools, colleges and madrashas from the primary to the

tertiary level, it is a matter of sorrow that most of our people cannot speak or write English properly. This is also the case for those who have received higher education. It can therefore be inferred that there are some problems in the procedure of English language teaching and learning in this country.

It is undoubtedly true that the situation of English language teaching and learning in Bangladesh is not so good (EIA, 2009a). It is a very common phenomenon that teachers tenaciously follow the textbooks determined by NCTB. As is known, in any given context, students vary from each other in their attitude, aptitude, motivation and many other aspects. So, if the teachers use textbooks as the only tool for teaching English in the classroom, they carry the risk of depriving many of opportunities for learning. So, the textbook oriented classes in Bangladesh pose a great impediment in the way of acquiring or learning English as Foreign language efficiently. Such practices often discourage students and keep them away from learning English as a foreign language. Considering English as a subject rather than a language, students often get tempted to study it for scoring good marks in examinations. As a result, most of our students cannot grow up with a strong base in this particular language and, with their bookish knowledge, can only write and speak incorrect English. We assume that the use of authentic materials in the classrooms besides the textbooks will pave a way for the students to be efficient in listening, reading, writing and speaking in English. The following research questions were designed to address the current research:

1. Does the use of textbooks alone, published by NCTB, help students to develop proficiency in the English language? Is there any necessity for other materials apart from the textbooks to teach English to young learners?

2. Will the use of authentic materials beside the textbooks in the classrooms contribute to the actual learning of English as a foreign language?

3. What impact does using authentic material have in addition to textbook?

SIGNIFICANCE OF THE STUDY

Research in this field is very significant in Bangladesh because very few people have concentrated in this area before. Everybody is concerned about the fact that the inclusion of English as a compulsory subject from the primary to the tertiary level cannot bring about any change in English language proficiency of our students. Some blame to the entire education system of Bangladesh and the others blame the methodology/methodologies that are followed here. It is quite surprising that almost all of them do not focus on the fact that the materials (textbooks) that are used in the classrooms can also be challenged and blamed.

Our present study will try to dig out the significance of using authentic materials beside the textbooks in the classroom and their impact on the students. I hope that this new type of study will attract other researchers, and more investigation will be carried out in this particular area very soon. Hence, I think that traditional thought of taking textbooks as the only instruments for teaching and learning English will be changed in the near future.

BACKGROUND

English language teaching and learning in this independent nation initially started its journey with the Grammar Translation (GT) method. Following the Liberation War in 1971, public sentiment favored Bengali as the first language, and so English

lost its previous dominant status. However it still remained a compulsory subject in secondary school.

Over the course of the next two decades, English established itself as a well accepted foreign language in Bangladesh. The first step in this process was making English as a compulsory subject from Class-1 to Class- 10 in 1990, followed by, in 1993, the reintroduction of English as a compulsory subject in B.A., B. S.S., B. Com., and B. Sc.. In the late 1990s Communicative Language Teaching (CLT) was introduced in this country with a view to increasing the communicative competence of our students.

2001 saw the introduction of a standard book, namely *English for Today*, by the National Curriculum of Textbook Board (NCTB) claiming to reflect communicative principles. Young learners today are still guided by those books. Uddin (2008) says that these textbooks provide learners with a variety of content, information and activities and have been designed and developed for the development of four basic language skills- listening, speaking, reading and writing. NCTB later published English Grammar and Composition (Book-2) citing the importance of knowing the grammar and structure of a language to become competent in it.

Today, in Bangladeshi schools it is common for teachers to tenaciously follow the textbooks determined by NCTB. Research shows that this is not always best practice. The teacher who follows any course book slavishly will inevitably bore himself or herself as well as the students (McRae ,1991, p.23). To go through the course book entirely encourages rote learning at the expense of communicative use of language (McRae, 1991, p. 23). Reading selections in ESL/EFL course books are often quite short and often fail to present appropriate and realistic language models while the lack of challenging reading materials could

also slow the students' language development creating a plateau effect (Kayapinar, 2009).

Text-book oriented classes often tend to be teacher-dominated and pedagogy remains the norm in Bangladeshi school culture where students are in a passive role, limited to memorizing facts and reciting them back to their teacher (Shohel and Howes, 2008).When students are given course books that are similarly designed as their past learning materials, they may sometimes lose interest and motivation to study. But without any motivation, it is not possible to acquire a second/ foreign language (Masgoret and Gardner , 2003).

METHODOLOGY
A descriptive research-design incorporating both qualitative and quantitative instruments was used to accomplish the objectives of this research study. Two sets of questionnaires- were separately prepared for both teachers and students on different issues like the suitability of present textbooks, the focus on different language skills in the classrooms, the necessity of other materials and the acceptance of authentic materials in Bangladesh etc. While multiple choice in nature, a text box was left at the end of each question for both students and teachers to share their opinions.

As a part of the research activity, classes were conducted using and materials that were largely authentic in nature on a group of Class-10 students. Ten classes were given which included two tests- each of 40 minutes duration. The experimental classes provided an opportunity to observe the attitude of these students towards the use of authentic materials. Observational notes of my experimental classes helped to extract qualitative information from students. A group of eight high school students (five boys and three girls) and eight teachers participated in this research.

MATERIALS USED IN THE CLASSROOMS

Diverse authentic materials have been used in my experimental classes. I preferred a blend of all sorts of materials including listening/ viewing materials, visual materials, printed materials and realia (real-world objects) in order to make the classes more interesting than ever before.

TEACHING GRAMMAR

All lessons were planned with grammar being taught incidentally and blended in with the authentic material. Students were given opportunities to apply their grammatical knowledge in the classrooms through different activities like: pair work, group work or individual activities in both speaking and writing.

ASSESSING LEARNING

To avoid exam stress, a pre-test test in reading, writing and listening was developed and administered to students. As there were no markings on the test document, students were unaware that they were being tested. Over the course of the following 9 lessons students were taught using authentic materials. In the tenth class, I gave my students a post-test; the same question paper used in the pre-testand under the same conditions. A comparison of the data was then made to determine the impact of the authentic materials on my students.

DATA ANALYSIS

A comparative list of marks which the students received in the pre and post-tests is shown in the following table:

Student (St) Reading(R)   Writing (W)   Listening (L)

	Pre-Test				Post-Test			
St.	R	W	L	T	R	W	L	T

A	07	07	05	19	09	08	07	24
B	05	06	03	15	08	07	07	24
C	08	08	07	23	07	08	07	22
D	05	06	04	15	09	08	08	25
E	07	09	08	24	10	09	10	29
F	08	06	07	21	07	07	08	22
G	06	05	03	14	07	06	07	20
H	03	04	02	09	07	05	07	19
Total marks (of all students)	140							183

Table 1: Comparative study of the pre-test and post-test marks

A close examination of the data shows that all the students of Class-10 except one performed better in the post-test than in the pre-test. Some of the students including **B**, **D**, and **H** showed tremendous improvement in their post-test. On the other hand, the other four students improved in their post-test test in the following way: **F** by 01 mark, **A** and **E** by 05 marks, and **G** by 06 marks.

There was an overall improvement of almost 18% in the post-test. While it must be acknowledged that students did have advantages in the post-test, namely they saw the same question paper twice, their anxiety may have been lower and they may have completed the test sooner. All these have actually helped them to do better in the second test. However such advantages would not solely account for such a marked improvement.

ASSESSING SPEAKING
Students were not assessed formally; rather, notes and observations were kept of their behavior after each class. Those notes later on helped determine how much the speaking of the students developed after the input classes using authentic materials. Though there were grammatical errors in speaking

fluency increased considerably in comparison to their initial stage. It was a positive sign that they started to communicate with their friends in English something they had never done before.

QUESTIONNAIRE ANALYSIS

Teachers and students were encouraged by the use of authentic materials. According to most of the students; the activities included in the textbooks are not interesting. Teachers, however, believe the textbook activities are interesting but 75% acknowledged that the textbooks do not provide equal emphasis on every language skill. Overall the questionnaire revealed that though the teachers and students show contradictory opinions, they agree that authentic materials should be used in the classrooms along with the textbooks.

CONCLUSION

Krashen (1982) claims that learners with high motivation, self-confidence, good self-image and low level of anxiety are better equipped for second language acquisition. Most students believed that their textbooks were not interesting at all. They were encouraged by the use of authentic materials because such materials were interesting and motivating for them. In the classes where authentic material was used students were nit stressed, nor were they busy trying to rote-learn grammar rules. Instead the affective filter of the students was high and they showed rapid improvement during my experimental classes. Most teachers questioned could also see the benefit of using authentic materials.

However in a country like Bangladesh the use of authentic materials can be problematic. Firstly many English teachers work in different schools lack the training and professional development necessary to effectively adapt and utilize such materials. Adapting material can be costly and time consuming

as the Education Department in Bangladesh does not fund such initiatives. Finally there is the issue of the motivation many teachers lack to enrich their class in any meaningful way. They often rely wholly on the textbook and do not see the point in searching for useful, fun material to use with their students.

In the long run, the implementation of authentic materials in the Bangladeshi classrooms will bring a wind of change in EFL (English as Foreign Language) teaching and learning in Bangladesh. In time these students will be able to read, write, listen and speak in English proficiently. To make that possible, authentic materials along with textbooks must become the norm and teachers must be supported and encouraged to exploit such resources.

REFERENCES
Aggarwal, J. (1983). *Landmarks in the history of modern Indian education*. Delhi:Vikas.

Aldridge, A. and K. Levine (2001). *Surveying the social world: Principles and practices in survey research.* Maidenhead: Open University Press.

Berardo, S. A. (2006). The use of authentic materials in the teaching of reading. *The Reading Matrix 6* (2), 60-69.

Bernhardt, E., &Berkemeyer, V. (1988). Authentic texts and the high school German learner. *Teaching German, 21*(1), 6-28.

Breen, M.P. (1985). Authenticity in the language classroom. *Applied Linguistics, 6*, 60–70.
Bryman, A. (1988). *Quantity and quality in social research*. London: Routledge.

Canale, M. and Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics 1 (1), 1- 47.*

Chavez, M. T. (1998). Learner's perspectives on authenticity. *IRAL,36*(4), 277-306.

Davis, R. S. (1997). Comics: A multi-dimensional teaching aid in integrated-skills classes. Retrieved October 15, 2011, from http://www.esl-lab.com/research/comics.htm

EiA. (2009a). An observation study of English lessons in primary and secondary schools in Bangladesh. *Baseline Study 3*. Dhaka: English in Action.

Gebhard, J.G. (1996). *Teaching English as a foreign language: A teacher self development and methodology guide*. Ann Arbor: The University of Michigan Press.

Gilmore, A.(2004). A comparison of textbook and authentic interactions. *ELT Journal, 58*(4),363-374.

Guariento, W., & Morley, J. (2001). Text and task authenticity in the EFL classroom. *ELT Journal, 55*(4), 347–353.

Harmer, J. (1991). *The practice of English language teaching*. London: Longman.

Jacobson, E., Degener, S., and Purcell-Gates, V. (2003). Creating authentic materials and activities for the adult literacy classroom: A handbook forpractitioners. Retrieved November 13, 2011 from http:// www.ncsall net/fileadmin/resources/teach/jacobson.pdf.
Karpova. L.V. (1999). Consider the following when selecting

and using authentic materials. *TESOL Matters, 9*(2).

Kayapinar, U. (2009). Course book evaluations by English teachers. *Inonu University Journal of the Faculty of Education*, *10* (1), 69 – 78.

Kelly, C., Kelly, L., Offner, M., &Vorland, B. (2002). Effective ways to us authentic materials with ESL/ EFL students. *The Internet TESL Journal, 8*(11), 1-5.

Kilickaya. F. (2004). Authentic materials and cultural content in EFL classrooms. *The Internet TESL Journal, 10* (7). Retrieved December 6, 2011from http://iteslj.org/Techniques/Kilickaya-Authentic Material.html.

Kim, D. (2000). A qualitative approach to the authenticity in the foreign language classroom: a study of university students learning English in Korea. *Texas Papers in Foreign Language Education, 5 (1),* 189-205.

Krashen, *S.* D. (1982). *Second language acquisition and second language learning.* Oxford: Pergamon.

Lin, Y. (2004). The effect of authentic materials on motivation and reading achievement of EFL learners in Taiwan. Unpublished PhD dissertation. La Siera University.

MacDonald, M. N.& Badger, R. Dasli, M. (2006). Authenticity, culture and language learning. *Language and Intercultural Communication*, *6*,(3) 250-26.

Martinez, A.G. (2002). Authentic Materials: An Overview on Karen's Linguistic Issues. *Foreign Language Education, 5 (1),* 189-205. Retrieved January 2, 2012 from http://www3.telus. net/linguisticsissues/authenticmaterials.html (http://www3.telus.

net/linguisticsissues/authenticmaterials.html)

Masgoret, A.M., & Gardner, R. C. (2003). Attitudes, motivation, and second language learning: A meta-analysis of studies conducted by Gardner and Associates. *Language Learning, 53*, 167-210.

McNeill, A. (1994). What Makes Authentic Materials Different? The Case of English Language Materials for Educational Television. Papers presented at the Annual International Language in Education Conference, Hong Kong.

McRae.J.(1991). *Literature with small 'l'*. London: Macmillan Publisher Limited.

Miller, M. (2005). Improving aural comprehension skillsin EFL, using authentic materials: An experiment with university students in Nigata, Japan. Unpublished master's thesis, University of Surrey, Australia.

Mishan, F. (2005). *Designing Authenticity into Language Learning Materials*. Bristol: Intellect.

Morrow, K. (1977). *Authentic texts in ESP*. In Holden, S.(Ed). English for specific purposes. London: Modern language publications.

Moya, L. M. (2000). Using authentic materials in the foreign language classroomto meet the needs of sojourners. Retrieved December 5, 2011, from http://www.caleuche.com/Lily?Thesis.htm.

Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge: Cambridge University Press.

Oguz, A. & Bahar, H. O. (2008). The importance of using authentic materials in prospective foreign language teacher training. *Pakistan Journal of Social Sciences, 5*(4), 328-336.

Rogers, C., & Medley, F. (1988). Language with a purpose: using authentic materials in the foreign language classroom. *Foreign Language Annals, 21*, 467–478.

Shohel, M. M. C., & Howes, A. J. (2008). Informality of teaching and learning in Non-formal schools: Sociocultural processes as mesosystems of student development. *Education 3-13*, *36*(3), 293-309.

Tatsuki, D. (2006). What is authenticity? *The language teacher, 16*(5), 17-21.

Taylor, D. (1994). Inauthentic Authenticity or Authentic Inauthenticity? *The Electronic Journal for English as a Second Language, 1*(2).

Uddin, M. M. (2008*). English for today: For class 9-10*. Dhaka: National Curriculum and Textbook Board.

Vaus, D.A. (1992). *Surveys in social research*. London: Unwin Hyman.

Widdowson, H.G.(1998). Context, community and authentic language. *TESOL Quarterly, 32*(4),705-616.

Investigating Undergraduate Students' Academic Listening Skills: An Insight into Bangladeshi Public Universities

Sharifa Chowdhury
Southeast University, Bangladesh

ABSTRACT
The study aims to investigate the main sources of difficulty as perceived, and the most common strategies used in the comprehension of English lectures by, undergraduate students. Here the context is mainly the English departments of Bangladeshi public universities where a majority of the students come from Bengali medium schools and colleges and hold very poor listening skills in English. In order to investigate these difficulties, quantitative data was collected using two questionnaires among thirty participants on the mentioned issues and a focused group interview was conducted comprised four participants to collect qualitative data. The participants were selected from an English department of a public university studying in the first year, second semester. The findings show that problematic physical settings of classes, the uninteresting contents of the lectures and the unattractive methods of lecturer delivery are the main sources of difficulty reported by the students. On the other hand, students use cognitive and socio-affective strategies to comprehend English lectures. The results of the study have implications for both the teachers and students of English Departments of different public universities in Bangladesh and in similar second or foreign language contexts in other countries as well.

INTRODUCTION
Listening is often the skill that is focused on least in English Language Teaching (ELT) classes compared to the other three skills (Alam and Sinha, 2009). But, it is the first of the language art skills developed and the one most frequently used in both

classroom and daily life. According to Curtain et al. (1988) listening is not only the basis for the development of all other skills but also the main channel through which learners make initial contact with the target language and its culture. In an academic setting, listening skills become the first priority for the university students of ESL or EFL to comprehend English class lectures. However, students often fail to comprehend English class lectures properly for a number of reasons. In Bangladesh 86% of students come from Bengali medium educational backgrounds (Jahan and Jahan, 2008). As a result, they face difficulties in coping with English as the major medium of class lectures or instructions. To cope, they use a number of listening strategies, consciously or unconsciously, to understand class lectures. It is important for both the teachers and students to be aware of the barriers in successful listening comprehension and the frequently used listening strategies so that they can be careful about those affective factors in class and work consciously to ensure successful listening comprehension.

Hence, this study is to explore the main sources of difficulty and most commonly used listening strategies for English class lecture comprehension by the undergraduate students of public universities in Bangladesh. The whole investigation is done from the students' perspectives.

With this purpose in mind the research questions are set thus:

1. What are the main sources of difficulty in English class lecture comprehension encountered by students?

2. What are the most common listening strategies used by the students for English lecture comprehension?

LITERATURE REVIEW

There is an insufficiency of research in the area of perceived difficulty and used strategies in listening comprehension by the ESL/EFL students (Goh 1997; Richards 1985). However, previous studies that are available show a tendency to approach theses two issues separately. Yousif (2006) in his study investigated the lecture comprehension problems of first year students in an EFL context and found that linguistic, conceptual, discourse, acoustic, environmental and psychological variables hamper effective comprehension. Flowerdew and Miller (1992) attempted an ethnographic study on a group of 30 1st year Hong Kong Chinese students to discover their perception, problems and strategies in second language lecture comprehension. Their study revealed that speed of delivery, terminology and concepts, concentration, etc., were the factors causing difficulty in comprehension and the strategies they used to try to overcome these problems were pre and post-lecture reading, peer or lecturer help, concentrating harder, note-taking, etc.

In addition, Abdalhamid (2012) conducted research on 30 Arabic-speaking ESL learners to identify the most common listening strategies used by the students in comprehending class lecture. His study indicated that both advanced and intermediate listeners use mainly cognitive, metacognitive, and socio-affective strategies. His classification of the listening strategies into the three main types is in accordance with O'Malley's and Chamot's (1989) categorization of the strategies who identified those strategies previously as three as well. Analyzing the previous studies done, we can see that cognitive, metacognitive and socio-affective strategies are the major strategies used in listening comprehension (Azmi, Celik, Yidliz & Tugrul , 2014).

In Bangladesh, the scarcity of research concerned with these issues is even more pronounced. Studies done have mostly focused on secondary, higher secondary and intermediate level

and confined only to describe the overall condition of teaching and learning the listening skills in Bangladesh and ended up with providing suggestions, tasks and solutions to develop students' listening skills (Alam and Sinha 2009; Afrin 2013). Research investigating the undergraduate students' listening comprehension problems and strategies are not available as such.

A study by Abedin, Majlish and Aktar (2009) was conducted on the private universities' students in Bangladesh to find out the reasons for poor listening skills in comprehending English class lectures. They found that negligence of practice at school and college level, language teachers' lack of attention to develop students' listening skills, difficult content, teachers' pronunciation variation and poor listening skill of the students are the main barriers in comprehending class lecture. But, no focus was given what strategies students are using to overcome those problems.

Therefore, this study intends to explore the undergraduate students' both the perceived difficulty and used strategies in English lecture comprehension especially locating the study in a major public university in Bangladesh.

LISTENING COMPREHENSION
Listening comprehension does not mean just hearing what is said. It refers to active and complicated mental processes namely interactive and interpretive. Here, listeners need to concentrate on utterances spoken in a particular language. The aim is to recognize a certain amount of vocabulary and grammar structures, to break down each utterance into small, meaningful, units, to translate it with the help of stress and intonation and keep all of the components in short-term memory to understand the whole text in a particular context (Brown, 1994).

LISTENING COMPREHENSION DIFFICULTIES

Listening comprehension is a complex, covert and sometimes difficult process for the students. It is more difficult for the non native students of English. They face difficulties in comprehending English class lecture due to a number of facts. Lynch (2010) mentions four main factors that affect the listening process. According to him these are

1) The listener -The listener who is more interested and active in a conversation with more background knowledge will comprehend the lecture better than a listener who is eavesdropping in a conversation. Hence, students' motivation, concentration, positive attitude to the target language and level of effort are the things involved in successful listening comprehension.

2) The speaker- The speaker's extent of using colloquial language and reduced forms affects comprehension. A speaker's rate of delivery and many hesitations may make it difficult for a listener to follow. In addition, speaker's accent, length of speech and speed of lecture delivery, lack of clarity in speech etc. can also be the potential factors creating comprehension difficulty for the students.

3) The content -If the content is familiar and easy to the students then it becomes easier for them to understand as they can relate it with their background knowledge. Difficult and unfamiliar vocabulary also results poor listening comprehension. Here, having "cultural difference" in the content might intensify the difficulty level to one step further in listening comprehension. Gilakjani & Sabouri (2016) citing Azmi, Celik, Yidilz & Tugrul (2014) clarify the matter saying "if the listening task involves completely different cultural materials then the learners may have critical problems in their comprehension".

4) Visual support-Visual supports such as video, pictures, diagrams, gestures, facial expression, and body language can increase comprehension of the listener. Audio support is just the complementary part of it which proper use may ensure the same result. At the same time these could cause a negative result when used inappropriately such as something too back dated or poor material quality, not directly connected to the content of the lecture, unattractive, not contextually relevant or familiar, rate of speed and so on.

This claim is in agreement with Yagang (1993) who also pointed out those factors as the major issues affecting listening comprehension. Along with these he included the physical setting also (including infrastructure and logistical support) which affects listening comprehension.

Listening Comprehension Strategies
Though there has not been yet any specific listening comprehension theory developed in the past two decades (Liu, 2009), different scholars try to understand it in terms of different strategies. Goh (2002) defined listening strategies in terms of approaches which increase the process of listening comprehension. Mentioning about the importance of improving the listening strategies, Vendergrift (1999) opines that these strategies enable the learner to facilitate their comprehension and review their understanding consciously. As mentioned in the literature review, the following three are the mainly found strategies in listening comprehension:

1.   **Cognitive strategies-** These strategies help listeners to process, store, and recall new information with the help of existing knowledge from long term memory. They involve the activities like summarizing, visualizing, guessing the meaning of new words in context, mind-mapping, understanding key words

or clues etc.

2.   Metacognitive strategies- These are the management techniques which listeners employ to regulate the cognitive processing via planning, monitoring, evaluation, and modifying their approaches. Metacognitve strategies help to realize the learners about their process of comprehending. This realization creates mental strength and confidence to accomplish any task.

3.   Socio-affective strategies- These strategies involve the attempts to create and promote positiveemotional reactions and attitudes towards language learning (Chamot & O'Malley, 1987). Socio-affective strategies influence the learning context immediately. Activities involved here are interaction and collaboration with other classmates, using specific techniques to minimize inhibition, taking help from friends or asking teacher for clarification in class etc.

METHODOLOGY
This is an exploratory study using both qualitative and quantitative methods to collect data in the concerned areas.

INSTRUMENT
Two questionnaires and one interview had been used in this study. A four points Likert scale questionnaire containing 16 items had been used to find out the main sources of difficulty in lecture comprehension. The items were divided into four variables - difficulty resulting from teachers, from students, from content of lecture and from physical setting of class. The scale ranges from *strongly agree to strongly disagree*. It was developed based on Lynch's (2010) proposition of the four facts affecting listening comprehension as mentioned in the literature review section. Another four points Lickert scale questionnaire containing 12 items had been used to collect discover the students' most commonly used strategies in lecture

comprehension. The items were divided into three constructs-cognitive, meta-cognitive and socio-affective strategies. The scale ranges from *strongly disagree to strongly agree*. It had been adopted from a study by Abdalhamid (2012) as mentioned in the literature review section. In addition, the interview including three questions had been taken to ensure the reliability and validity of the findings from the questionnaires. Moreover, the questions were set to elicit students' response in more details regarding the investigated factors.

SAMPLING
To select the participants, a purposive sampling method was used. The participants were 30 students from the first year, second semester of English department in a public university in Dhaka. For the interview, four students from the same class had been selected. They had just finished the first semester attending lectures both in language and literature class where the medium of instruction was English.

METHOD OF DATA COLLECTION
 The questionnaires were administered after a class of the subjects by their class representative (CR). Before administering the questionnaires, the CR explained the aims and objectives of the survey. The students filled in the questionnaires at home and returned them to the CR the following day. In addition, the interview was conducted directly by the researcher with the selected participants at a mutual convenient time. The interview was taken in audio recorded form.

METHOD OF DATA ANALYSIS
The Lickert scale items in the questionnaires produced quantitative data and the interview questions produced qualitative data. Manual calculation had been done to analyse the quantitative data. Descriptive statistics (frequencies and means) were calculated manually for each variable of the questionnaire 1

and for each construct in the questionnaire 2 to find out respectively the main sources of difficulty and most commonly used listening strategies in lecture comprehension. The audio recorded interview responses were transcribed personally by the researcher and an in depth descriptive analysis was done to ensure reliability of and a complement to the findings from the questionnaires.

RESULTS AND DISCUSSION OF THE FINDINGS
Research question 1: What are the main sources of difficulty in English class lecture comprehension encountered by students?

Lecture Comprehension Difficulties Resulting from Teachers
The first four statements from the questionnaire-1 were representative of the difficulties resulting from teachers.

The results show that the majority (80%) of the respondents identified that when the teacher's presentation of lecture is uninteresting and not clear then they lose concentration. The next majority of the respondents (76.67%) identified teacher's fast speed of lecture delivery for which comprehension difficulty occurs. In addition, 66.66% respondents identified lack of repetition and summing up of the key ideas of the content of lecture while 63.34% respondents identified teachers' pronunciation variation as the reason. A possible explanation could be that since the first year students are not accustomed to English majoring lectures and also the courses seem totally new for them so they need more organized and attractive way of lecture presentation and delivery by the teachers so that they can facilitate comprehension according to their level of listening skills.

Lecture Comprehension Difficulties Resulting from Students
Statement numbers 5 to 8 from the questionnaire-1 were the representatives of the difficulties resulting from students. The

findings here disclose that 76.67% respondents considered that when they come in class with their personal worries they cannot concentrate while 73.67 % considered that their state of boredom or tiredness creates difficulty in lecture comprehension. These findings suggest that students' physical and mental conditions are very important in class on which successful lecture comprehension depends much.

Other noteworthy points here were that 66.67% respondents did not think that missing of any key point in lecture creates difficulty in lecture comprehension and 63.33% also disagreed that they find difficulty to listen to long talk. These findings suggest that the students have the listening skills up to a certain level.

Lecture Comprehension Difficulties Resulting from the Content of Lecture
Statement numbers 9 to 12 from the questionnaire-1 were the representatives of the difficulties resulting from the content of lecture. Here the results reveal that a vast majority (83.33%) of the respondents agreed that unexciting topic creates difficulty in understanding lecture. In addition, 76.66% respondents identified difficult subject matter of the content, 73.34% identified difficult language of the content and 63.34 % identified unknown or unfamiliar context of the content of lecture as the reasons of difficulty in lecture comprehension. The findings suggest that students rely much on content to comprehend lecture. It also implies that for the first year students, selection of an appropriate content which is easy going, interesting and contextual could be an easy tool for effective teaching and learning of the listening skills.

Lecture Comprehension Difficulties Resulting from the Physical Setting of Class

Statement numbers 13 to 16 from the questionnaire-1were the representatives of the difficulties resulting from the physical setting of class.

The findings here demonstrate that a huge majority (83.33%) of the respondents agreed that discomfortable classroom setting where the classroom is crowded and teacher's face is not seen, poor lecture comprehension occurs. Again, 76.67% respondents identified lack of microphone/defective sound system, 73.34% identified sitting far away from the teacher in large classroom and 66.67% identified lack of visual aids (slide show or projectors along with the lecture) as the reasons of difficulty in understanding lecture. The findings suggest that favourable classroom atmosphere with necessary logistical supports is the prerequisite to facilitate teaching and learning the listening skills effectively.

Now, to find out the main sources of difficulty among the four investigated sources, the means of underlying components of each variable (source) had been calculated. The lecture comprehension difficulties resulting from the physical setting of class" has the highest mean (M=3.19) and "lecture comprehension difficulties resulting from the content of lecture" has the second highest mean (M=3.01).Next, "lecture comprehension difficulties resulting from teacher" has the third highest mean (M=2.95) while "lecture comprehension difficulties resulting from students" had the least mean (M= 2.82). Hence, from the found results it can be said that problematic physical setting of class, monotonous content of lecture and deficient way of teachers' lecture delivery are the three major sources of difficulty in English lecture comprehension for the first year students.

Research question 2: What are the most common listening strategies used by the students for English lecture

comprehension?

Use of Cognitive Strategies of Listening
The first 4 statements from the questionnaire-2 were the representatives of the cognitive strategies of listening.

The findings here show that a vast majority (93.33%) of the participants uses their knowledge and personal experience to comprehend lecture .76.67% uses the main idea of the text to guess the meaning of the unknown words in lecture while 60% tries to picture the setting of the lecture topic to understand what the teacher is saying. On the other hand, it is seen that 60% participants do not focus on the meaning of every word to understand the whole content of the lecture. These findings reveal that the students use more top down method under cognitive strategies to comprehend lecture.

Use of Meta-cognitive Strategies of Listening
Statement numbers 5 to 8 from the questionnaire-2 were the representatives of meta-cognitive strategies in listening. The findings here demonstrate that the majority (80%) of the respondents focuses harder on the text while having trouble in understanding the content of lecture.73.34% of the respondents translates the English lecture in their heads while listening and 53.34% has a goal in head while listening to lecture. But, 56.67% admits that they do not question their own comprehension level whether they are satisfied or not while listening. The results mainly indicate that the students lack the knowledge of applying appropriate listening skills (because of not being aware of the skills actually) in particular case which leaves space for the teacher to work out greatly to ensure students better listening comprehension in class.

Use of Socio-affective Strategies of Listening
Statement numbers 9 to 12 from the questionnaire-2 were the

representatives of socio-affective strategies of listening. The results here show that 73.34% of the participants tries to enjoy listening to the lectures in English while 73.33% tries not to feel nervous when listen to English. Again, 63.33% of the participants tries to relax while 60% tries not to feel worry so much even when they cannot understand something in lecture. These findings suggest that the students have enough eagerness to develop their listening skills keeping positive emotional reaction and attitude towards listening to English lecture. Teachers can take care of their potentials to help them reaching up to their required level of listening skills.

Now among these three strategies, to find out the most commonly used strategies by the students, the means of the core components of each construct (strategy) have been calculated. The results show that cognitive strategies have the highest mean (M=2.76), socio-affective strategies have the second highest mean (M=74) and meta-cognitive strategies have the least mean (M=2.67) among these three means. It is noteworthy that difference between the means is very little. The possible reason is, one student may use several strategies at the same time. So, though the results suggest that cognitive and socio-affective strategies are the most commonly used strategies than meta-cognitive strategies yet the little difference in the means indicates that all the strategies are used by students almost in similar extent.

Analysis of the Interview Responses
Three questions were set for the interview and these were asked to each of the four participants. The first question was to them "do you face difficulties in understanding class lectures?" All of the participants agreed in their answers that they face difficulties in lecture comprehension for different reasons. The second question was "what are the reasons of the perceived difficulties do you think? Mention as many as you can identify". In

answering this, the most common reasons of difficulty they mentioned are:

--Crowded class with uneven sitting arrangement

--Lack of adequate use of audio-visual aids in class

--Boring and sometimes unfamiliar and difficult topic of lecture

Their answers support the finding of the questionnaire 1 which identified physical setting and content of lecture as the major sources of difficulty in lecture comprehension. The third and last question to them was "what do you do to understand the lecture when the lecture seems difficult?" What they said in answering the question was mostly related to the cognitive and socio-affective strategies of listening which accorded with the finding of the questionnaire 2.They said that they try to relate the topic with their personal experience and try to understand the main ideas of the content rather than focusing on every word in lecture. They also mentioned that to understand any difficult point which they miss while listening to lecture, they try to know it by asking it to friends or by studying the topic by own after the class. It is important to mention that all of them remarked that they try to enjoy English lectures rather than feeling worried since for them class lecture is the main exposure to listening .To develop their listening further, they mention the necessity of increasing more activities to practice the listening skills in class. The interview responses harmonize with the findings of the questionnaires.

IMPLICATIONS OF THE PROJECT FINDINGS

At the public universities in Bangladesh, setting of the classroom is always overlooked. Attention is hardly paid to students whether they are enjoying the teaching and the content. This paper tries to emphasize those ignored parts so that concerned authorities can be aware about the huge impact of those factors on teaching and learning process and can take necessary initiatives to ensure better listening comprehension of the

students.

In addition, the paper also implies that in designing syllabus for the first year students, interesting and context relevant content should be selected to keep the students at ease while beginning their journey to explore concerned English skills .Scopes are left to carry out further research in this area.

Moreover, the findings also may help the students to be aware of the listening strategies they are using already unconsciously or subconsciously which may provide them a holistic view of listening strategies. Teachers may get a view of their students' level of listening comprehension and the mostly used strategies which may create the urge in them to make their lecture presentation creative, exciting and student engaging.

CONCLUSION AND LIMITATIONS OF THE STUDY
The study explored the main sources of difficulty as felt, and most commonly used strategies in English lecture comprehension, by undergraduate students of an English department of a Bangladeshi public university. The results reveal that the challenging physical setting of class, unappealing content of lectures and the traditional way of lecture delivery are the main sources of difficulty in English lecture comprehension and students use cognitive and socio-affective strategies in listening more than the meta- cognitive strategies. The study indicates that to promote better teaching and learning of the listening skills the English department authorities, the teachers, and also the students need to be more concerned about their own responsibility and should be cooperative to bring the best outcome.

But the findings of the study are not generalizable for all the undergraduate students in Bangladesh since private universities with comparatively better infrastructure do exist in the national

context. In addition, the sample size was small and concerned only with the students' perspective. Further research is encouraged with larger samples combining the perspective of both the teachers and students including private universities to capture a broader picture of the areas concerned.

REFERENCES

Abdalhamid, F. (2012). *Listening Comprehension Strategies of Arabic-speaking ESL Learners.* (Master's thesis, Colorado State University). Retrieved from http://digitool librarycolostateedu///exlibris/dtl/d3_1/apache_media/L2V4bGlic mlzL2R0 bC9kM18xL2FwYWNoZV9t ZWRpYS8xNjE5MTc=. pdf (http://digitool.library colostateedu///exlibris/dtl/d3_1/apache_media/L2V4bGlcmlzL2 R0%20%202020bC9kM18xL2 FwYWNoZV9tZWRpYS8xNjE5MTc=.pdf)

Abedin, M., Majlish, S. K. H, & Akter, S. (2009) . Listening skill at tertiary level: A reflection. *Journal of Linguistics*, *2(3),* 69-90. Dhaka University.

Afrin, S. (2013). *A study on the Listening and Speaking Skills in English at HSC level: Challenges and Possible Solutions.* (Bachelor of Art's thesis, BRAC University).Retrieved fromhttps://www.google.com.bd/search q=A+study+on+the+Listening+and+Speaking+skills+in+English +at+HSC+level: +Challenges+and+Possible+Solutionsby+sadia+afrin+from+BR AC+university&ie=utf-8&oe=utf-8&rls=org.mozilla:en-US: official&client=firefox- a&channel=np&source=hp&gws_rd=cr&ei=iKsCVNLtD5GTuA SpsoKABC

Alam, Z. and Sinha, B. S. (2009). Developing Listening Skills

for Tertiary Level Learners. *The Dhaka University Journal of Linguistics: Vol. 2 No.3*, Page:19-52.

Azmi, B. M., Celik, B., Yidliz, N., and Tugrul, M. C. (2014). Listening Comprehension Difficulties Encountered by Students in Second Language Learning Class. *Journal of Education and Instructional Studies in the World* , 4(4), Page: 1-6.

Brown, D. (1994). *Teaching by Principles: An Interactive Approach to Language   Pedagogy.* USA: Prentice Hall Regents.

Chamot, A. U. , & O'Malley, J. M. (1987). The cognitive academic language learning approach: A bridge to the mainstream. *TESOL Quarterly, 21,* 227-249. Retrieved from http://www.jstor.org/stable/3586733

Curtain, H. A., et al. (1988). *Foreign language – Making the match*. USA: Addison- Wesley Publishing Company, Inc.

Flowerdew, J. & Miller, L. (1992). Student Perceptions, Problems and Strategies in Second Language Lecture Comprehension. *Regional Journal, 23(2),* 60-80.Retrieved from http://teaching.polyu.edu.hk/datafiles/r4.pdf (http://teaching. polyu.edu.hk/datafiles/r4.pdf)

Gilakjani, A. P., and Sabouri, N. B. (2016). Learners' Listening Comprehension Difficulties in English Language Learning : A Literature Review. *English Language Teaching ,* Vol. 9(6). 123-133.Canadian Center for Science and Education.

Goh, C. (1997). Metacognitive awareness and second language listeners. *ELT Journal,51*, 361-369. doi:10.1093/elt/51.4.315

Goh, C. C. M. (2002). Exploring listening comprehension tactics

and their interaction patterns. *System, 30*,185-206.Retrieved from http://www.ingentaconnect. com/content/els/0346251x/2002/00000030/00000002/art00004

Jahan, A. and Jahan, N. (2008). Teaching Presentation Skills toTertiary Students in Bangladesh. *Stamford Journal of English*, 4: 38-57.

Liu, Y. (December 2009). *The Utilization of Listening Strategies in the Development of Listening Comprehension among Skilled and Less-skilled Non-native English Speakers at the College Level.* Available from ProQuest Dissertations and Theses database. Retrieved from http://repository.tamu. edu/bitstream/handle/1969.1/ETD-TAMU-2009-12-7601/LIU-DISSERTATION.pdf?sequence=3

Lynch, T. (2010). Listening: Sources, skills, and strategies. In R. Kaplan (ed.) *Oxford   handbook of Applied Linguistics.* 74-87. Oxford: Oxford University Press.

O'Malley, J. M., Chamot, A. U. (1989). Learning strategies in second languag acquisition. *Applied Linguistics, 10, 4*, 418-437.

Richards, J. C. 1985. *The context of language teaching*. Cambridge: Cambridge University Press.

Vandergrift, L. (1999). Facilitating Second Language Listening Comprehension : Acquiring Successful Strategies. *ELT Journal*, 53(3), 168-176.

Vandergrift, L. (2007). Recent developments in second and foreign language listening comprehension research. *Language Teaching, 40*, 191-210.Retrieved from https://www.google. com/search? q=Listening+Comprehension+Difficulties+as+Perceived+by&ie

=utf-8&oe=utf-8&aq=t&rls=org.mozilla:en-US:
official&client=firefox-a&channel=np&source=hp

Yagang, F. (1993), "Listening: problems and solutions", English
Teaching Forum. In Kral, The (Ed), Teacher Development,
Making the Right Movies, 189-196, English   Language
Programs Division, United States Information Agency,
Washington, D.C.

Yousif, A. A. (2006). Listening Comprehension Difficulties as
Perceived by. *Journal of   King Saud University: Vol 19.* pp. 35-
47. Retrieve from http://repository.ksu.edu.
sa/jspui/bitstream/123456789/290/1/Listening%
20Comprehension%20Difficulties%20as%20Perceived%20by.
pdf

The Pedagogy of Bangladeshi Multimedia Enhanced English Language Classrooms

Taslima Irine Ivy and **Rubina Khan**
Dhaka University
Bangladesh

ABSTRACT
23,661 primary and secondary school teachers in Bangladesh have received training on creating multimedia content using PowerPoint for classrooms under a government initiated project titled 'Access to Information' (a2i) (from 2010) with a vision to promote better learning.This study attempts to find out to what extent the a2igoal of promoting better learning through multimedia has been achieved by analysing the pedagogical purposes ofmultimedia use in two a2iPowerPoint based EFL (English as a Foreign Language) classrooms. Two secondary level classrooms in two different schools were observed, both teachers were interviewed and the PowerPoint content used was analysed. Qualitative analysis of data revealed thatteachers used multimediafor the pedagogical purposes ofpromoting better understanding and retention, more interaction, improved motivation and presenting information. Although the study found student motivation to be higher than traditional classrooms, the pedagogical goal of promoting better understanding, retention and more interaction by using multimedia content is yet to be achieved to the full extent. Pedagogical implications of the findings are discussed drawing on Mayer's (2001, 2003, 2009) cognitive theory of multimedia learning and related research.

INTRODUCTION
The ministry of education in Bangladesh has aimed to bring about educational reform in classrooms. In so doing it has

initiated a project entitled "a2i (Access to information) Multimedia Classroom Project" from 2010. This investment in setting up multimedia classrooms and training teachers to create multimedia (primarily PowerPoint) content was initiated to bring about a change in the traditional educational culture characterized by 'one way transfer of information' from teacher to student and 'limited opportunities of classroom interaction' (a2i, 2013). An educational reform was deemed necessary as 'students were confused and found topics hard to understand' through this mode of instruction (a2i, 2013). The ministry (a2i, 2013; Sarwar, 2012; Sarwar, 2013; Khanam et. al 2013) believes that multimedia could be an agent in promoting more interest and interaction in classrooms and could promote a culture of 'student-centered' pedagogy which is characterized by learning by doing (construct own understanding through active interaction and involvement). This would result in better comprehension and retention to render 'better learning' in classrooms. However, literature shows that (see literature review) to achieve 'better learning', teacher pedagogy and instructional design need to have an adequate consideration ofhow people learn through multimedia. This approach to multimedia instruction has been termed a 'learner-centred' approach.' In this paper, we will draw upon Mayer's (2001,2003, 2009) cognitive theory of multimedia learning in order to discuss the pedagogy and instructional design of two PowerPoint based EFL (English as a Foreign Language) multimedia classrooms in Bangladesh and attempt to understand to what extent 'better learning' is being achieved.

Multimedia material ina2i classrooms are created and projected using primarily the PowerPoint software. Some critics(Vallance and Towndrow, 2007, p.226, Tufte, 2006, Kjedsen, 2006) believe when educators use PowerPoint to present "predigested knowledge"in multimodal form without reflecting; interactivity and creativity risk being subdued. They stress that for

PowerPoint teaching to be successful teachers need to introduce tasks which are participatory, exploratory, team based and flexible in process and outcome.In other words, multimodal instruction in PowerPoint classrooms need to be 'learner centred' as Mayer's (2001, 2003, 2009) theory stipulates.

The analysis above shows the significance of a learner-centred pedagogy in PowerPoint based multimedia classrooms to achieve better learning outcomes. Existing literature offers limited insights regarding the pedagogy of a2i multimedia classrooms. For what pedagogical purposes is multimedia being used for in a2i EFL classrooms? How is multimedia material being created and integrated using PowerPoints? To what extent are these pedagogical purposes being achieved? This paper will focus on these questions.

The article is divided into seven main sections. The second section provides background information for the study by discussing the pedagogy of Bangladeshi English Language classrooms as well as the aims of the a2i multimedia classroom project. In the following section (third section) we will provide a brief review of academic research into multimedia learningas well as the key findings regarding the role of teacher pedagogy in technology enhanced classrooms. The next section discusses the methodology of our research. This will be followed by a section presentingour findings regarding the pedagogy and instructional design of a2i multimedia classrooms. We will conclude by discussing the implications of the findings to the pedagogy and instructional design of PowerPoint based EFL multimedia classrooms in Bangladesh.

THE CONTEXT: ENGLISH LANGUAGE CLASSROOM PEDAGOGY AND A2I MULTIMEDIA CLASSROOMS

In Bangladesh English is taught as a subject for academic pursuit with an emphasis on reading, writing and teaching grammar with

the stereotyped 'passive learners' in the classroom. The term 'passive' for Bangladesh, denotes the fact that students do not actively participate in lessons. The pedagogical approach is heavily teacher centred. An observation study by English in Action (2009) portrays the EFL teaching/learning culture and clarifies the concept of 'passive learners' and 'lack of interaction' in the context of Bangladesh through the following findings: the pedagogic approach in most classes observed did not encourage communication, teaching from the blackboard/front of the classroom was the predominant pedagogical practice, teachers read content from the textbook without explaining, teachers gave instructions and asked closed questions or listened to students reading from the textbook, most of the time Individual students/groups were not encouraged to speak in English.

Believing that this 'lack of interaction' and 'passivity' may be a root cause of not achieving better comprehension and retention in not only English but all subject areas, the Government launched thea2i multimedia classroom project.a2i believes that multimedia could be an agent for demonstrating abstract ideas, helping students understand hard to grasp topics, creating student-centred learning environments, ensuring enjoyable and effective learning, gaining student attention, achieving sustainable learning, eliminating unnecessary memorizing tendencies and enabling more student- teacher interactions (Sarwar, 2012).

Teachers are being trained to develop multimedia content using the PowerPoint software to achieve all of the above stated aims. a2i impact study (Khanam et al. 2013, p.10) claims that the intervention has been able to create classrooms with a transformed pedagogical practice where learners are learning more actively and are more attentive than the traditional passive classrooms.

LITERATURE REVIEW: DOES USE OF MULTIMEDIA IN CLASSROOMS ENHANCE LEARNING?

Though multimedia has the potential to enhance learning as a2i believes, academic research shows this 'better learning' to be dependent on how multimedia material is being created and integrated by the instructor.

Multimedia refers to the combination of texts (written or audio) and images (static or dynamic like videos) while conveying information.Mayer's work (2001, 2003, 2009) has demonstrated that Multimedia does have the potential to promote better comprehension and retention of facts in classrooms when visual and verbal stimuli are strategically combined to stimulate active processing (given there is no cognitive overload).Mayer (2009, p.7) explains that use of multimedia promotes better retention and transfer because presenting information in a verbal (auditory/written) only format encourages the memory to create a word based only representation through the verbal channel; presenting a related picture and text together primes the cognitive system to try to build a systematic connection between the picture based (visual channel) and word based representations (verbal) which may generate deeper cognitive processing that leads to better learning.

This assumption has been supported by research findings in language learning classrooms. For instance, In the case of EFL classrooms Chapelle (1998) and Plass and Jones (2005) have shown that multimedia can help in acquiring a language by making input salient, creating opportunities for interaction, eliciting output from learners, help learners notice their errors in output, help organize incoming input etc. Additionally, vocabulary learning and understanding and retention in reading classrooms have been shown to improve when words and images are combined (Plass and Jones, 2002; Tsai and Jenks, 2009;

Plass, Chun, Mayer, and Leutner, 1998, 2003; Lin and Chen, 2007).

However, an important claim made in Mayer's (2001)cognitive theory of multimedia learning is that, better learning through multiple modalities depends on being able to 'prime' students' cognitive system to build and integrate a coherent mental representation of verbal and visual forms of information. He claims that increased retention and understanding or 'meaningful learning' is fostered by the learners' cognitive activity during the multimedia presentation. Cognitive activity or attempting to make sense of the multi modal material has been called 'active processing' which includes attending to incoming information, integrating these multiple mental representations to build coherent conceptual understanding and to use the information for inferencing, solving problems, grasping meanings etc. In other words, benefits of using multimedia in the classroom lies in students' "cognitive interactivity" (Aldrich, Rogers &Scaife 1998) with multiple representations of information that is through "engaging with them" and "using them to understand concepts" as well as to "reflect and integrate different kinds of knowledge" (Schmid 2008, p.1556).

Empirical research in multimedia enhanced learning support Mayer's claim by demonstrating that language learning through multimedia may be hindered if the designer fails to address core cognitive issues like active processing. Dubois and Vial (2000) in a study on the effect of multimedia on acquiring vocabulary found that it was not the images themselves but the association links created between image and text was what facilitated later retention. They concluded that ''adding another medium does not turn out to be more productive if the added information is ineffective in facilitating in-depth processing of the information" (p. 162).

It is precisely for this reason that effective language learning through multimedia is said to be dependent on the nature of the image. Carney and Levin (2002) found that representational static pictures (pictures that repeat content-drawings of characters or events) did assist learning but to a lesser extent than interpretational pictures (pictures that explained difficult text). This may be because, representational pictures do not prime as much in-depth processing as interpretational picturesdo. These studies support Mayer's (2009, pp. 236-238) view that only organizational and explanative (explains a process) images are of pedagogical value because they are directed to aiding students' cognition rather than representative and decorative ones.

Using multimedia with this understanding of how human mind works and a consideration of how multimedia can be adapted to enhance human learning (as discussed in the studies above) has been defined as 'a learner centred approach' by Mayer (2009, p. 13). Mayer (2009) distinguishes the learner centred approach from a technology centred approachwhere "the focus is on giving people (students and teachers/classrooms) access to technology rather than helping people learn through the aid of technology" (p.9). By reviewing the history of technology enhanced classrooms he shows that although motion pictures, radios, televisions and early computers were believed would revolutionize learning, they did not quite do so as the 'driving force behind implementation was the power of technology rather than an in interest in promoting human cognition' (p.10).

A lot of studies (e.g. Somkeh, 2008; Glover et. al., 2007, Kearney and Schuck, 2008; Li and Walsh, 2011; Li and Ni 2011; Zhong and Sen, 2002) support Mayer's view that implementing ICT with a 'technology centred view' has generally failed to bring about better learning in classrooms. For instance, Higgins

(2003) reviews literature on ICT and classrooms and concludes that observations found the use of ICT in UK schools to be limited to the use of drill and practice and type up a 'best copy' (p.18). He argues that simply providing ICT to schools is not the key to make a difference rather it is the way that these resources are used by students and teachers that can bring about better learning.

Similarly, Zhong and Sen (2002) while examining two secondary EFL multimedia classrooms in China found that multimedia was predominantly being used as an accessory and the teacher dominated classroom tended to follow a traditional linear sequence. They concluded that substantial pedagogical innovation that promotes meaningful learning "will not come unless there is a perceived change in the understanding of the process of teaching and learning" (p.39).

In Bangladeshteachers are receiving training for creating and integrating multimedia material using the PowerPoint software. Tufte (2003) who is considered the toughest critic of the PowerPoint, argues thatthe fixed format of the PowerPoint promotes a cognitive style of thinking in fragments rather than in coherent narratives and promotes passivity.It is probably due to this that some studies on PowerPoint effectiveness renders a negative result (e.g. Apperson, Laws, & Scepansky 2006; Bartsch & Cobern 2003; Giles & Baggett 2009; Rankin & Hoaas 2001). The positive results found in other studies (e.g. Harknett & Cobane 1997; Lowry 1999; Szabo & Hastings 2000, study 2) may be the result of 'informed' pedagogical use of PowerPoint- a notion Vallance and Towndrow (2007) argue for.

The discussion above demonstrates the significance of a learner centered pedagogy for PowerPoint based EFL multimedia classrooms. It also shows that, to achieve better learning there needs to be a qualitative change in teacher pedagogy. As it will

be shown later on in this article (in Section 4 and 5), lack of a learner centered approach and the absence of any qualitative change in teacher pedagogy may have proven to be an obstacle in achieving the a2i goal of better learning.

METHODOLOGY

We received permission from a2i to conduct research on two English language classrooms in Dhaka. The teachers, Shahinur (pseudonym) and Miraj (pseudonym) had received training during the first training session held in 2010 and have since actively being using PowerPoint in the classroom. Both teachers were male, teaching at boys only school, Shahinur with four years of teaching experience and the Miraj with seven years. Three different methods (Observation, interview and document analysis) were used for the purpose of gathering data.

The teachers happened to be teaching the same class (Class 10) at the secondary level and the same chapter of the textbook on the two respective days of the observation. The classes were based on the unit called 'The killing water' of the textbook chapter 'Mother Earth' of the national English textbook for class 9/10.

We used a semi-structured observation schemeincluding eight categories for the observation. The categories were: Phase, Classroom actions, Who indicates and directs, How is learning outcome being achieved, Interaction/Nature of dialogue, Purpose of multimedia use and Comments/others.

We designed the interview questions to probe teachers' beliefs about the purposes of using multimedia and overall beliefs about learning language through multimedia. In the course of the interview we also sat with teachers with their respective PowerPoint and asked the purpose behind each slide which was recorded in the column 'designer's purposes' of the PowerPoint

analysis tables .The PowerPoints used in the lessons was another source of data. We constructed an analysis table to help analyse the design of the slides and see what pedagogical purposes they reflected.

Data Analysis
Looking at all the recurring concepts in the interviews, observations and PowerPoint design, we categorized data related to common concepts together labelled with codes. For instance for the interviews, beside the note that reflected teachers' belief in visual learning we wrote the code 'visual support'. We thematically coded the observation scheme and the PowerPoint and reached a final set of codes for the interviews, observations and PowerPoints separately.After reading the general codes a few times, we merged the codes from the three categories into one set. Thus, data analysis proceeded from open coding to coding across interviews, observations and PowerPoints of both teachers resulting in thematic organization of concepts.

By triangulating all data related to the codes, we reached our overall understanding of pedagogical purposes of multimedia use in the secondary language classrooms, how teachers were designing to achieve the purposes and to what extent the purposes were being achieved. These findings are discussed in the following section.

FINDINGS: PEDAGOGICAL PURPOSES OF MULTIMEDIA USE
Understanding of Content
One of the main purposes of using multimedia found in the data was that of helping students understand the textbook content (paragraphs/articles). When we asked Shahinur how he thought multimedia could help language learning he replied it helped learners understand the associated language content through showing images/videos. He believes, "multimedia is very

effective for teaching a language. Because by using multimedia a teacher can teach not only language but help understand associated content with that language through different pictures/videos."

Miraj, similarly pointed out that the use of multimedia makes the text easier to understand:"the lesson over here, if I could teach it over five days I could not have been able to make them understand the same without multimedia. Like I gave the pictures of dirty killing water. How could I explain that concept with all its forcewithout an image?"

Throughout the interview while commenting on the advantages of multimedia teachers did not mention any other language learning advantages like visual glossing, authentic language input etc. butfocused on the affordance of *showing images* to *explain* textual content to students.

At the design level the PowerPoints showed the dominance of representational(illustrations that represent a single element or character)static images used for the purpose of promoting understanding. Of the eight images used by Shahinur for this purpose (in slide number 5, 6, 7, 8 and 9/10) seven were representational images (5, 6, 7, 8) and one (in slide 9/10) was explanative (as the teacher discusses how the filtering is done with the image of the filtering process). Of the eleven images used by Miraj (slide 1, 2, 3, 5, 12, 18, 19, 20) for this purpose, eight were representational (in slide 1, 2, 3, 5, 12, 18, 19, 20) and three were decorative (in slides 9, 11 and 13).The images are 'representational' because the observation schemes showed that the images were being used to represent rather than explain the topic teachers were discussing.

However, he did not explain parts of the image and it seemed students were not familiar with the semantics of the image of a

food pyramid. He moved on to discussing the benefits of a balanced diet as the image stood as a backdrop. The topic was related to the image but the instructional procedure was not prompting students to make sense of the image.

In some otherinstances the representational images were 'redundant' in Carney and Levin's (2002) words, as the narration itself would have elicited useful mental images. For instance the fact we get Arsenicosis by drinking tubewell water was explained by Shahinur using imagery.

A tubewell is something students are very familiar with in the context of Bangladesh and the image therefore, did not seem to serve any added advantage to understanding. Miraj, too, used representational images as visual support to aid understanding.

While he lectured on the benefits of filtering the image hung as a backdrop. Filtering of Arsenic is something that learners of Dhaka are unlikely to be familiar withand therefore, the semantics of the image could have been explained. Thus, classroom pedagogy and instructional design was focused on the technological affordance of projecting images rather than promoting in-depth processing of information for promoting student understanding. As discussed before in the literature review this kind of pedagogy may not foster better understanding.

To see how much understanding of content was being achieved, we looked at the post reading question/answer phase of each observation scheme. Shahinur in phase 15 asked students questions like 'What is Arsenicosis?' Students gave one lined answers, two answers were partially correct while one was incorrect. During phase 16 and 21 in Miraj's class, he asksed brief questions based on what he had explained before, but students were mostly unable to answer. This may be an indicator that full understanding did not occur.

Retention
Retention of information was another purpose found for using multimedia in language classrooms. When we asked Shahinur about why he uses multimedia he replied that he believes students *remember* information about the content when they see a visual representation: "a thing that *is viewed isremembered* more than a thing that is heard.When they see a thing*they remember."* Shahinur and Miraj explained that they usually design their slides for promoting retention in two ways, firstly through adding representational images and secondly through displaying texts.

Miraj also believes in displaying text for aiding retention and explains that it reinforces what the teacher is saying and thus students remember more:"when there is text on the screen students can read from screen and visualize. They are listening, reading and visualizing on large screen which reinforces information *and helps them remember."*Due to this belief Miraj designed quite a few slides to display text. However, a lot of research opposes the idea of displaying texts along with narration arguing that it may contribute to cognitive overload (Klayuga, 2000; Kalyuga, Chandler, and Sweller, 2004). If multiple representations of the same information is to be processed via one channel (for instance, narration as well as on screen text will have to be processed via the verbal/auditory modality), it may cause cognitive overload because each channel in humans has a limited capacity of processing information. This premise is also supported by Mayer's (2001, 2003) empirical research.

Here again we can see that the teachers are focusing on the functional capability of PowerPoint by projecting vocabulary. A focus on cognition would have prompted them to add an image beside the word as research discussed in section 2 showsvocabulary retention to increase when images are added

beside the words rather than the words alone.

It is not possible to say from this research how much long term retention the lessons have generated. However, the students' not being able to recall the information on Arsenicosis in the evaluation phases (as discussed in the previous section) might be an indicator that full short term retention may not have occurred.

Participation and Spoken Interaction

Miraj sees promoting interaction as one of his purposes of using images in the language classroom. He contemplated on this point for some time: "for language learning to happen according to CLT there has to be communication and interaction. This communication can be achieved through dialogues in the classroom. Images can be used to prompt dialogues. For instance I use images and question the students about what it is."

Miraj believes that asking the students to read out the texts presented on board is a kind of interaction and states that he designed the slides to enable students to do so. He discussed this belief also in detail: "students standing up and reading from a coloured screen is a technique of involving them in the class. This in my opinion is interacting. The advantage of asking to read from a visual display is they read willingly...whereas when asking to read from the textbook they prefer to keep silent." However, in Bangladesh traditional EFL classrooms are characterised by students reading from textbooks. Miraj's use of slides to make students read may also be a 'technicolour' version of this traditional approach.

At the classroom activity level we found multimedia classrooms to have no difference with traditional EFL classrooms. Listing all tasks, teacher talk and student talk phases found in the classroom observation and calculating the total time for each, we arrived at the following percentages of different activities for Shahinur's

classroom.

The predominant activity in Shahinur's class was 'listening' either to the lecture with images (28.37%) or on-screen texts (5.48%). That is, teacher talk was mostly oriented to presenting information. Students had also spent a reasonable amount of time in participating by doing a group task based on images (18.80%). The amount of student talk produced in the whole class, however, was very low only, 1.92%.The class therefore, may be said to reflect the dominant EFL classroom pedagogy in Bangladesh where students most of the time are listening to information transmitted by the teacher. ForMiraj's class too most of the time students were 'listening' to the lecture either with images (18.17%) or with on-screen texts (13.50%) or to the teacher reviewing the points taught with on-screen text (40%). The amount of student talk produced in the whole class was only 2.96%.

The observation found teacher talk throughout the class to consist of explanations, referential questions, commands and feedback. The structure of questioning and response throughout the classs followed the typical 'IRE' format. The Initiation-Response-Evaluation (IRE) sequence (Mehan1979), is a very common exchange format in classrooms. Mohr and Mohr (2007) believe that the IRE routine may fail to encourage participation because it seeks one right answer which students may or may not be able to verbalize and hence interaction may cease to happen. Most of the questions related to the images were close ended ones with one right answer. For instance, 'what is this?' These kinds of questions which have specific answers have been labelled as 'display questions' by Cazden (2001). Display questions as opposed to exploratory questions (questions which prompt the student to self-express and reflect for instance, 'why do you think so?'), may not promote much student interaction and participation as they can be ended in one worded responses

with no further intellectual involvement. The observation scheme showed that this was the case as all student talk phases lasted from two seconds and at the highest to fourteen seconds.

The nature of tasks in both classes also resembled traditional tasks of EFL classrooms. For instance, students were reading texts (9.52%), answering comprehension questions discussed by the teacher (24.6%) and working in pairs (18.80%) to construct a description of an image in Shahinur's class. In Miraj's class students were reading silently (5.87%), reading from the screen (4.87%), writing, discussing and spelling (16.29%). The task that seemed to promote interaction and participation was the reading task with pre-reading questions. All of these tasks fall into the basic level of knowledge and comprehension in Blooms (1956) taxonomy of critical thinking.

Attention/ Motivation
Achieving student attention and promoting motivation was found to be an important purpose of using multimedia. Given that a minimum of fifty tenth grade boys can be together in a class it is not unusual that teachers see this affordance of using multimedia as a very important one. When asked to tell his story of multimedia use the first thing Shahinur mentioned was 'attention'. Miraj commented, "and they enjoy this very much. They wait for this. Tomorrow they have Their Bengali Language test but they all attended multimedia English class today just because they love it."

Teachers themselves also showed motivation regarding the use of multimedia. For instance, when I asked about if they ever feel like letting go because of power cuts and slow speed Shahinur answered in a very determined tone that nothing could keep him from using multimedia. He replied, "if you think I am a teacher, I love my profession, I want to give all according to my ability, then you can overcome all problems… But if I keep focusing on

my problems- I don't have speed, I don't have time, I don't have support, then we can do nothing."During the classroom observation we found students did seem to enjoy the lesson. Wheneverthe screen was used all students were paying attention and the class seemed engaged.

Shahinur included a cartoon for the purpose of motivation. When we asked why he used the cartoon thirsty crow although it did not quite relate to the topic of 'killing water' Shahinur stated that he only used it to catch student attention. In his opinion, usually it is hard to get fifty students to settle down which takes away time from the class. An interesting video/animation can do the trick.Miraj stated that he used colours to attract attention of student. Miraj also used decorative slides for capturing student attention and promoting motivation.

Material included for attention and motivation without clear pedagogical aims may end up 'distracting' more than aiding comprehension (Ariew and Erectin, 2004). Shahinur included the video on the thirsty crowwhich may have ended up distracting students from the pedagogical aim despite positive attitude and motivation. The adding of decorative images by Miraj may have had the same effect.

Information Transfer
Teachers believe the main affordance of PowerPoint lies in the efficient presentation of information. Therefore, they were using PowerPoint to present information.For example, Shahinur commented, "I can write and organize everything, vocabulary, grammatical sentences, images etc. beforehand on the PowerPoint and present in class. Whereas writing/drawing everything on board takes away time from the class."Miraj also elaborated on the information presentation efficacy of the PowerPoint: "multimedia saves time energy and labour. I can save it for my next time use. I can also update my lesson as and

when necessary."

Shahinur's class (observation phase 6 to 11) shows that the main mode of teaching/learning was lecturing with images to provide information about Arsenicosis while students were listening. The role of PowerPoint was limited to supporting information transfer through presenting representational images, texts, questions and homework (phase 3, 5, 6, 7, 9, 10, 15, 16). Only in phase one an advanced organiser was used and in phase 11 and 12 the images were used as visual stimuli to explain and elicit output.

In Miraj's class (observation phase 4, 5, 9, 10, 14, 17, 19, 21, 23) too, the main mode of teaching/learning was transfer of information through teacher lecturing. The main role of PowerPoint again, was supporting information transfer through presenting images, texts, questions and homework (phase, 2,3,4,5,7,8, 9,10,11,12,14,17,18,19,20,22, 23, 24). Only in phase 6, a slide was used to present a textbook task. Other tasks were not done using multimedia (group reading phase 15, 20). All tasks and discussions were initiated by teachers. Also a major portion of the time of both classes was spent behind transferring information (As discussed in 'participation and spoken interaction' above).

We had asked Shahinur and Miraj the rationale of sequencing the PowerPoint slides. Both teachers provided us a format they usually follow for every lesson which was given to them during a2i training (appendix 8). The problem with such templates is as Kjeldsen (2006, p. 6) points out is "there is something already written before you write, something composed before you compose, created before you create." Therefore, presenting 'pre-digested' knowledge may leave no space in the lesson for the students to explore and reason. Using fixed formats hence, may result in passivity and linearity and maybe this is why the

classrooms are still linear and mostly passive.

DISCUSSION

The findings above show that teachers in Bangladesh are using Multimedia for the pedagogical purposes of promoting understanding, retention, motivation, interaction and presenting information. The findings also show that, the a2i goal to promoting better comprehension, understanding and interactionis yet to be achieved.

As the data shows, one of the reasons of not yet have achieving these goals may be because teachers are inclined more towards a technology centred approach of multimedia instruction rather than a learner centred one. As discussed in section 3 a 'technology centred approach' according to Mayer (2009, p.10)is when we focus on the "functional capabilities of technology r ather than cognitive processes involved in learning," that is when active processing is absent. For instance, when we see Shahinur using the functional capability of PowerPoint for projectingstatic images but not adapting his pedagogy to aid student cognition to understand content (discussed in his use of representational images). Similarly, when Miraj isusing 'display' questions in relation to images,he is focusing on the functional capability of the PowerPoint but has not adapted his pedagogy to promote active processing (for instance through explorative questions including 'why' rather than only 'what').

As the findings reveal, another reason that may have contributed to not achieving better understanding, retention and interaction is that the pedagogical approach of multimedia EFL classrooms is similar to Bangladeshi traditional classrooms. We can see both kinds of classrooms are characterized by similar traits: linear presentation of information with little involvement from students, little use of challenging questions and little use of interactive tasks. Glover etal. (2007, p. 9) defines this kind of

technology use as 'supported didactic' which is characterized by the teacher using technology only as a visual support with minimal pupil activity.Zhong and Sen (2002) terms these kinds of classrooms as the 'technologized traditional classrooms'where the pedagogical approach is the same as traditional classrooms and the main change is in terms of the physical atmosphere (big visual display of representational authentic images) and affective atmosphere (motivated student and teachers). The technologized traditional classroom in Bangladesh can be shown through the following figure where the left side presents the technologized classrooms with its elements of motivation and the right hand side presents the traditional classroom. The teaching/learning approach however in both is focused on transmission of information from teacher to student.

The findings of this study are thus similar to studies discussed in the literature review (Glover et. al.2007; Kearney & Schuck 2008;Li & Ni 2011; Li& Walsh 2011; Zhong& Sen 2002) which suggest that simply introducing technology in class does not automatically lead to teachers using technology effectively for interaction or better understanding and retention but rather leads to replicating old practices in technicolour.

However, the a2i PowerPoint based multimedia classrooms are a departure from the traditional EFL classrooms with regard to the motivation factor.This study has found multimedia to have an effect not only student motivation but also teacher motivation. Krippel, Mckee, and Moody (2010) cite various research and convincingly argue that the 'wow-factor' which is generated by novelty of particular technological items substantially influences the amount and depth of information processing and recall. However, the novelty effect may tend to diminish with time as students become familiar with the new technology (Levasseur and Sawyer, 2006).The teachers in this study have claimed the contrary saying that even after three years of continuous use,

multimedia lessons engagestudents better than their non-multimedia classrooms.Further research may be done to investigate whether multimedia enhanced student and teacher motivation is still present after a longer period of time as well as how the power of teacher and student motivation may be leveraged to promote better learning in Bangladesh.

CONCLUSION

Bangladeshi secondary level teachers are mainly using the presentation affordance of the PowerPoint to present static images for the purpose of promoting understanding, retention, interaction and presenting information. Although thestudy found increased teacher and student motivation in PowerPoint based multimedia classrooms, the goal of promoting more understanding, retention, and interaction with multimedia, is yet to be achieved. The reason may be because teachers are inclined more towards a technology centred approach (focusing on technological affordance) rather than a learner centred one (focusing on the learning process). Another reason may be that multimedia classroom pedagogy has no qualitative difference with non-multimedia classroom pedagogy. A change may be initiated by focusing on changing teachers' conceptions about the language learning process with technology and addressingissues related to learner centred pedagogy such as active processing, interactive challenging tasks, authentic language input, student centred non-linear PowerPoint pedagogy etc.In other words, a2i may focus its teacher training on promoting a conceptual change from a technology centred approach to a more learner centred approach. This might slowly help move to a more active learning culture as envisioned.

REFERENCES

a2i. (2013). *Multimedia Classroom*. Retrieved from http://www.a2i.pmo.gov.bd/content/multimedia-class-room. [19th October, 2015.]

Aldrich, F., Rogers, Y.,&Scaife, M. (1998). Getting to grips with "interactivity": helping teachers assess the educational value of CD-ROMs. *British Journal of Educational Technology, 29*(4), 321-332.

Apperson, J. M., Laws, E. L., &Scepansky, J. A. (2006). The impact of presentation graphics on students' experience in the classroom. *Computers & Education*, 47(1), 116-126.

Bartsch, R. A., &Cobern, K. M. (2003). Effectiveness of PowerPoint presentations in lectures. *Computers & Education, 41*(1), 77-86.

Bloom, B. (1956). *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain.* New York: David McKay.

Carney, R. N., &Levin, J. R. (2002). Pictorial illustrations still improve students' learning from text. *Educational psychology review*, 14(1), 5-26.

Cazden, C. (2001). *Classroom discourse: The language of teaching and learning.* Portsmouth, NH: Heinemann.

Chapelle, C. A. (1998). Multimedia Call: Lessons to be learned from instructed SLA. *Language Learning & Technology*, 2(1), 22-34. http://202.194.48.102 /englishonline/jxyj/call/T02b2newpage120.asp? Accessed 5 May 2015.

Chowdhury, R. (2003). International TESOL training and EFL contexts: the cultural disillusionment factor. *Australian Journal of Education*, 47(3), 283-302.

Chowdhury, R., & Le Ha, P. (2008). Reflecting on western

TESOL training and communicative language teaching: Bangladeshi teachers' voices. *Asia Pacific Journal of Education*, 28(3), 305-316.

Chun, D. M., &Plass, J. L. (1996). Facilitating reading comprehension with multimedia. *System*, 24(4), 503-519.

Dubois, M., & Vial, I. (2000). Multimedia design: the effects of relating multimodal information. *Journal of Computer Assisted Learning*, 16(2), 157-165.

English in Action. (2009). An observation study of English lessons in primary and secondary schools in Bangladesh (baseline study 3). Resource document. English in Action. http://www.eiabd.com/eia/index.php/baseline-reports. Accessed 14 June 2015.

Erling, E., Burton, S., &McCormick, R. (2012). The Classroom Practices of Primary and Secondary School Teachers Participating in English in Action (Study 2a2). Resource document. English in Action. http://oro.open.ac.uk/36633/. 20 July 2013.

Giles, R. M., & Baggett, P. V. (2009). Investigating technologies in teacher education: does PowerPoint enhance retention or influence attitudes? *SRATE Journal*, *18*(1), 44-52.

Glover, D., Miller, D., Averis, D., &Door, V. (2007). The evolution of an effective pedagogy for teachers using the interactive whiteboard in mathematics and modern languages: an empirical analysis from the secondary sector. *Learning, Media and Technology*, 32(1), 5-20.

Hamid, M. O., &Baldauf, R. B. (2008). Will CLT bail out the bogged down ELT in Bangladesh? *English Today*, 24(03), 16-

24.

Harknett, R. J., &Cobane, C. T. (1997). Introducing instructional technology to international relations. Political Science and Politics, 30(3), 496-500.

Higgins, S. J. (2003). Does ICT improve learning and teaching in schools? Resource document. British Educational Research Association. http://learning.wales.gov. uk/docs/learningwales/publications/121122ictlearningen.pdf. Accessed 26 June 2015.

Kalyuga, S. (2000). When using sound with a text or picture is not beneficial for learning.Australian Journal of Educational Technology, 16(2), 161-172.

Kalyuga, S., Chandler, P. &Sweller, J. (2004). When redundant on-screen text in multimedia technical instruction can interfere with learning. Human Factors, 46(3), 1-15.

Kearney, M., &Schuck, S. (2008). Exploring Pedagogy with Interactive Whiteboards in Australian Schools. Australian Educational Computing, 23(1), 8-13.

Khanam, R., Monem, M., Howlader, S. R., Ahmed, F.,Ahsan, N., & Abedin, A. J. (2013). Report on Assessment of Multimedia Classrooms (MMC) and Teacher-Led content Development. Resource document. Access to Information. http://www.a2i.pmo. gov.bd/resource-documents/361. Accessed 23rd August 2015.

Kjeldsen, J. E. (2006). The rhetoric of PowerPoint. Seminar. *Net-International Journal of Media, Technology and Lifelong Learning*, 2 (1), 1-17.

Krippel, G., McKee, A. J., and Moody, J. (2010). Multimedia

use in higher education: promises and pitfalls. *Journal of Instructional Pedagogies,* 2(2010), pp.1-8.

Levasseur, D. G., and Sawyer, J. K. (2006). Pedagogy meets PowerPoint: A research review of the effects of computer-generated slides in the classroom. *The Review of Communication*, *6*(1-2), pp.101-123

Li, G., &Ni, X. (2011). Primary EFL teachers' technology use in China: Patterns and perceptions. *RELC Journal*, 42(1), 69-85.

Li, L., &Walsh, S. (2011). Technology uptake in Chinese EFL classes. *Language Teaching Research,* 15(1), 99-125.

Lin, H., & Chen, T. (2007). Reading authentic EFL text using visualization and advance organizers in a multimedia learning environment. *Language Learning and Technology*, 11(3), 83-106.

Lowry, R. B. (1999). Electronic presentation of lectures – effect upon student performance. University Chemistry Education, 3 (1), 18-21.

Mayer, R. E. (2001). Multimedia learning. New York: Cambridge University Press.

Mayer, R. E. (2003). The promise of multimedia learning: using the same instructional design methods across different media. Learning and instruction, 13(2), 125-139.

Mayer, R. E. (2009). *Multimedia learning.* New York: Cambridge University Press.

Mehan, H. (1979). *Learning Lessons.* Cambridge: Harvard University Press.

Mohr, K. J., & Mohr, E. S. (2007). Extending English-Language Learners' Classroom Interactions Using the Response Protocol. *The Reading Teacher*, 60(5), 440-450.

Moreno, R. (2006). Learning in high-tech and multimedia environments. *Association for Psychological Science*, 15(2), 63–67.

Plass, J. L., Chun, D. M., Mayer, R. E., &Leutner, D. (1998). Supporting visual and verbal learning preferences in a second-language multimedia learning environment. *Journal of educational psychology*, 90 (1998), 25-36.

Plass, J. L., Chun, D. M., Mayer, R. E., &Leutner, D. (2003). Cognitive load in reading a foreign language text with multimedia aids and the influence of verbal and spatial abilities. *Computers in Human Behavior*, 19 (2), 221–243.

Plass, J. L., & Jones, L.C. (2002). Supporting listening comprehension and vocabulary acquisition in French with multimedia annotations. *The Modern Language Journal*, 86(4), 546-561.

Plass, J. L., & Jones, L.C. (2005). Multimedia learning in second language acquisition. In R. E. Mayer (Ed.), *The Cambridge handbook of multimedia learning (*pp. 467-488). New York: Cambridge University Press.

Rankin, E. L., &Hoaas, D. J. (2001). The use of power point and student performance. *Atlantic Economic Journal*, 29(1), 113-113.

Sarwar, A. (2012). *Innovations in Education: multimedia classroom and teacher-led digital content development.*

Resource document. Access to Information. http://www. digitalworld.org.bd/showcasing-teacher-led-digital-content-for-multimedia-classroom/. Accessed 13 May 2015.

Sarwar, A. H. (2013). *Innovation in Learning: Multimedia Classrooms in Bangladesh.* [YouTube Video].]. Available at: <https://youtu.be/3-xe4SAKrvY> [Accessed September 8, 2015].

Schmid, E. C. (2008). Potential pedagogical benefits and drawbacks of multimedia use in the English language classroom equipped with interactive whiteboard technology. *Computers & Education*, 51(4), 1553-1568.

Somekh, B. (2008). Factors affecting teachers' pedagogical adoption of ICT. In: J. Voogt and G. Knezek, (Eds.). 2008. International handbook of information technology in primary and secondary education. New York: Springer, 449-460.

Szabo, A., & Hastings, N. (2000). Using IT in the undergraduate classroom: should we replace the blackboard with PowerPoint? *Computers & Education*, 35(3), 175-187.

Tsai, R., & Jenks, M. (2009). Teacher-guided interactive multimedia for teaching English in an EFL context. *Journal of Educational Multimedia and Hypermedia,* 18(1), 91-111.

Tufte, E. R. (2003). *The Cognitive Style of PowerPoint. Conneticut: Graphics Press.*

Vallance, M., &Towndrow, P. A. (2007). Towards the 'informed use'of information and communication technology in education: a response to Adams''PowerPoint, habits of mind, and classroom culture.'*Journal of Curriculum Studies*, 39(2), 219-227.

Zhong, Y. X., & Shen, H. Z. (2002). Where is the technology-induced pedagogy? Snapshots from two multimedia EFL classrooms. *British Journal of Educational Technology*, 33(1), 39-52.

Teaching English for Professional Purposes to the Emerging Millennials of Bangladesh

Sharifa Chowdhury and **Fouzia Reza**
Department of English
Southeast University

ABSTRACT
Teaching Millennials, which is the common term used for people born from the early 1980s through the early 2000s, can be a challenge for teachers. Being a technology dependent generation and always prone to innovation, the Millennials can require extra care in the classroom. How do you then teach Millennials? To meet the professional demands of English learning, students of different disciplines are taught the English for Professional Purposes course during their tertiary level education. However, since the assessments draw heavily on the writing skills of the students, traditionally they have to write essays and do small presentations which do not always relate to their regular subjects of study or engaged and motivate them. This paper will discuss how the common topics of the course, English for Professional Purposes, can be taught tailoring it to the specific discipline students are studying via innovative procedures. The study will also identify the characteristics of Bangladeshi Millennials

INTRODUCTION
In 21st century, when the ELT teachers have the Millennials as their students in class and they are in the postmethod condition of teaching, there comes an obvious urge in them to "search for an alternative to method" to facilitate "location-specific, classroom oriented innovative practices" (Kumaravadivelu, 1994).This is because the Millennials "think and behave differently than those from previous generations" (Reilly, 2012).

The Millennials are the people who are born during the 1980s. They are also called the Internet Generation or Generation Y (Kavaliauskiene, 2012). They do not prefer traditional reading and listening based classes. Rather, "want learning to be creative, interactive, and fun; and they enjoy thinking outside the box" (Eckleberry-Hunt and Tucciarone, 2011).Since they "prefer to work smarter rather than harder" the teachers need to take extra care to come up with innovative methods of presenting their content.

English for Professional Purposes is an advanced level course for undergraduate students in Bangladesh and it is taught to the senior level students to help prepare them for professional life. The syllabus contains the topics like mode of business communications, report writing, professional essay writing and presentation skills etc. Since the nature of the topics claim to be differently taught in the class considering the advance level of the students, so to fulfill the demand ingenious and exciting method of teaching is the underlying requirement to keep the Millennials engaged in class. As a result, the course teachers need to modify and change the existing practices of teaching those skills and add new steps in the procedures instead of just giving class lectures and assignment on those topics.

Successful teaching and learning take place only when the students' expectations and teaching content and method are paralleled .It fosters motivation in students which is the key of learning. Motivation is "the attribute that moves us to do or not to do something", say Broussard and Garrison (2004, p. 106). Motivation may arise from inner or outer sources which determines the extent of generating and facilitating active and effective learning. Thus, it is divided as intrinsic and extrinsic motivation. When self eagerness and enjoyment drive to do anything then it is called intrinsic motivation and while external attainments lead toward doing the same thing than it is extrinsic

motivation. Different researchers like Campbell & Twenge (2008) attempt to say that generation Y or the Millennials may tend to be more extrinsically motivated rather than intrinsically. When talking about teaching the language courses, it is seen that students feel demotivated because of having "very little new learning experiences, uninteresting materials, and unclear links between language courses and their majors or future careers" (Bahous, Bacha and Nabhani, 2011) which should be addressed properly to arise motivation in the Millennials.

The Millennials are born and brought up in the era of modern technology. According to Price (2009) "this is a culture that has been inundated with multimedia ….so to just sit and listen to a talking head is often not engaging enough for them". In this regard, various uses of technology for example, even a simple assignment involving Facebook can be a great matter of motivation to them which can be marked as a new learning experience to them.

In Bangladesh, the emerging of millennial students is changing the scenario of pedagogy where the teachers are struggling everyday in class to cope up with new situation. Students are being seen more interested in doing things on their electronic devices rather than by pen and paper. They invest full effort and time only when they find fun and practical value or sometimes immediate goals of doing an activity.

Therefore, this paper will try to address those issues showing how familiar topics can be presented to the Millennial students in an innovative way just by adding some exciting steps to the procedures of accomplishing the regular tasks assigned in the classroom.

LITERATURE REVIEW
Because of being a comparatively new concept in the field of

ELT, not much research is found addressing the generation X, Y, Z or the Millennials, their characteristics, their learning and the teaching strategies best suited for them. Reilly (2012) in his article, mentioning this lacking in ELT journals, endeavors to explore the trends of the generation along with required teaching strategies. Among the characteristics of this generation he noted, being technologically advanced, kinesthetic and visual learner, inclined to entertainment, driven by zeal and practical calculation are the most significant aspects. He also provided necessary techniques for teaching them effectively which include a wide range use of technologically supported materials where the teachers oblige demonstrating the usage to make the students feel practically engaged. In addition, he recurrently mentions the importance of introducing web based materials and tasks, movies, videos, songs, DVDs, even video games.

Novotney (2010) explains a set of "psychologists' findings" regarding the teaching strategies to use with Millennials which says increasing multimedia tasks to meet the multi-tasking students, minimizing formal approaches between teacher and students to give the students a vive of comfort, making the content real-life oriented, and keeping applying creative and experimental teaching methods to hold up the students eagerness. In Simpson's article (2014) the same aspects are found in different notions but the noteworthy thing is he emphasizes on "extra care" to be taken when handling the multi-tusker during multi tasking in classroom to ensure students thorough understanding of any concept rather than giving superficial ideas.

In Bangladesh, research concerning Millennials and their education is scant. Although many researchers are working on how to incorporate technology in classroom, their focus does not address the learning needs of the Millennial generation. Again, the nature of the Millennials that are observed in western

countries are not similar in case of our Bangladeshi students. Here, because of having completely different academic settings for undergraduate students e.g. public and private institutions which have considerably different infrastructure, facilities and teaching and learning system, they develop different characteristics. They are technologically advanced but it's not true for all the students. Lot of students exist here who cannot access a computer of their own to be introduced with the wide world of internet and other technological advantages. Often female students' interest in technology can barely reach beyond watching television due to social factors. But still they can be considered as the Millennials because of showing significant resemblance with their global counterpart. They are seen preferring to type their assignments rather than writing, they find it easy to take a picture of any notice with their smartphones rather than copying on script, they seem highly interested when they see use of audio visual aids in class, they feel very enthusiastic while assigned with something new and unusual task like going for taking real interview, they always seek for short-cut ways rather than spending long time for one task, they are highly feedback dependent ,they use social networking sites greatly not only to maintain communication but also for doing additional things like for academic purpose and getting updates of current issues.

Hence, this article will try to discuss that how the teachers of English for Professional Purposes can teach the emerging Millennials in Bangladesh effectively and innovatively. With this aim, only two topics namely- PowerPoint presentation skills and technology based essay writing have been selected for discussion from the course outline of English for Engineers. This course was taught to the students of Computer Science and Engineering students that is why the name of the course is tailored as so. For teaching the course, a rough syllabus was provided by the department but the course teachers had the scope to modify it

according to the students' need. The analysis of the method of teaching the topics has been provided as an example so that the concerned teachers may realize about the scopes to turn the traditional class into a Millennials-oriented class just by revising their teaching techniques according to the disciplines they teach.

METHODOLOGY

This study is an action research done to produce an outline and guideline as well for the teachers of English for Professional Purposes .While the experience of practicing the outline in class and its analysis and discussion with the concerned course teachers worked as a source for the study, it makes the study experiential and qualitative too.

INSTRUMENT

The concerned teachers' reflection, classroom observation and experience of executing the outline have produced the main resources for the study. Sample of the students' presentation outline and technology based essay writing outline and examples have been consulted to ensure the reliability and validity of the study.

SAMPLING

A reflective discussion session was arranged with four teachers who have taught the course ENG 1021 (English for Engineers) to the students of a Computer Science and Engineering department of at a university in Dhaka during the previous semester. Since the course was tailored according to the discipline of the students, so it is named English for Engineers instead of "English for Professional Purposes".

METHOD OF DATA COLLECTION AND ANALYSIS

The responses from the reflective discussion session have been synchronized here in the form of narrative review and descriptive analysis pointing out the perceived problems and

potential solutions in carrying out the outline.

DISCUSSION

TASK 1: POWERPOINT PRESENTATION AND PRESENTATION SKILLS

The syllabus provided the topics "PowerPoint presentation and presentation skills" which was taught to enable them to create a professional PowerPoint slides and present it formally. Along with that, rules and structure for formal presentation were required to teach. So, with the aim of teaching those skills, we chose an activity which is grounded in real life situation as well as academically framed. Each student was instructed to choose any topic from their concerned discipline (e.g. any topic from their CSE courses) and was asked to prepare several tentative questions that they would like to explore or know. The guideline for the questions was that they have to make several open-ended and high gain questions which will foster analytic and descriptive answer. They were asked to make an outline of the presentation mentioning tentative title, questions, and process of collecting the answers. A sample outline is shown below:

OUTLINE OF THE PRESENTATION

TENTATIVE TOPIC: APPLICATION DEVELOPING

TENTATIVE QUESTIONS:

1.   What is application developing?

2.   What skills should be learnt to be an application developer?

3.   What is the condition of the job market of application developing?

4.   What is the advantage of being an application developer

5.   What can be the possible problems in developing an application?

PROCEDURES OF COLLECTING INFORMATION
1. Studying concerned books/ journals/articles

2. Searching websites/internet

3. Taking interview

Their outlines had to be approved by the course teachers. For taking interview, it was instructed that the interviewee should be either a senior student from third year to upward or a teacher from their same discipline or any employee who has the same academic background like them and working in the concerned filed of CSE. The instruction was so since the information they will be collecting entails expertise opinion and experiential knowledge.

After getting the approval from the course teacher, the second step was to go for taking the interview (rules for interview taking had been taught to them before it).They were told to record the interview with prior permission of the interviewee. That was told to ensure that the students are going to the field in person instead of having the answer prepared by themselves.

At the third step, they had to synchronize the answers based on the collected information and had to prepare the slides. There were specific guidelines to prepare the PowerPoint slides. Students were given 10-15 minutes to present their presentation followed by a question answer session. The presentations were marked out of 10.

If the whole procedure is presented through Bloom's (1956) matrix of cognitive dimension, then how the process may lead to higher forms of thinking, for example, if we break down the task according to the knowledge domains it would look as shown below:

THE KNOWLEDGE DOMAIN AND PROCESS USED:

REMEMBERING
Process: Making the outline for the presentation.

UNDERSTANDING
Process: Estimating the tentative questions and sources.

APPLYING Process: Going to take the interview in the real field to produce response/data.

ANALYZING
Process: Analyzing the interview responses.

EVALUATING
Process: Preparing their speech defending their presented information by showing references.

CREATING
Process: Finally designing their whole presentation and demonstrating.

OUTCOMES
The students were involved practically in every step to make the learning of presentation skills an experiential learning. The underlying outcomes can be marked as the following:

--Making them intrinsically motivated by letting them to

investigate the practical aspects of their studying subjects

--Promoting autonomy among learners since the steps from topic selection to choosing the sources for collecting data were totally on their discretion. Teachers here worked as a guide to get the work done.

--Students may get demonstration of a short research work through the process of outline making and interview taking. Since, in each department students have to submit a dissertation where topic selection, narrow downing the topic, collecting data going in field and finally filtering and processing the data will be the required steps. So all those executed task for the presentation actually reflected all the formerly mentioned activity which surely will be a great help for them in their last semester.

--Next, getting exposure to real life situation to practice their speaking skills can be noted as another important outcome. Letting them go outside the classroom and practicing the ways of asking question, eliciting response in a real interview are very beneficial for them when the issue of "authentic task" is involved.

--Finally, teaching them formal presentation skills can be taught in an innovative way adding real life scenario and keeping them self-involved. Thus it may be easy to keep the Millennials students' concentration in the task accomplishments.

PROBLEMS THAT A TEACHER MAY FACE AND SOLUTIONS

Since adding the interview taking process to prepare the presentation is different than common ways of preparing presentation that students practice in universities, so initially it may take much time to make them understand the processes. Comparatively struggling students may face a problem in topic

selection and making questions. In that case, teacher should provide enough examples and help them realizing their interested subjects. Since the Millennials have ample of distractions surrounding them, so it is not unlikely that they do not know which they like or dislike. Some questions like the following may help them to find out their interested subject to work on:

--Which course/ subject you enjoy the most or find easy while studying?

--In which subject/course you usually get good marks comparing with others subjects? etc.

In addition, to help them fixing their focus on the topic, teacher can instruct them to address the W/H question which will help to find out the key information about the topic. Another potential problem that the students may face is the processing of interview information. Solution can be instructing them to focus only on the major ideas found in the interview and omitting minor details .In this way they can be given freedom to modify their previously done outline according to the collected data so that they can increase or decrease topics they feel important or necessary.

Moreover, shy students can report another problem that is how to approach someone unknown to them. The teacher may help them by teaching the basic politeness strategies and having some interview practices in class.

TASK 2: TECHNOLOGICAL ESSAY
TASK AND PURPOSE
While the syllabus provided the term "technological essay", the topic of the essays remained to be decided by the respective course teachers. Keeping in mind the visual aspect of Y and Z

generation minds, we chose to provide them with a list of STEM-based movies. The students were to choose a movie from the list and write about one technical term shown in the movie. While the visual aspect of the task gave them room for engagement, movies allowed them to engage in listening and comprehensive skills which are much needed for intermediate level EFL /ESL learners. Along with these skills, the technological terms had to be chosen by themselves, thus learner autonomy was ensured. Based on the term, the students were to first define it scientifically, then compare the representation logically and at the end, they had to sum up the essay with a personal opinion considering the present world innovations and the possibility of the term/device or its future. While this triggered interesting debates around controversial representations of scientific devices on screen, the students had to research about the real and modern scientific innovations which are related to their study. With these purposes in mind, we started conducting a 15 mark technological essay writing task which they had time to write for a month as they had to watch movies and present on the final day.

PRE-WRITING
The students also had to provide an outline with the following format which could be called a mock research proposal. During the outline submission the students made sure they were choosing unique movies. Below, please find the format for an outline:

Movie Title:

Focus:

Title:

Topic Sentence:
Supporting details in key words:

Concluding Sentence:

While pre-writing techniques have been developed through this task, students also get some guidance on their final essay. All the pre-writings were thoroughly checked and given suggestions for improvement. This also helped all the students to keep in line with the purpose of the activity.

OUTCOMES
Initially students came up with requests for adding the movies they were interested in. This shows us how they were motivated to engage with the content. Some students went for movies like Chappie and not the latest movies. Again it shows they wanted to produce a unique work and researched STEM-based aspects in movies.

Some students faced difficulties listening and understanding English used in the movies. They downloaded the .srt files and used the subtitles and had to go about finding difficult words in the dictionary. It was their general impression that typing out their assignments made them feel more professional and all the students submitted typed out hard copies. Students were so highly motivated that they requested the task to be set at 20 marks so that both writing and presentation marks carried round marks. During the presentation, a question and answer session was held. This involved the students a lot and called for peer evaluation.

The students were given marks if they asked questions. This whole session generated huge interest as they could find out

about new technology, discrepancies between real and on screen science, relate the outside world with classroom discussions, use their critical thinking, and express opinions speaking in English. The students defended, "offended" (for example one student interrogated, "you used a Wikipedia entry for the movie presentation, do you think it is authentic?") in English making the classroom presentation lively without feeling burdened by the academic rigor they were being encouraged to use.

Finally, students showed deep motivation to talk about their favorite movies/games. Students were not as concerned about grammar and accuracy. Taught mostly in the Bangla medium schools where accuracy is prioritized through the rigorous Grammar and Translation Method (GTM) at the beginning of school life and through an inappropriately focused Communicative Language Teaching (CLT) method that concentrated only on writing and reading skills, students were excited to use English in a different way. They encountered English on screen in listening format and had to involve it to cognitive level to use it in the writing task. The maximum students successfully completed the task while a few complained about not having access to the audiovisual technology by the given deadline. Below, please find an example of a movie presentation outline:

Example of an Outline for a Movie presentation:

Movie Title: London Has Fallen (2016)

Technological Aspect Chosen: Military Satellites

Movie Representation: Student talked about different types of military weapon and discussed how they were used in the movie to detect terrorist activities.

Scientific, Real-life Discussion: Student defined the term satellite. Discussed the importance of satellites in daily life: communication, marine surface life, earth satellites to monitor crops, etc.

Opinion: Student ended on a high hope that military satellites are possible solution to end the problem of terrorism

Analysis: Student compared on screen and daily life as a contrasting idea and was able to conclude it successfully.

The data above is chosen randomly to show variety of the responses, this should not be a sample of any gender representation. The table also misses many well-written and some plagiarized copies for the same reason.

SUGGESTIONS FOR THE TECHNOLOGICAL ESSAY
The students were given directions for the organization of the writing only. The teacher could make a list of movies and discuss some keywords or provide some links with authentic information to ensure that students were not in mayhem from being without any linguistic input. The challenge taught them learner's autonomy and oriented them with English movies or English in the media (the English articles on net, scientific discussions, etc.). Students who do not usually watch English language movies could be given a list of movies where the teacher could mark the level of English the movies demand. Teachers could level the movie based on accent, diction, difficulty of concept, relevance with Bangladeshi context, etc. Students were found to suggest movies to each other so that their discussions did not overlap. The task therefore needs to be set earlier in the semester to confirm students get time to work on it. To minimize pressure of the teacher, the students could be given

their peer's task for plagiarizing. The peer-checking could also create competition and reduce work load of the teacher as going through so many movie descriptions which might be unwatched by the teacher could be baffling. Sample essays could be given to orient students with how to talk about movie and technologies. While the technical essays without the use of movies could make their discussions feel dry to them, many opted for informal English time to time. Maintaining the casualness of the task and for fulfilling the aim, this can be ignored and not corrected immediately.

IMPLICATIONS

The study attempts to provide an insight into the emerging Millennials students in Bangladesh who are demonstrating extensive behavioral difference in academic arena. It may help the ELT teachers to acknowledge the rising group and coming up with necessary effective teaching strategies to meet their needs.

The details discussion of the two explained topics may instigate more innovative ideas on how to approach the common topics of English for Professional Purposes in a more innovative and exciting way to the students. The eventual implication that the study keeps is a realization that the teaching process can be customized according to the nature of the new generationstudents that we have in our classroom. It provides insinuation that this is the time to be concerned with the characteristics of the new generation students to outline a new and improvised content and teaching methods.

LIMITATIONS

It is a reflective study that lacks statistical data for which the outcomes from facilitating the lessons in creative way could not be scientifically measured. In addition, the study is based on the experience of teaching CSE students who are already advanced in using technology, so teaching the same course to students of the Arts, Business or other Social Sciences may produce

different impression. Here private university students are addressed while public universities students may response in other way. Moreover, only teachers' observation and impression are prominent here, where students' responses could have provided a complementary view to the addressed issue. Thus, it leaves scope for the Bangladeshi ELT practitioner to carry out further study investigating the issue in a more holistic way to capture a broader view including public and private institutions in Bangladesh.

CONCLUSION
Each day technology changes and thus changes our perspectives and lifestyles. Students do not Xerox, do not photocopy, they take photos pictures of their missed classwork from friends and upload it on their Facebook group. Once electricity fails us in the language classroom, students flash their smartphone lights at the camera so the class continues. An android device is now within the reach of students as it would hardly cause him his around a week's allowance. If the "Next is Now" is Samsung's latest motto, teaching the Next generation needs to be in Now. It is often said, for the generation which constantly rates everything 'boring", teachers need to be more "interesting". Papers are written and researchers are done on how PowerPoint slides could solve this issue. Based on our task and its implications we can conclude that, it is not about using the audiovisual media in class necessarily: it is about understanding 'their world' and making our discussions relevant to it. Banning use of mobile phones, surveillance at the school gates or using a sound box in louder volume than one's headphones, would not bring them out of their rapt chats and Clash of Clan attacks defended during class time. Even an active teacher can fail ensuring all the processwithout being ready without appropriate strategies.

Strategy would be to place the discussions and tasks which would interact, involve and engage students in doing what they

love to do and what they need.

REFERENCES
Bahous, R., Bacha, N. N. and Nabhani, M. (2011). Motivating Students in the EFL Classroom: A Case Study of Perspectives. *English Language Teaching,* Vol. 4(3), 33.

Bloom, B.S. (Ed.). Engelhart, M.D., Furst, E.J., Hill, W.H., Krathwohl, D.R. (1956). \ (http://www.amazon.com/Taxonomy-Educational-Objectives-Handbook Cognitive/dp/0582280109/bigdogsbowlofbis/) t "_blank" *: The Cognitive Domain.* New York: David McKay Co Inc.

Broussard, S., C., & Garrison, M., E., B. (2004). The relationship between classroom motivation and academic achievement in elementary school-aged children. *Family and Consumer Sciences Research Journal*, 33(2), 106–120.

Campbell, S., & Twenge, J. (2008). Generational differences in psychological traits and their impact on the workplace. *Journal of Managerial Psychology*, *8*(23), 862-887.

Kavaliauskiene, G. (2012). Challenges in ESP: teaching millennials. *English for Specific Purposes World,* 36 (12), ISSN 1682-3257.

Kumaravadivelu, B. (1994). The postmethod condition: Emerging strategies for second/foreign language teaching. *TESOL Quartely* , 28 (1), 27-48.

Novotney, A. (2010) .Engaging the millennial learner . *Psychological Science,* 41(3), 60.

Price, C. (2009). Why Don't My Students Think I'm Groovy?:

The New "R"s for Engaging Millennial Learners. *The Teaching Professor, 23*.

Reilly, P. 2012. Understanding and Teaching Generation Y. E*nglish Teaching Forum,* vol. 5, No 1, pp. 2-12.

Simpson, A. J. (2014). The 10 Commandments of teaching 'Generation Y' with technology. *Humanising Language Teaching,* 16 (6), ISSN 1755-9715

Influence of Motivation in Learning English Grammar by School-going Bengali Learners of English

Syed Shahrier Rahman
Department of Linguistics
University of Dhaka, Bangladesh

Mourin Barua
Department of Language Education
Institute of Education and ResearchUniversity of Dhaka, Bangladesh

ABSTRACT
In this paper we investigate the effects of motivation in learning English grammar by the high school-going Bengali students in Bangladesh. English language is a compulsory subject in Bangladeshi mainstream schools. However, most of the school graduates show poor performance when they need to communicate in English. Even though several issues might be pertinent to find out the reasons behind this drawback, we assume that inadequate skill of English grammar is mainly responsible for this lacking. In most cases students fail to achieve the satisfactory level of English communication skills whereas very few mainstream Bengali learners of English are able to come across fluent school graduates. This raises an important query, why those few students are capable of achieving the required fluency in English within the same educational framework. Our finding is the motivational factors in learning English grammar help them to get this success. Therefore, in this paper we have looked into the influence of motivation in developing English grammatical skills of Bengali school going learners.

INTRODUCTION

The aim of this study is to investigate the effects of motivation in learning English grammar by the high school-going Bengali students in Bangladesh. English language is a compulsory subject in Bangladeshi mainstream schools. Students experience 12-years of schooling before starting their undergraduate study and they have to learn English in their entire period of school education. In course of this long term learning, it would be expected that students complete their school study with a good command in English communication. However, the reality is, most of the school graduates show poor performance when they need to communicate in English. Even though several issues might be pertinent to find out the reasons behind this drawback, we assume that inadequate skill of English grammar is mainly responsible for this problem. In most cases students fail to achieve the satisfactory level of English communication skills (see, for example, Chowdhury & Ha, 2008; Hamid & Baldauf, 2008; Hamid, Sussex & Khan, 2009); whereas very few mainstream Bengali learners of English are able to come across fluent school graduates. This raises an important query, why those few students are capable of achieving the required fluency in English within the same educational framework. Our assumption is the motivational factors in learning English grammar help them to get this success. Therefore, in this paper we have looked into the influence of motivation in developing English grammatical skills of Bengali school-going learners.

THE CONTEXT OF LEARNING ENGLISH IN BANGLADESH

According to the constitution of Bangladesh, Bangla (also known as Bengali) is the only official language of this republic. However, the status of English is very high in this country and as a result of a globalized world, English has prevailed as the unofficial second language in Bangladesh. Bangla-English code

alternations are very common in native conversational communication. However, balance state of Bangla-English bilingual proficiency is rare even in the educated mass. Mainstream schools of this country follow designated textbooks in English classes which appear not to have been effectively implemented (Kirkwood, 2013).

In recent years, Bangladesh government has taken policies to implement interactive and creative learning strategies at the school level education. Nonetheless, in schools, English classes are commonly conducted in a prescriptive manner. In general, English teachers prefer to conduct lecture based classes where students are not allowed to participate interactively in the class. As a result, a large number of students fail to achieve enough communicative skills in English. Moreover, they also have deficiency in learning English grammar since the grammatical contents are considered to be the tough part of English study. Even though the school level English curriculum allocates adequate space for grammar learning, the majority of students are unable to use English grammar appropriately and correctly. This contrastive situation inspires us to investigate how motivational factors influence the grammar learning process of Bengali learners of English.

It is important to mention that a small number of studies on school-going Bengali learners of English have been accomplished so far to explore the learning situation of English grammar in Bangladeshi schools. The latest school curriculum of English has the clear directive to implement communicative language teaching in all schools of Bangladesh. The main objective of communicative teaching as Thornbury (1999:25) says is to achieve communicative competence through meaning making process and the role of grammar is to tidy these meanings up. However, as Islam (1997) finds, such modern approaches of grammar learning hardly available in school-level

teaching. The basic techniques of English grammar learning practiced in these schools are rules memorization and limited applications of those rules. As a result, the learners do not have the enough confidence to speak and write in English fluently. According to Quader (1995-96), the school going advanced learners are also unable to generate right forms of English since they do not learn grammatical rules inductively. As Hasina (2002), in her research, investigates the fact that, "most of them teach the rules of grammar deductively, through direct demonstration in the classroom. And the students are taught to memorize the rules of English grammar" (p.166-167). Both the teachers and the students treat grammar learning as a lucrative way to earn good grades in English. Consequently, they are not aware of acquiring the sufficient grammatical knowledge essential for communicative function. It is possible to assume that proper motivation may fulfill this learning gap.

LEARNING ENGLISH GRAMMAR: THEORETICAL PERSPECTIVE

Necessity of Learning Grammar The core objective of learning grammar is to know the right use of a language. By following Thornbury (1999) it is possible to infer that grammar is the key to learn the structures of a language. Therefore, it is an obligatory tool to master in a language by resolving "ambiguity, imprecision and unintelligibility of speech or writing" (Crystal; 1995: 119). In course of second language learning, advanced learners need to get entirely familiar with different grammatical constructions of that particular L2 (second language). It should always be remembered that without having proper knowledge and skill of grammar, a learner will not be able to use language with full of confidence and perfection. Therefore, grammatical proficiency is considered as an inseparable part of learning communicative competence (Thornbury 1999).

Grammar teaching deals with three major areas. These are:

practice, error and error correction. Adequate practice of grammar helps learners to identify their errors and in this way they find the path to rectify themselves by learning error corrections. For that reason, Penny Ur (1991) says, "The aim of grammar practice is to get students to learn the structures so thoroughly that they will be able to produce them correctly on their own" (p.83). According to his suggestion, school-level English teachers should inspire the students in grammar learning and should provide different interactive activities to make them involved with this learning process effectively. Ellis (1994) also states his analysis about 'implicit' and 'explicit' grammar teaching. The first one requires bringing on rules from examples given to them. In contrast, the second one facilitates activities to work with the target grammar.

The role of motivation
Motivation can make second language learning easier and interesting. It works like a driving force that enhances the activity level of learners. As a result, second language learners get the ability to learn efficiently. Learners' desires and attitudes towards learning are attributed by motivation. It is closely related to the interaction patterns of learners and their participation in learning (Gardner, 2001). As a part of defining motivation, we can follow Deci & Ryan (1985) to classify it into two types: intrinsic motivation and extrinsic motivation. The intrinsic motivation as well as inner aspiration and the extrinsic motivation as well as the external incentives need to work together to achieve the learning goal. The successful role of motivation enables a learner to enjoy his/her learning. He/she will be able to reach from the point of satisfaction to the point of pleasure through the proper utilization of motivation. Schmidt, Boraie, & Kassabgy (1996) put special focus on external motivation which is connected to the socio-educational perspectives of learners. Therefore, diverged socio-political, economic and cultural aspects are related to external motivation.

In contrast, internal motivation takes care of the learning needs and attitude of learners more explicitly. However, lack of motivation can make the language learners inactive and frustrated. As Cabral (2002) describes, second language learners without having adequate motivation feel incapable to take the challenge of learning a non-native language. Now the question is what the impact of this limitation on grammar learning is. According to self-worth theory (Covington 1992), unconfident learners fail to take the work load of grammar and they become upset towards their life since they find themselves unable to accomplish the real-life English communication successfully. However, Weiner (2000) proposes in his attribution theory that the people's attitudes, achievements and disappointments towards language learning also influence motivation. Therefore, we are able to develop an understanding that the motivation and learning influence each other effectively. In view of this consideration, we have accomplished a study on Bangladeshi school-going English learners to reveal what their motivational situation on grammar learning is.

THE STUDY
We have done a simple study to get the answers for our query. In this study, we have examined the role of motivation in learning English grammar by the Bengali school-going learners. Therefore, we have carried out our investigation in two mainstream schools. Both the schools follow the same course and curriculum designed by the educational authority of the Bangladesh government. Henceforth, we mention these two schools as 'A' and 'B' respectively. The inclusive criteria of these two schools are: a) modern and updated curriculum, b) availability of trained teachers, c) size of English class and d) class observation report.

Primarily we have chosen five high schools situated inside and the periphery areas of Chittagong, the second largest city of

Bangladesh. However, only school-A and school-B meet the selection criteria. Both the schools have at least a modern and updated curriculum; even though the implementation level of that curriculum is not the same in these two schools. Trained teachers are available in these two institutions and their class size is also similar; each class consists of forty-five students. For the final selection of schools we mainly focus on the class observation report. We have observed one English class from each school to get the idea of their learning techniques and motivational strategies. In this regard, we have found that the

School-B tries to follow modern approach of learning and the students of this school are provided interactive motivational inputs to acquire good skills of English grammar. In contrast, School-A and other three schools follows the traditional way of teaching. English learners of these schools experience a hard and fast way of learning grammatical contents. However, other three schools do not have sufficient trained English teachers and their class size is also too big (on an average 60 students per class) for learning a foreign language. As a result we have finally selected school-A and school-B for collecting data from them.

Methodology
In terms of motivational activities, we have put school-A and school-B in two different groups. Since we need to know the role of motivation in learning English grammar by the Bengali school-going children we have compared these two groups of student on the basis of their views towards motivation. Therefore, we have applied quantitative approach for investigation to examine the level of motivational difference between the participants of these two groups. As a part of it, we have formulated a null hypothesis to check out the relation between groups. Our null hypothesis is as follows:

H0: Motivation works as an optional incentive in learning

English grammar. The learners can achieve equal level of grammatical skills with or without having motivational support.

We have used couple of statistical tools to test this hypothesis. By applying one tailed independent sample T-test we have compared the mean of the participants' score collected from the school-A and school-B respectively. Our T-test result shows a significant relation between two means. As a result, we have got support to infer that motivation has its own role to make the learning of English grammar better. We have also used post hoc tests like Cohen's *d* and Glass' *delta* to check out the data dredging. Consequently, we have been able to rule out the null hypothesis (H0) finally. This has given us the opportunity to formulate an alternative hypothesis as stated below:

HA: Motivation can change the views towards learning the grammatical contents of English. The effective implementation of motivation can increase the level of confidence of the learners to achieve adequate grammatical knowledge of English.
For establishing this alternative hypothesis we can set two parameters to explain the facts and generate an analysis. We have taken one intrinsic parameter and one extrinsic parameter to prove this hypothesis.
These parameters are:

a)   Intrinsic satisfaction, self-esteem and confidence
b)   Extrinsic rewards, suggestions and measures to stimulate the English-learning motivation

Before explaining these parameters we need to give an account of participants, instruments and the procedure of this statistical intervention in detail.

Participants
In this study, we have selected 90 participants from two schools.

All are Bangladeshi nationals with Bengali ethnic identity. In fact, the ethnic identity has not been taken as a variable in this research. Therefore, this coincidence does not influence the result of this research. All participants have been recruited from the ninth grade. The reason behind selecting ninth grade students was to ensure the participation of advanced learners of English since all of them have at least eight years institutional experience of learning English. Moreover, at the time of collecting data, tenth grade students were taking preparation for the school final examination. Therefore, ninth grade students were the most suitable for contributing as participants. They were asked to complete a questionnaire which was developed to collect their views towards the learning of English grammar. They rated each part of the questionnaire on a scale from 1 to 5 where '1' stands for the least preferred choice and '5' stands for the best preferred choice.

Instruments
A questionnaire has been devised for this study by following the research of Ruin (1996), Widdowson (1991), Julkunen (2002) and Johansson (2010). All the questions are based on motivational information that reflects the views and understandings of the learners of English. The questionnaire consists of basically 5 questions. Each question has a specific number of options. The participants are asked to rank those options by following the given instructions. These questions have been formulated according to the guideline of previously mentioned intrinsic and extrinsic parameters. The intrinsic parameter is used to formulate first and third questions, whereas second, fourth and fifth questions are generated by using the extrinsic parameter. Participants ranked different options of each question by using their experience, understanding and judgment capacity. As a result, we can get the total score of each participant and we have used this score in statistical analysis.

Procedure

This study was accomplished by getting cordial and immense help from school authorities of these two schools. We have taken proper permission from them before starting data collection. The participants have been assured that all sorts of confidentiality should be maintained. In this way, a positive participation was guaranteed. The questionnaire was administrated by the researchers and all ninety students participated in filling up the questionnaire during their English class. We have demonstrated our objective of this research to them before starting to complete the questionnaire. We have made them feel free to ask questions at any time during this process.

Results

The output of our statistical tests is pretty straightforward. For comparing means we have put the participants' scores of two schools into two groups and calculate it by using T-test. The following table shows the result of the calculation:

School-A
$N1$: 45
$df1 = N - 1 = 45 - 1 = 44 M1$: 55.78$SS1$: 1223.78
$s21 = SS1/(N - 1) = 1223.78/(45-1) = 27.81$
School-B$N2$: 45
$df2 = N - 1 = 45 - 1 = 44$
$M2$: 57.33
$SS2$: 412$s22 = SS2/(N - 1) = 412/(45-1) = 9.36$

T-value Calculation
$s2p = ((df1/(df1 + df2)) * s21) + ((df2/(df2 + df2)) * s22) = ((44/88) * 27.81) + ((44/88) * 9.36) = 18.59$
$s2M1 = s2p/N1 = 18.59/45 = 0.41 s2M2 = s2p/N2 = 18.59/45 = 0.41$
$t = (M1 - M2)/\sqrt{(s2M1 + s2M2)} = -1.56/\sqrt{0.83} = -1.71$

The *t*-value is -1.71142. The *p*-value is .045263. The result is significant at *p* < .05
Table 1: T-statistics

Our one tailed independent sample T-test has given us a significant result. It infers that the t-value of 1.711 corresponds to a p-value of 0.45263 at the 95% confidence level. Therefore the result is statistically significant. Consequently, we are able to reject the null hypothesis that the motivation does not work as an optional incentive in learning English grammar. The learners need motivational support to achieve adequate level of grammatical skills. This result enables us to take care of our alternative hypothesis. Before that we need to check and calculate the effect size for the accomplished T-test. As we have mentioned earlier, two post hoc tests have been selected for checking out the effect size. These are Cohen's *d* and Glass' *delta*. For the independent samples T-test, Cohen's *d* is determined by calculating the mean difference between two groups, and then dividing the result by the *pooled* standard deviation. In fact, Cohen's *d* is the appropriate effect size measure if two groups have similar standard deviations and are of similar size, whereas Glass' *delta* is used as an alternative measure if each group has a different standard deviation. Since, our groups are of similar size with different standard deviation, we have applied both the post hoc tests to clarify the results of the T-test.

	School-A	School-B
Mean (*M*)	55.7777	57.33333
Standard deviation (*s*)	5.273815	3.060005
Sample size (*n*)	45	45

Cohen's *d* = (57.33333 - 55.77777) / 4.311424 = 0.3608.Gates' *delta* = (57.33333 - 55.77777) ∕ 5.273815 = 0.294959.
Table 2: Post hoc tests for measuring effect size

The table shows that both the Cohen's *d* and Glass' *delta* test give us significant results. Therefore, we are able to conclude that the effect size supports our T-test result that makes our test more reliable. On the basis of all these statistical output, we are now ready to start justifying our alternative hypothesis by analyzing the participants' choices.

DISCUSSION

The result of the statistical tests shows that the participants of school-B have a different view point towards learning English grammar in compare to the participants of school-A. We have mentioned earlier that the participants of school-A experience traditional learning atmosphere. However, the participants of school-B are familiar with modern learning strategies and effective motivational techniques. So, in this section we have analyzed participants' response. Their views towards grammar learning have also been compared. For this reason, we have already developed two parameters on the basis of intrinsic and extrinsic motivational factors. These parameters will figure out the status of motivation in learning grammar in the context of Bengali school-going learners of English.

Motivational Factors: Intrinsic satisfaction, self-esteem and confidence

Inherent capacity of motivation is considered as a rare quality of a learner. According to Song (2006), most of the learners do not get spontaneous interest in learning a language. In this study, we have tried to test the participants' intrinsic desire to learn English. Therefore, we have asked them to rank the options of the following question:

Q.1 In school, English grammar makes me more attentive when ……………………

(Put a number 1-5 to the left of the different alternatives. 1 is the most interesting and 5 the least interesting)

Opt # a the teacher delivers lectures.
Opt # b I realize its essentiality
Opt # c I take part in class activity
Opt # d the teacher combines interactive lectures with variety of exercises.
Opt # e I am able to work in a team

The answers received are presented in the following table:

Question-1

	# a	# b	# c	# d	# e
School-A	19.70%	19.85%	21.19%	17.33%	21.93%
School-B	13.02%	21.41%	23.20%	18.86%	23.50%

Table 3: Analyzing information

The table compares the percent of choices given by the participants of school-A and school-B. As is observed from the given data, 17.33% participants of school-A went for the fourth option and this is the lowest among other options chosen by the participants of school-A. The highest percent of school-A participants chose the fifth option. And according to them, next to the highest percentage they chose is the third option. This describes an interesting fact. Even though school-A, follows traditional way of teaching, the students of this school preferred to work in group, at least they wanted to do interactive exercises. However, they were not very interested to get the combination of lectures and exercise. This mismatch predicts that participants of the school-A did not have any clear concept of learning English grammar. Again, the participants of school-B showed highest preference for team work and their immediate next choice was class activity. As the school-B follows modern approach in

teaching English, their choices are not surprising at all. Finally, it is not possible to deny that none of the groups showed extremely high preference for any of the options.

This situation can be explained by following the research of Wurr, Theurer & Kim (2008). According to them in most of the cases, intrinsic desire of learning is not developed naturally. Therefore, proper motivation is important for learners. Along with this, the participants ranked their desire of learning English grammar by answering the second question of the questionnaire as given bellow:

Rank your desire of learning English. Select a number:

1= Not at all
2= A bit
3= Quite a lot
4= Yes, absolutely

More than 90% of the school-A participants went for the highest ranked option 'yes, absolutely', which is a bit weird in all respect. In our previous question, slightly higher than 13% participants chose lectured based learning. If all most all of them had the absolute desire of learning English grammar, the percentage towards lecture based learning should be significantly low. However, this is not the case. In contrast, the school-B participants expressed their balanced opinion. More than the half participants preferred the forth option and the rest chose the third one. As a result, we are able to infer that a large number of students of both the school had the self esteem and confidence to learn English efficiently. However, the participants of the school-B were rationale enough to assess their level of desire.

Extrinsic rewards, suggestions and measures to stimulate the English-learning motivation

Our 2nd, 4th and 5th question are relevant to explain this parameter. In the second question, the participants were asked to rank each answer of the query. The question is as given below:

I need to learn English grammar because …..…..…..…..
(Select the answer you agree with the most. 1= Not at all 2=A bit 3=Quite a lot 4=Yes, absolutely)

Opt # a It is worth it to obtain good marks in English
Opt # b I have a plan to settle abroad
Opt # c I love to pass time in social media
Opt # d I want to get a part-time job

This question is related to the extrinsic rewards. According to Song (2006), students are generally responsive to the benefit of learning English since their future carrier demands adequate English language skill. Therefore, the second question was devised to assess their interest in extrinsic rewards. Their preferences are given below:

Question-2	Opt # a	Opt # b	Opt # c	Opt # d
School-A	27.02%	23.51%	18.25%	31.23%
School-B	26.87%	22.26%	23.80%	27.06%

Table 4: comparing groups.

The table compares four purposes of learning English grammar. As is observed from this table data, fourth and first option got better preference than the other two options for the participants of the school-A. Since, the getting good marks and arranging a new job are two popular concepts.

Therefore, we are assuming that the participants of the school-A were not meticulous enough to choose their options carefully. In contrast, the participants of school-B expressed their balanced choices. In fact, all four options were almost equally important to

them. We can observe from the given information that, 26.87% participants of school-B needed to learn English grammar to get good marks, 22.26% participants preferred to go abroad, 23.80% participants of the same school required to learn English for spending time in social media. The highest percentage of participants of school-B needed English for getting an attractive job. In summary, school-B participants got right motivation while school-A participants were not that much aware of the purposes of learning English grammar.

According to the questionnaire, the 4th question also requires good motivational incentive to choose the right answer. The question is as follows:

I solve my grammar related problems ……………………

(Put a number 1- 5 to the left of the different ways of learning. 1 is the most suitable and 5 the least suitable)
Opt # a by getting help from teacher
Opt # b by reading different reference books.
Opt # c by following other people's speech.
Opt # d by getting help from my friends.
Opt# e by doing exercises

This question helps us to measure the participants' idea about getting help to solve grammatical problems. The following table shows the percentage of their choices.

Question-4	Opt # a	Opt # b	Opt # c	Opt # d	Opt # e
School-A	16.21%	14.39%	27.42%	17.27%	24.70%
School-B	10.11%	21.27%	22.93%	19.91%	25.79%

Table 5: comparing groups (cont.)

As is presented in the data, 27.42% school-A participants showed their preference to follow other people's speech as a

way out to solve of grammatical problems. In fact, such a solution is not so easy to accomplish. On the other hand, the largest percent of participants of the school-B chose doing more exercises as a key to solve problems. In summary, it is possible to infer that school-B participants were appeared having self-esteem and confidence to combat the grammatical problems.

The aim of devising the last question was to evaluate the extrinsic factors of motivation that influences the grammar learning. This question supplements our second question which also checked out the awareness of the participants regarding English grammar learning. The question is stated below:

English grammar gives me the opportunity to ……………………

(Put a number 1- 5 to the left of the different ways of learning. 1 is the most suitable and 5 the least suitable)

Opt # a   improve my grades.
Opt # b   get in-depth knowledge about the English language.
Opt # c   understand the importance of good communication
Opt # d   increase confidence
Opt # e   make good friends

Like previous tables, the following table shows the various choices of the participants. Both of the groups preferred the fourth and fifth options of the question. As a result, we can a ssume that most of the participants wanted to be confident user o f English and they expected to enhance their communication skills. However, the highest preference for fourth option indicates the confidence level of participants of school-B.

Question-4	Opt # a	Opt # b	Opt # c	Opt # d	Opt #e
School-A	18.81%	17.93%	9.78%	27.85%	25.63%
School-B	14.89%	18.39%	14.74%	28.27%	23.71%

Table 6: comparing groups (cont.)

The only aim of all these results is to test the importance of motivation in learning English grammar. In every step of judgment, we have compared school-A and school-B. This comparison reveals that participants of school-B appear to be more active in learning English grammar. As they were familiar with different motivational techniques applied by their teachers, they had a clear vision of learning a foreign language. In other words, we can say that motivation helps learners to learn grammar better.

CONCLUSION
This paper is an outcome of teachers' concerns and efforts to identify such areas of difficulty and influences of motivation in learning English Grammar and to work out remedial procedures to help the students to overcome their weaknesses and imply proper motivation. The result of this investigation identifies interesting facts related to English language education in Bangladesh as well as help to raise some pertinent issues linked to English as a foreign language research. Learning English grammar without proper motivation can only make learners confused. In contrast, motivational intervention can change the vision and objective of a learner. Hence it is necessary to investigate this problem in a broader perspective. However, it is kept in mind to put more focus on the remedial procedures for motivational role that can elevate the student's level and lessen the number of repeaters of learning English language every year.

REFERENCES
Cabral, M. (2002). *Foreign Students' Attitudes in Portuguese Language Classrooms. A Case Study*. Retrieved July 25, 2009, from ERIC database.

Chowdhury, R., & Phan Le Ha (2008). Towards locally sensitive and meaningful pedagogy in ELT: Bangladeshi perspectives. *Asia Pacific Journal of Education*, 28(3) (Special Issue, September 2008), 305-316.

Covington, M. V. (1992). *Making the grade: A self-worth perspective on motivation and school reform*. Cambridge: CUP

Crystal, D. (1995). *The Cambridge Encyclopedia of the English Language.* 88: 155-158: 191. Cambridge: Cambridge University Press.

Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-deter-mination in human behavior.* New York: Plenum.

Ellis, R. (1994). *The study of second language acquisition. (2nd Ed.) London: Sage publications.*

Gardner, R., (2001a). Integrative motivation and second language acquisition. In: Z. Dornyei, and R. W. Schmidt, (Eds), *Motivation and Second Language Acquisition.* Honolulu, University of Hawai'i.

Hamid, M. O., & Baldauf, R. B. (2008). Will CLT Bail Out the Bogged Down ELT in Bangladesh? English Today, 24, 16-24.

Hamid, M. O., Sussex, R., & Khan, A. (2009). Private tutoring in English for secondary school students in Bangladesh. TESOL Quarterly, 43, no.2: 281-308.

Hasina, M. (2002). 'An Evaluation of the Teaching Method of English and the Testing System at the Secondary Level in Bangladesh.' 166-167.

Islam, A.K.M. Waliul. (1997). 'Should English Grammar be Taught in Bangladesh?' *Journal of the Institute of Modern Language.* Vol: 1 No: 1, June. 24-25.

Johansson, A. (2010). What influences students' motivation for learning English grammar?, Unpublished thesis, Linnaeus University: Institution of Human science, https://www.diva-portal.org/smash/get/ diva2:373545/ FULLTEXT01.pdf, Accessed on: 10.6.2016.

Julkunen, K. (2002). Situation and task-specific-motivation in foreign language learning. In Z. Dörhyei and R. Schmidt (eds.), *Motivation and second language acquisition* (29-41). *Honolulu, HI: University of Hawaii Press.*

Kirkwood, A. (2013). *English for communication in Bangladesh: baseline research to establish the pre-existing environment for the 'English in Action' project.* System, 41(3) pp. 866–879.

Penny, Ur. (1991). *Course in Language Teaching: Practice Theory.* P. 83. Cambridge: Cambridge University Press.

Quader, D. A. (1995-96). 'Need for the Use of Tasks in Our Classrooms.' *Journal of the Institute of Modern Language* 22, 23.

Ruin, I. (1996)*. Grammar and the advanced learner.* Stockholm: Gotab.

Schmidt, R., Boraie, D., & Kassabgy, O. (1996). Foreign language motivation: Internal structure and external connections. In R. Oxford (Ed.), *Language learning motivation: Pathways to the new century* (pp. 9-70). Honolulu, HI: University of Hawai`i, National Foreign Language Resource

Center.

Song, B. (2006, June). Failure in a college ESL course: Perspectives of instructors and students. *Community College Journal of Research & Practice*, *30*(5/6), 417-431.

Thornbury, S. (1999). How to teach grammar. Harlow: Pearson Education Limited.

Weiner, B. (2000). Intrapersonal and interpersonal theories of motivation from an attributional perspective. Educational Psychology Review, 12 (1), 1-14.

Widdowson, H.G. (1991). *Aspects of Language Learning,* Oxford: Oxford University Press.Wurr, A., Theurer, J., & Kim, K. (2008, December). Retrospective miscue analysis with proficient adult ESLreaders. *Journal of Adolescent & Adult Literacy*, *52*(4), 324-333.

E-Debating for Cross-border Communication and Critical Thinking Skills

Marian Wang and **Emiko Kihara**
Kobe University
Japan

ABSTRACT
Recently, e-learning has been getting attention as a virtual learning space that may be a possible substitute to traditional classroom environments where teacher-fronted instruction may abound and learners may have limited access to working with learners from around the world (Zhang, Zhao, Zhou, & Nunamaker, 2004). E-learning is not devoid of criticism, particularly from students who might prefer learning intraditional classroom environments or from teachers who may become frustrated with using technology and preparing materials for virtual learning environments. In discussions of e-learning and its benefits and drawbacks, there appears to be a bifurcation between virtual learning communities and classroom learning.

However, virtual learning communities can be blended into traditional classroom learning environments by introducing collaborative projects among different learning communities in diverse educational settings across cultures. Riel (1994) posits that computer-mediated instruction allows for teachers and their students to work with peers from around the world,thereby expanding learning beyond the confines of the classroom. Japanese university students are being encouraged to become global *jinzai* (human resources),which would make them individuals with foreign language competence, cross-cultural understanding (while retaining their Japanese identity), self-confidence, and drive (Akimoto, 2013; Yonezawa, 2014).

A skill that has been identified as vital to becoming successful globally is to have the ability to express opinions clearly and to consider issues from various perspectives. By investigating how university students prepare and engage in cross-cultural debates, research practitioners in higher education institutions in Japan might be able to raise their students'ability to present arguments and have the confidence to state and consider multiple viewpoints in global Communities of Practice (Wenger, 2000).

DEBATING IN JAPANESE HIGHER EDUCATION CONTEXTS

In Japanese education, argumentation is rarely integrated into the curriculum (Nakano & Maruno, 2013). This may be because in a culture that values harmony on the surface, argumentation could disrupt the equilibrium that may appear to be present. Moreover, it could be postulated that the Japanese language, a group-oriented society, and hierarchical social structures are not conducive to debating among various stakeholders (Suzuki, 2008). Finally, given Japan's high index on Hofstede's n.d.) uncertainty avoidance index, debating to resolve issues may not be culturally pertinent. Nonetheless, in political realms, debating has existed in Japan since 1873 in the form of preparing politicians to give formal speeches in front of a large audience (Suzuki, 2008). This style of debating is evident in debate competitions and debate clubs across Japan that fit the parliamentary debate style, often using English as the language for debate (Matsumoto, Suzuki, & Aonuma, 2009). By using English, there is the belief that debaters can present their views using western logic without being distracted by social conventions apparent in Japanese culture and logic (Suzuki, 2008). We have wondered if the socio-cultural context of argumentation as opposing cultural norms may be contributing to the challenges of teaching Japanese university students how to debate in English outside of formal debate clubs. Nakano and

Maruno (2013) reason that these constraints may be related to the mainstream Japanese educational system that prioritizes teacher-fronted classrooms and rote memorization instead of student-centered teaching that may include group or whole-class discussions. Certainly, in teacher-fronted classes, it may be difficult to promote debating as a skill that could augment Japanese students' argumentative skills, especially in courses where teachers of English as a Foreign Language (EFL) may have priorities other than teaching their students how to construct sound arguments in English. Irrespective of these perceived limitations to introducing debating in mainstream classrooms, argumentation is not a skill that Japanese university students can ignore if they hope to survive in today's global society.

If Japanese university students are to become global human resources, there must be learning systems in place that encourage students to explore how to develop their critical thinking skills, which include argumentative and persuasive skills, through activities such as debating, particularly with learners from other countries. According to Nakano and Maruno (2013), teachers are indispensable for fostering learning environments that can help their students hone skills needed in the global marketplace and should not shirk these responsibilities by blaming their students' weaknesses on socio-cultural practices and norms. As educators in higher education, we have tried to rise to Nakano and Maruno's (2013) challenge by introducing argumentation through debating in higher education institutions in Japan.

Teaching Japanese learners to debate is possible when considering that many Japanese students are in fact interested in learning about other cultures (Aubrey, 2009). However, because their pro-active attitudes and nationalism may not be as apparent (Aubrey, 2009), it may be difficult for EFL teachers to

motivate Japanese students to explore competing perspectives. Japanese EFL learners' English learning goals are not driven entirely by concrete goals such as passing standardized exams for studying at overseas institutions or getting better jobs. Instead, they frequently have less tangible goals such as learning English so that they can make friends with people from other countries, watch foreign movies, and have an opportunity to learn about other cultures (Aubrey, 2009). Thus, when choosing topics for debating, it may not be effective to choose overtly political topics for EFL learners in Japan who may have a passive appreciation of such topics (Aubrey, 2009). In the end, it might be best to leave topic choice of debates up to the students themselves after introducing argumentative speech and debating in the EFL classroom.

When teaching Japanese university students to debate in English, we have discovered that despite students being able to state their opinions, they are frequently unskilled at developing their own arguments, formulating counter arguments, and suggesting possible resolutions and compromises. According to Atkinson (1997), Asian learners are lacking in critical thinking skills – the ability to think, evaluate, and assess rival hypotheses – due to a group-oriented and low-confrontation culture. However, Stapleton (2001) disagrees with Atkinson (1997), insisting that Asian learners are able to think critically provided that they are given proper guidance. Lo (2010) criticizes educators who inadvertently presume that critical thinking skills can be improved automatically through discussions. Discussion alone may not give ample opportunities to Japanese university students to unearth their hidden biases and challenge rival hypotheses that are often the hallmark of critical thinking activities (Matsumoto, LeRoux, Ratzlaff, Tatani, Uchida, Kim, & Araki, 2001). In fact, critical thinking skills will not emerge as some "by-product" of teaching but must be deliberately included in the curriculum (Lo, 2010, p. 353). When teachers

make expectations clear and provide guidelines in helping students to write and think critically, Taiwanese students were shown to improve in their critical thinking skills (Lo, 2010). Therefore, critical thinking skills must be taught explicitly to EFL learners who should have opportunities to practice developing a set of skills required to be a critical thinker. Similarly for argumentative speech, it is necessary for EFL teachers to guide their learners to engage in debates using critical thinking skills.

EXPANDING DEBATING ACROSS BORDER

Exploration of how university courses could be expanded involve global communities is vital to creating global human resources. Wenger (2000) observes that humans are social beings who aspire to learn in communities where sharing knowledge and competencies can develop into functioning Communities of Practice. For this research project, the aim was to analyze how existing curricula catered to creating global human resources in Japanese universities can be internationalized – by bringing in global Communities of Practice – towards a common aim of developing students' argumentative and persuasive skills through collaborative debate projects with students in other countries. Stapleton (2001) has shown that Japanese university students are capable of developing their argumentative skills if taught basic skills of argumentation and persuasion. However, research tends to limit Communities of Practice within the confines of a Japanese context. According to Wenger (2000), Communities of Practice can become insular and complacent if left unchallenged.

Of course, one may argue that enlarging Communities of Practice towards inclusion of other Asian university students does not solve the perceived problem that may exist among Asian learners, who are thought to lack argumentative skills. Nonetheless, boundaries must be expanded to see if new Communities of Practice can be established to foster learning

spaces that can facilitate negotiated learning and broaden learning spaces that enable Japanese university students to be one of multiple players in a global community. Moreover, research must be conducted that might challenge the status quo that Asian learners are not capable of thinking critically and devoid of argumentative and persuasive skills. Finally, technological developments via e-debating can bring various Communities of Practice together and contribute to a learning experience of enhancing skills that are necessary for Japanese university students to become "worldminded citizens" (Merryfield, Lo, Po, & Kasai, 2008, p. 7).

E-DEBATE PROJECT

Our e-debating project was intended to take Nakano and Maruno's study (2013) of teaching Japanese learners how to debate one step further. Nakano and Maruno (2013) found that Japanese university students, when trained in how to presentarguments in debating, are in fact able to construct sound arguments. By introducing a cross-cultural element where Japanese university students could debate with learners in another culture using modern technology, Japanese learners were given an opportunity to present their arguments with students from another culture in a globally-integrated e-learning context.

PREPARATION

There were eight Japanese and four Taiwanese university students who participated in this e-debating project across borders. The Japanese students had all studied abroad and were part of a curriculum to raise global human resources. The Taiwanese students were accustomed to parliamentary style debates used in debate tournaments across the world (Sheckels Jr & Warfield, 1990). In contrast, the Japanese students were introduced to the formalities of debating using a public forum style, which prioritized argumentation, discussion, and resolution over winning as evidenced in parliamentary debates. Prior to the

e-debate, the Japanese students participated in debates with their classmates. They chose controversial topics in pairs, conducted research on the topics, gave presentation on their topics, and facilitated or participated in debates on topics using a stakeholder analysis that stipulated their position relative to the topic. After each debate, the teacher gave verbal and written feedback to the students to ensure that they understood their strengths and weaknesses in presenting their arguments, thinking of rebuttal strategies to defend their positions, and formulating strategies to challenge opposing views. The teacher also invited an international student to join the Japanese students' debates so that students would become comfortable with working with non-Japanese students. After the debate, the teacher asked the international student to type up feedback, also highlighting some of the strengths and weaknesses of the students' debating strategies. Most of the feedback from the international student and the teacher underscored the importance of building arguments based on concrete evidence and solid reasons and challenging their opponents if they felt that the arguments lacked validity or credibility.

After completing three debates with their classmates, the Japanese students participated in an e-debate with Taiwanese university students about the role that househusbands couldplay in society. The debate topic on gender was chosen because gender issues interested both groups of students and could be debated from various angles. The teacher in charge sent both groups of students links to articles and online videos that could spark their research on the controversial topic. The Taiwanese students were instructed to assign and prepare their positions for both sides (pro and con) of the debate. Similarly, Japanese students were randomly assigned to represent and prepare for either side of the debate.

Participants:

2 Female Taiwanese university students, 2 Male Taiwanese university students, and 8 Female Japanese university students.

Topic: Husbands should also be househusbands

Equipment: Video camera, camera, computer for Skype, speakers, microphone, projector, large screen

Positions:
Pro 1: Husbands who want to stay at home and take care of children and be more involved in family life.

Pro 2: Wives who want their husbands to stay at home – usually they tend to make more money than their husbands – so that they can balance work and family.

Pro 3: Japanese government that is trying to encourage men to participate in child rearing and household chores.

Con 1: Traditional housewives who think the home territory belongs to women.

Con 2: Stereotypical men who do not tend to want to participate in household chores and child rearing because
they want to focus on their career.

Con 3: Companies that tend to expect employees to work long hours and are male dominated.

IMPLEMENTATION
Prior to the e-debate, students were allotted 10 minutes to make brief self-introductions that included speaking about their hobbies. The self-introductions were useful in getting students accustomed to each other's English, personalities, and breaking

the ice. After the self-introductions, the e-debate began, with students stating their positions, giving evidence and reasons to support their positions, asking questions, coming up with counter arguments, and offering suggestions.

The debate lasted approximately 45 minutes with five-minute breaks inserted for students to come up with questions to challenge their opponents. Most of the questions that students asked were clarification questions, which exemplified that students on both sides may not have been entirely comfortable with challenging a group of students who they had not worked with before. The Japanese students relied on evidence from case studies or formal research projects to strengthen their arguments, whereas the Taiwanese students focused more on legal aspects of gender equality to frame their arguments. This difference in approaching the topic may be indicative of the divergent styles of debating that each group had been previously exposed to – the public forum debate style of the Japanese students and the parliamentary debate style of the Taiwanese students. Although the teacher in charge had forewarned the Taiwanese students that the objective of this debate was more for students to play their roles and defend their roles, there seemed to be a preference for the Taiwanese students to continue using the parliamentary debate style.

After the debate was over, there was time for students to engage in a cross-border discussion about the topic on a personal level. The Taiwanese students were interested in the career aspirations of the female Japanese students because they were aware of the reality that being a full-time housewife remains a popular decision among Japanese women. The Taiwanese students seemed surprised that three out of eight of the Japanese students wanted to be full-time housewives in the future. Perhaps they were expecting that educated women in Japan might choose a different path other than being full-time housewives because in

Taiwan, unlike Japan, there is not the same status afforded to women who are full-time housewives. A female student in Taiwan said that she wanted to work for practical reasons because depending on her husband's income is risky in case of divorce. The Taiwanese students all stated that for both men and women in Taiwan, being successful not just at home or just at work was important. Some female Japanese students said that they wanted to work because they had career aspirations, staying at home was mundane, and they wanted to meet people at work. This exchange brought to light the different career expectations of men and women in different cultures.

FEEDBACK FROM STUDENTS

This project was able to demonstrate how e-debating could open avenues for cross-border communication. Debating was used as the vehicle that would enable students to discuss issues that could raise their consciousness of different perspectives depending on position of the stakeholder (Merryfield et al., 2008). After the debate, we asked for written feedback from the Taiwanese and Japanese students. The Taiwanese students noted that the debate helped them understand how values are heavily contextual and cultural. They also wrote that they were pleased that they were able to learn a different style of debating. The female Taiwanese students confessed that they were shocked that so many of the female Japanese students wanted to be full-time housewives, something that would not be looked favorably on in Taiwan. The Japanese students explained the importance of stating their opinions clearly without relying on implied or indirect communication strategies shared among Japanese speakers. Moreover, a Japanese student noted her need to develop her ability to speak more actively, demonstrating how impromptu speech might be enhanced through debating (Jing, 2015). Both groups of studentswrote that they would like to participate in e-debating sessions again because it helped them understand how issues can be approached and analyzed

differently depending on their cultural background.

REFERENCES
Akimoto, D. (2013). Peace education in globalizing Japan: A case of Japan-Asia Studies (JAS) Program at Soka University in relation to the project for global human resource development. *Soka University Peace Research Institute, 27*, 3-2.

Atkinson, D. (1997). A critical approach to critical thinking in TESOL. *TESOL Quarterly, 31*(1), 71-94

Aubrey, S. (2009). A cross-cultural discussion of Japan and South Korea and how differences are manifested in the ESL/EFL classroom. *Asian Social Science*, *5*(5), 34-39.

Hofstede, G. (n.d.). What about Japan? Retrieved from https://geert-hofstede.com/japan.html

Jing, H. (2015). The effects of an argumentation and debate course on students' impromptu English speaking competence: An empirical investigation. *English Teaching & Learning, 39*(3), 79-106. doi:10.6330/ETL.2015.39.3.04

Lo, Y. F. (2010). Assessing critical reflection in Asian EFL students' portfolios: An exploratory study. *The Asia-Pacific Education Researcher, 19*(2), 347-355.

Matsumoto, D., LeRoux, J., Ratzlaff, C., Tatani, H., Uchida, H., Kim, C., & Araki, S. (2001). Development and validation of a measure of intercultural adjustment potential in Japanese sojourners: The Intercultural Adjustment Potential Scale

(ICAPS). *International Journal of Intercultural Relations 25*(5), 483-510.

Matsumoto, S., Suzuki, T., & Aonuma, S. (2009). *Eigo dibeito riron to jissen* [Debating in English: Theory and Practice]. Tokyo, Japan: Tamagawa University Press.

Merryfield, M. M., Lo, J. T. Y., Po, S. C., & Kasai, M. (2008). Worldmindedness: Taking off the blinders. *Journal of Curriculum and Instruction*, *2*(1), 6-20.

Nakano, M., & Maruno, S. (2013). The effect of debate training on argumentation skills: The developmental process for Japanese college students. *Studies for the Learning Society*, *3*(1-2), 4-12.

Riel, M. (1994). Cross−classroom collaboration in global Learning Circles. The Sociological Review, 42(S1), 219-242. doi:10.1111/j.1467-954X.1994.tb03418.x

Sheckels Jr, T. F., & Warfield, A. C. (1990). Parliamentary debate: A description and a justification. *Argumentation and Advocacy*, *27*(2), 86-96.

Sorrentino, R., Nezlek, J., Yasunaga, S., Kouhara, S., Otsubo, Y., & Shuper, P. (n.d). Uncertainty orientation and affective experiences - Individual differences within and across cultures. *Journal of Cross-Cultural Psychology, 39*(2), 129-146.

Stapleton, P. (2001). Assessing critical thinking in the writing of Japanese university students insights about assumptions and content familiarity. *Written Communication, 18*(4), 506-548.

Suzuki, T. (2008). Japanese argumentation: Vocabulary and culture. *Argumentation and Advocacy*, *45*(1), 49-54.
Wenger, E. (2000). Communities of practice and social learning

systems. *Organization*, *7*(2), 225-246.Yonezawa, A. (2014). Japan's challenge of fostering "Global Human Resources": Policy debates and practices. *Japan Labor Review*, *11*(2), 37-52.

Zhang, D., Zhao, J. L., Zhou, L., & Nunamaker Jr, J. F. (2004). Can e-learning replace classroom learning? *Communications of the ACM*, *47*(5), 75-79.