Implementing Exploratory Practice Approach
In Bangladeshi Classrooms

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Declaration

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Letter of Approval

  This is to confirm that, under my guidance, Abdullah Us Sami bearing the ID 192-10-2085 has successfully finished his thesis titled "Implementing Exploratory Practice Approach in Bangladeshi Classrooms." His work is authentic and the result of his own efforts. I approve the thesis and recommend its submission to the department for necessary action.

Rabi 06.06.23

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To My Parents

Abstract

The need to learn foreign languages is almost as old as human history itself. Increasing globalization has created a great need for people in the workforce who can communicate in multiple languages. Language education in schools has evolved over time and is now included in educational curriculum all across the world("Language education", 2021). Bangladesh ranks 8th in the list of most populated countries. Bangladesh, a small country with a large population, is attempting every approach imaginable to make learning effective in an effort to make everyone literate. However, the number of students in the classroom is huge. Bangladesh is still lagging behind other countries in the field of Language education while some nations are experiencing effectiveness by implementing new approaches like the Exploratory Practice approach. EP is a language teaching and learning approach used to explore different ideas, challenges and to create new ideas, solutions and strategies. This study aims to find out whether EP is possible in classrooms in Bangladesh or not. For this mixed-method study, 110 students from two schools and two separate classrooms with their usual English teachers participated. The findings indicate that EP can improve the majority of students in a large classroom, albeit its implementation in this setting is not quite feasible. Time, teacher quality and the educational system are the key issues. EP is ineffective in a brief lesson. EP did not work well in such large classroom spanning for only 35-40 minutes but when the class was taken for more than 1.5 hours with permission from the authority, it showed a magnificent effect. Since the class period is so short, it takes more than one class to complete all of the prerequisites of an EP class. For students to perform better, EP should be used more frequently Perhaps with a few modest adjustments to the educational system, Ep might be more helpful for every student.

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List of Abbreviation

EP – Exploratory Practice

Chapter One – Introduction

1.1. Introduction

Exploratory Practice in language education aims to assist teachers and students in exploring and discussing ideas, issues, and challenges as they educate and learn in order to develop new strategies, tools, and activities. This study aims to implement exploratory practice in Bangladeshi classrooms. Universities and the current educational curriculum in Bangladesh are not yet seen promoting application bared learning including critical thinking and are instead seen as heavily relying on rote learning that promotes passivity under a corporatized model. Additionally, the country has not yet implemented an outcome-based education (OBE) blended system ("Education in Bangladesh", 2015). When it comes to education, the large number of students in the classes has an impact on their learning. The teachers struggle to manage a large class and are unable to offer every student the same amount of care (Hasan, 2018). In Bangladesh, the current education system is of little use in practical life as neither textbooks nor the curriculum is relevant to their situation or match the requirements of the present job market (Haider, 2022). On the other hand, schools/colleges across the globe are focusing more on soft skills such as team-building, problem-solving, critical thinking, communication, negotiation, decision-making, etc. (Jayasinghe, 2021). Our education system is still stuck in the past. EP is an approach that focuses on soft skills as well as hard skills of every student in a classroom. This study aims to determine whether or not language education through Exploratory Practice is feasible in English language classrooms of Bangladesh.

1.2. Purpose of the study

This research focuses on two concerns. To employ Exploratory Practice in Bangladeshi classrooms and to determine if it is more or less successful than conventional approaches currently being used in Bangladeshi language classroom. Exploratory Practice (EP) is a type of fully inclusive practitioner research where learners as well as teachers are encouraged to investigate their own learning or teaching practices while at the same time practicing the target language (Hanks, 2017, p.2). Quality of life for language teachers and students is the most suitable key concern of Exploratory Practice. Both teachers and students are actively involved, and both sides develop those experience and experiment. Exploratory practice can also help new teachers to create a lesson that is effective. Simply because he or she will be working on understanding more about how language teachers and students perceive their quality of life and will come up with new ideas or strategies to teach. He will be able to improve skills in this way. According to (Ramdani et al., 2023), many teachers and students experienced the problem of negative feelings (unconfident, stressed, insecure, confused, etc.) when implementing exploratory practice in online language education during the COVID-19 pandemic. The question that arises is whether teachers and students in Bangladesh would feel uncomfortable due to the new nature of this approach and

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their lack of experience to this level of interaction. There will be a huge number of students, so it will be difficult and time-consuming to get to know each one of them and do an ice-breaker activity.

1.3. Research questions

1. What is the current English Language teaching and learning scenario in Bangladeshi English language classrooms?

2. Can Exploratory Practice be implemented in large English classrooms in Bangladesh?

3. Can EP bring a significant change in the efficiency of student's reading and speaking skills in English?

1.4. Objectives of the study

This study is extremely important for the new teachers since it collected so much data about the current situation of language classrooms of Bangladesh. The objectives of this study are –

- To find out the current teaching and learning scenario.
- To Implement EP in Bangladeshi classroom.
- To find out whether Exploratory practice is more or less effective than the regular method.

1.5. Significance of the study

English is taught in Bangladesh using a variety of techniques, with GTM being the most widely used. It is also known as the traditional method of teaching (Sultana, 2019). Although students begin studying English from the very beginning of their academic life, it is still questionable how well they are able to speak and read English after years of instruction. One of the causes is a lack of experience, in both the classroom and in real life.

However, this research intends to focus on reading and speaking ability of the students. One of the reasons is reading is scientifically a better way of learning than listening because reading is a better way to deal with distraction (Worthy, 2021). But listening is essential and important than speaking. Listening and writing skills takes time and practice to develop. Speaking and reading also need

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time perhaps speaking is more challenging. Speaking in a foreign language can make students

nervous, can make them stressed, can make them worried, shy and confused etc. (Ramdani et al., 2023). After overcoming all these a student can talk in English. Therefore, this paper intends to focus on reading and speaking skills to see if EP can bring changes in these skills or not.

This papers aim is to implement Exploratory practice in Bangladeshi classroom and to show the implementation process of this new approach to the existing teachers. In Bangladeshi education curriculum there is a lack of real-life education. They only focus on lesson-based education of textbooks in classrooms. Because of this, the majority of Bangladeshi students are unable to effectively utilize or learn English while utilizing conventional teaching techniques. Contrarily, some countries view education as a comprehensive learning process where the curriculum often includes both studies and the arts as well as sports (Gandhi, 2020).

The students will be considered as co-researcher while implementing EP in the classroom. They will talk about the lessons and activities that will be utilized in their classroom to see if this approach improves their reading and speaking skills more than the traditional one. In this project, Exploratory Practice will be applied in Bangladeshi schools for the first time. The following consequences of this study on Exploratory Practice in Bangladeshi schools might face these implications. Firstly, a new approach for teaching and learning languages will be used in Bangladeshi classrooms: Exploratory Practice. Second, this will be a new requirement for Bangladeshi students since EP views them as co-researchers and expects their participation. Thirdly, as EP is an indefinitely sustainable way for classroom language teachers and learners, while getting on with their learning and teaching they will develop their own understandings of life.

1.6. Conclusion

In this era of educational development learning foreign language is essential. Hence English is used as official language in many foreign countries, learning English is mandatory for better career. Most of the students till secondary level find English difficult. The reason for this is curriculum, content, poor teaching, untrained teacher and fear etc. (Ahmed, 2022). This study will implement a new approach which is EP and find out whether it can change the situation and make English a likable and enjoyable subject for the students or not.

Chapter Two – Literature Review

2.1. Introduction

This chapter provides a review of works done by authors and researchers that relate to the topic under the study. It will discuss Exploratory Practice, its principles, implementation along with the previous studies in this sector.

2.2. Exploratory Practice

In accordance with L. Benjamin (2015), Exploratory Practice (EP) enhances overall instructional design by fostering a learning environment centered on student-teacher interaction that is driven by the needs, interests, and learning preferences of the students. Students enrolled in thesis seminars tried to find information that suited their needs, interests, and learning preferences as a project based on inquiry, which is a notion that works in most classroom settings. By changing the concept, one may understand how EP might offer an alternate or complementary instructional approach for different classroom contexts. EP gives students the tools to methodically gather, evaluate, and report on data, which is a totally different approach from more conventional content delivery methods that prioritize the educational experience above the material.

2.3. Principles of EP

In brief, EP's fundamental principles are as follows, (Allwright & Hanks, 2009, p. 149-154)

1. As a beginning point for the research, quality of life is the center of focus.

2. Attempts to comprehend learning before making modifications to it.

3. Everyone's participation as practitioners who are developing their knowledge of classroom procedures.

4. To bring practitioners together uniting people in a group project.

5. Work together to advance both teachers and students.

6. To make education a beneficial endeavor.

7. To reduce the workload and increase sustainability is to completely include the work for understanding into the current curricular procedures.

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2.4. Implementation of EP

This strategy was used with not more than 5–10 students (Hanks,2017). However, in Bangladesh, there are often between 40 to 70 kids in each high school classroom. As a result, this technique has not been used with these many students earlier. Hence, it will be an opportunity to see whether practicing with a large group of learners is feasible or not. In Hanks study, there was a minimal likelihood of a student being absent because a few individuals were selected for their research. Yet, due to the high student enrollment in Bangladeshi schools, 10–20% of absences were assumed from the beginning. So, this research also focused on the question of whether Exploratory Practice is feasible in a setting where 100% attendance was not expected.

2.5. EP in classroom

In a study, Cory Crane (2015), using the reflective teaching framework of exploratory practice, outlined a reflective teaching portfolio created for an FL teaching techniques course for graduate student instructors (GSIs). The written comments of three GSIs from this portfolio project were analyzed to reveal how the three graduate students, who came from different languages and cultural backgrounds and had different teaching experiences, used the EP model to comprehend their own classrooms and educational initiatives. In order to understand how these learning teachers created their own theories of language teaching and learning through EP and what aspects of the model, they frequently drew via reflective process. Rigorous qualitative methods of thematic analysis of the graduate students' written reflections were adopted.

Future EP studies that make an effort to include these bigger networks may be able to demonstrate how the principles mentioned in 2-3 on mutual learning, in particular, are satisfied. The study raises a number of issues that, while they could not be fully addressed owing to space limitations, would help us comprehend how reflective teaching methods like EP and others work within the context of formal teacher training courses.

2.6. Effectiveness of EP for teacher training

Four practicing teachers from the Macquarie University English Language Centre reflect on their experiences of professional development during two exploratory practice projects in a research paper (Phil..2018) A 45-minute lunch break was set aside for professional development seminars, while the second strategy was centered on reflective practice. Through online meetups, in-person gatherings, and interviews, they gathered every single reflection. However, it would take a very long time to meet with each student in a huge class like the one in Bangladesh. Though this study showed the possibility of professional development through EP.

Several of the variables that have led to the demobilization of learning contemporary foreign languages in the UK, where policymakers, scholars, and practitioners can feel like they are still gardening in the gale, have been gathered in a study by R. Slimani (2019).

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The article also suggests a creative strategy for teachers to re-engage students in the classroom by reshaping their pedagogies in accordance with the aforementioned Exploratory Practice principles, which prioritize quality of life, the pursuit of understanding, collegiality for mutual growth, learner inclusion in the research enterprise, and research sustainability through the use of routine classroom activities. In order to continue their quest to solve their mysteries, it is thought that they adhered to these principles. This allowed them to eventually have access to a multitude of opportunities for their social, professional and personal growth.

2.7. Effectiveness of EP for Educating Special children

According to W.T. Matthew (2015), the choice to employ an EP approach as a lens through which to create support methods for a student with special needs in the class has shown to be highly beneficial. It was claimed with some degree of certainty that an EP method focuses on obtaining knowledge through freely accessible educational resources and settings and on fostering openness, transparency, and unity between instructors and students. The instruction of special education needs (SEN) students is extremely complicated, nuanced, and tailored based on each student's unique impairment and learning style. In order to ensure increased sensitivity and awareness, EP approach was implemented in this process. This created an opportunity to pay closer attention to and understand language learning conditions as activities influenced and characterized by real curiosities and puzzles shared among the study's participants.

2.8. EP for English Language Instructions (ELI)

According to Kevin & Matthew (2020), varied degrees of an EP approach can include learner autonomy into the classroom, anchor and reinforce student self-reflection, and customize curriculum for students taking courses in the ELI. Similar to students, teachers have chances to construct flexible courses while still adhering to departmental criteria and student needs including the development of academic reading and writing abilities, genre knowledge, and critical media literacy. EP shows an ability to adapt and change, which has the potential to provide students more agency and create dialogue between teachers and students. The advantage of this strategy calls for a mentality change on the part of those concerned, something that may be difficult for all stakeholders, including parents and administrators who have different objectives and expectations for the educational setting. A nuanced approach to EP is a wonderful place to start, teaching the concepts in part by having students analyze their own questions about language learning. For students used to the self-access learning center (SALC) and learner autonomy, this could be an easy transition because they may already be engaging in self-reflection exercises as part of their self-guided learning modules. Such reflection is a helpful beginning step for educators as well. Instructors may take concrete measures to become used to the integrated, open-ended

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EP approach by adopting reflective practice techniques and re-balancing the teaching-research split using action research (AR) methodology. A practical awareness of particular classroom situations and openness to student feedback on desired learning objectives are necessary for a successful adjustment to EP.

2.9. Issues of EP

In a study, Mehrani (2014) addressed important issues about EP and its relevance to the area. There is influence in a variety of circumstances and places, according to the findings. EP is used in public and private schools, colleges, and institutions. EP was presented in both rich and underprivileged settings. There is still opportunity for further participation from educational psychologists, psychoanalysts, teacher educators, curriculum developers, and students both within and outside of the classroom. Analysis of the framework's guiding principles reveals that EP is a distinct entity with its own traits and liquid identity. Emerging themes highlight the benefits of solving puzzles for in-depth comprehension as research and instruction are combined. EP therefore has significant ramifications. EP reminds us of the human endeavor to comprehend language, culture, and education rather than only looking for answers. But because answers are alluring, we must intentionally resist them with inquiry as we explore how learning and teaching work. This meta-analysis's contribution points to a redefinition of the ontological and epistemological underpinnings of multidisciplinary research. What is required right now is the increased exposure of previously unnoticed linkages and ties among disciplines, together with recognition of the value of practitioners' research.

4.4. Conclusion

The previous articles shows that EP is effective, can develop both students and teachers despite having challenging. EP is a completely new approach to be applied in Bangladesh despite as a mutual development approach it is necessary in a country like Bangladesh.

Chapter Three – Methodology

3.1. Introduction

This study intends to find out whether EP is more or less effective than the regular methods used in large classrooms like Bangladesh. This chapter will provide the information about how this study was done systematically.

3.2. Research Design

This study used both qualitative and quantitative research design. This study took place in two different classrooms of two different high schools. Data based on the study was collected from the students of these two classrooms. This study used observation, questionnaire, pre-test and post-test, group discussion, focus group interviews and reflection journals.

3.3. Selection of the study area

This research was carried out in two high schools of Jashore District of Bangladesh. Exploratory Practice was practiced in two classrooms from these two high schools. Both of the classrooms contained 40-70 students.

3.4. Data collection tools

The researcher will get in a discussion with the regular teachers and will inform them about exploratory practice. The researcher will ask for permission to show them how EP is practiced and he will also ask for permission to observe 2-3 classes of the regular English teachers.

3.4.1. Observation

Observation is an empirical research method used in quantitative and qualitative naturalistic studies focused on understanding behavior and interactions as they unfold in real-time, which makes it particularly salient for examining the processes associated with the generation and adoption of creative ideas (Buonincontro & Anderson, 2018).
This technique helped the researcher to identify the current teaching and learning situation of Bangladeshi classrooms. The researcher observed the classes by following an observation checklist. The observation checklist was prepared from the book 'Understanding Language teaching from method to post method' by B. Kumaravadivelu(2005). By this the researcher was able to get information about the regular classroom, teacher's activity and also student's activity in normal classes. The teachers also observed the researcher when he conducted classes by following the same observation checklist to find out whether an EP classroom is better than the regular classrooms or not.

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The researcher observed a total of six classes. The class observation follows the schedule that appears in Figure 1.

Number	Institution	Class	Time	Date
1	Institution - 1	10	10:25-11:00	02-05-2023
2	Institution - 2	08	12:25-1:00	02-05-2023
3	Institution - 1	10	10:25-11:00	03-05-2023
4	Institution - 2	08	11:50-12:25	03-05-2023
5	Institution - 1	10	10:25-11:00	07-05-2023
6	Institution - 2	08	12:25-1:00	07-05-2023

Figure 1. Classroom Observation Schedule

3.4.2. Questionnaire

A questionnaire is a series of questions asked to individuals to obtain statistically useful information about a given topic (Satya, 2012).

This technique was used for gathering data before conducting EP classes. The researcher gave them a paper of questions written in English along with the Bengali translation in the introductory class. This helped the researcher to identify the performance and level of satisfaction of students and teachers before introducing EP to gather data in support of R.Q.1.

For the teachers-
1. Why do you think students struggle in using English?
2. Do you use English more often in your classroom?
3. What steps do you take to make sure you students understand the lesson?
4. Do you follow any certain methods to teach English?
5. Do you give real life examples while teaching English?
6. Do you involve students in group activities in the classroom?
7. Did you ever have any reflection session in your classroom?

For the students-
1. Do you get lessons in English in the classroom?
2. Do you understand the lesson?
3. If you don't understand a lesson, what do you do?
4. Do you feel awkward while speaking or reading English?
5. Did you ever have a group discussion in your classroom?
6. Did you ever reflect your lessons?
7. Do you think the way you are taught needs improvement?

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After they completed the paper, the researcher gathered them and kept them for later analysis.

3.4.3. Group discussion

Group Discussion or GD is a type of discussion that involves people sharing ideas or activities. This technique helped the researcher to make the lesson more practical and make the students communicative and creative.

A lesson on a particular topic was delivered by the researcher in second class. Then the students were divided into many groups. The researcher then gave them a group discussion task to see how they might apply the particular subject they had learned just before the activity. The teacher and the researcher both took part. Each group was visited by the researcher, who engaged them in a brief conversation and assisted them in coming up with solutions. Everyone was involved because of this environment. For the purpose of data analysis, the researcher collected notes on various discussions and actions.

3.4.4. Reflection journal

The deliberate and intentional act of thinking about solutions to challenging problems in language teaching and learning is known as reflection. It involves not simply a sequence of ideas, but a consecutive ordering in such a way that the teacher and learner leans back on, or refers to previous knowledge taught and/or learnt. The many parts of reflective cognition build on and support one another as they proceed (David, 2006).

The researcher had a reflection session after every class. The students, the teachers as well as the researcher also took part in the reflection. The researcher gave a piece of paper to everyone in the classroom and asked them to write down their feedback about the class or what they learnt, if they needed any improvement in the teaching techniques, did they understand the lesson or do they have any problems regarding learning English and so on. As the researcher also participated, he also went through a self-reflection. The researcher collected all the paper and saved it for later analysis. He also read it to know about students' problems and interests to make the next lesson plan based on their opinion.

3.4.5. Pre and Post Test

Pretest-posttest designs are widely used in behavioral research, primarily for the purpose of comparing groups and/or measuring change resulting from experimental treatments (Dimitrov, 2003).
The researcher made two question papers based on the topic he was going to teach in the classroom. One was to be used before delivering the lesson and other one was for after the

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lesson. As In Bangladesh high school students read the same topics from class 7-10 in English second paper, they already had a general idea about the topic. The researcher took pre-test at the beginning of the class. After taking the test, he gave them lesson on the specific topic. After giving lesson, he took post-test. Then he gathered the test papers and marked them. These tests were conducted to compare the effectiveness of EP lessons. It will demonstrate that EP classrooms are more engaging for students if they receive higher grades on the post-test than on the pre-test. These papers were kept for data analysis after data collection.

Then the researcher got in a discussion with the regular teacher again. He asked them if they liked EP classroom and if they wanted to use it or not. One of the teachers agreed and used EP in his classes. The researcher observed him utilizing EP by the same observation checklist used before. He collected all the observation checklists for data analysis.

3.4.6. Focus group interview

A focus group is a research method that brings together a small group of people to answer questions in a moderated setting. As the classroom was large and had nearly 40-70 students, the researcher used simple random sampling technique. The researcher created groups and took one student from each group as a representative of their group for interview. The researcher also took interview of the teacher who used EP in his class.

The interview was taken following questions given below:-

For the teachers-
1.   What was your experience while adapting to a new method like EP?
2.   Do you think giving lesson using EP is more relatable to real life?
3.   Do you think by using EP in the classroom enhance student's Speaking and reading skills in a better way than the regular teaching methods?
4.   Did the reflection sessions help you for your lessons?
5.   Did you face any challenges while conducting classes by using EP?

For the students-
1.   Share your experience of this new classroom. Anything like feedback, opinion etc.
2.   Did you understand the lessons? If yes, then which way do you prefer to be taught now?
3.   Did you find any improvement in your reading and speaking skills in English?
4.   were group discussions and reflection sessions helpful for your understanding of the lesson?
5.   Did you find the lessons more effective and interesting? how?
6.   Any Suggestions?
The researcher recorded this interview session for later use.
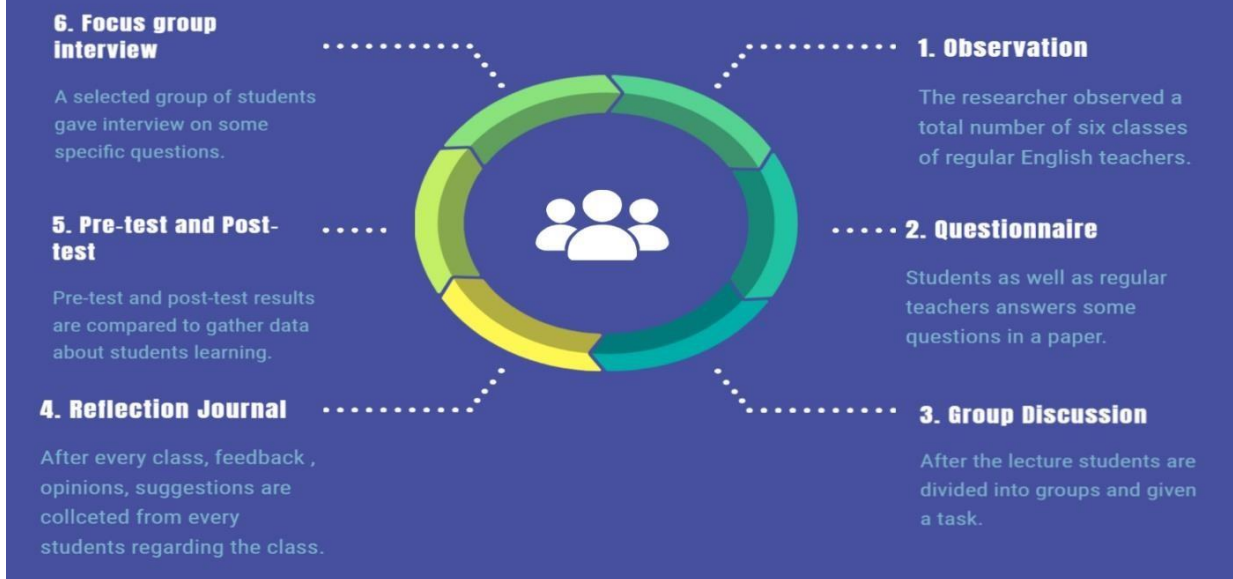
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Figure 2. Data collection tools used in the EP classroom

3.5. Conclusion

This chapter highlights the detailed information of the systematic way of data collection for this study. This study follows mix method where data was collected from classroom observation, questionnaire, group discussion, reflection journal, pre-test and post-test and focus group interview.

Chapter four – Findings

4.1. Introduction

The results (or findings) section is one of the most important parts of a research paper, in which an author reports the findings of their study in connection to their research questions (Ammon, 2022). A brief idea is given about the systematic methodology part in Figure 3.

Research Design	Mixed (Both qualitative and quantitative)
Selection of the study area	Two different high schools of Jashore district
Data collection tools	Observation, Questionnaire, Group discussion, Pre-test and Post-test, Reflection journal and Focus group interview.

Figure 3. Brief Idea of Methodology.

As per the methodology, the researcher went to two high schools and got in a discussion with the regular high school English teachers and with Principals. The researcher asked for permission to observe the classes and after observing two or three classes he wanted to show how EP can be used in the classrooms. The regular teachers were hesitant at first; they wanted to know what I would do in the class or would it waste their time or not? But the researcher had to convince them saying they could stop me anytime if they found it useless.

4.2. Findings

4.2.1. Findings from the classroom Observation

Many things were observed by the researcher during the experiment. The English teacher did not use English often. Students were focused on the researcher as a new person rather than their study. Teachers hardly focus on any language Skills. The Teachers just used white board to write any passage and gave it to students as class task. While doing the task, the class time would be over. Teachers did not have any lesson plan or objectives. Students also talked too much and teachers did not bother controlling them or motivating them to keep silence. In such a big classroom, teachers were not able to focus on the backbenchers. Teachers did not give any group discussion or did not have any reflection session. Nevertheless, the major issue was time because as per Bangladeshi curriculums, a class is conducted for maximum 35-40 minutes which is a very short period of time considering the classroom size. As per the interview with

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the teachers who used EP, he also mentioned time as a challenge for students better learning opportunity.

4.2.2. Findings from the questionnaire

After observing three classes of each teacher, the researcher took an introductory class, where the students had to introduce themselves in English. Some of the students did not bother about the instructions and started to talk in Bengali. However, when they were again asked to speak in English, they did not want to because they said that they had never spoken in English like this before. However, when the researcher comforted them that mistakes were allowed and no one would laugh; they tried to speak in English. The researcher asked the students during the class observation, if they use mobile phone or not, only 1 student raised her hand. So, the researcher had to do the survey in the old pen and paper way. In the survey, the researcher found out that the teachers were more concerned about their reputation. In one classroom, students wrote that they had never done a group discussion, but the teacher mentioned that he always gave group work in the class which shows the discrepancy in the data. 90% of the students wrote that they needed an improvement in their regular teaching.

**Infograph 1:** Part of student questionnaire   **Infograph 2:** Part of teacher questionnaire

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4.2.3 Findings from group discussions

After giving lecture in every class, the researcher divided students into groups. Each group had to choose a leader, who then shared the reflection of the group's work. However, out of the 10 leaders, 8 of them preferred Bengali when they spoke. To encourage them to utilize English, the researcher kept the atmosphere positive and urged each group member to applaud their leader. Even though they utilized English and had a few grammatical faults, the researcher considered that as a positive change.

4.2.4. Findings from Pre-and-Post test

Then the researcher took pre-test. Students, however, were unable to complete the test in 10 minutes, therefore time was also an issue in this situation. Students of class 10 took 12-15 minutes and the students of class 8 took 15-20 minutes. While giving tests, the researcher observed some papers and found out that students were very weak in vocabulary. The lecture was then given by the researcher in both Bengali and English for better understanding. The researcher then conducted a post-test. However, when marking test papers, the researcher observed that students were very weak in vocabulary as well as sentence making. Some of them could not write the correct spelling of the gender and the students were so inattentive in the class that after the researcher told them the spelling, they still did the same mistake. The first lecture topic was noun and after the lecture students were able to identify noun correctly in the post test but because of poor vocabulary they assumed some adjectives as nouns. Nevertheless, still with the wrong answers the researcher was able to see changes in the grades of 70% of the students after marking the test papers and matching each student's pre-test and post-test papers as can be seen in figure 4 and 5.
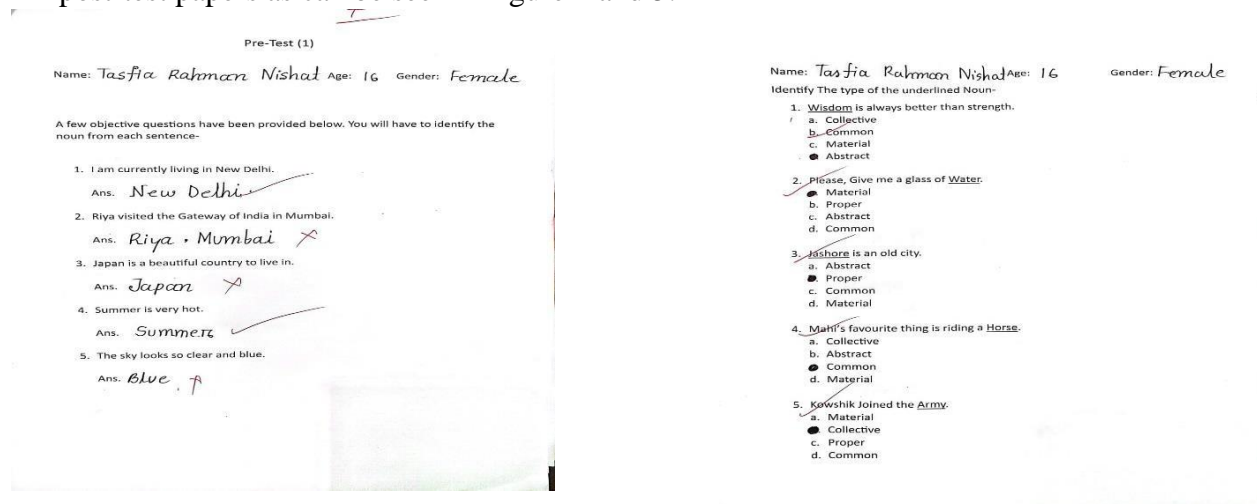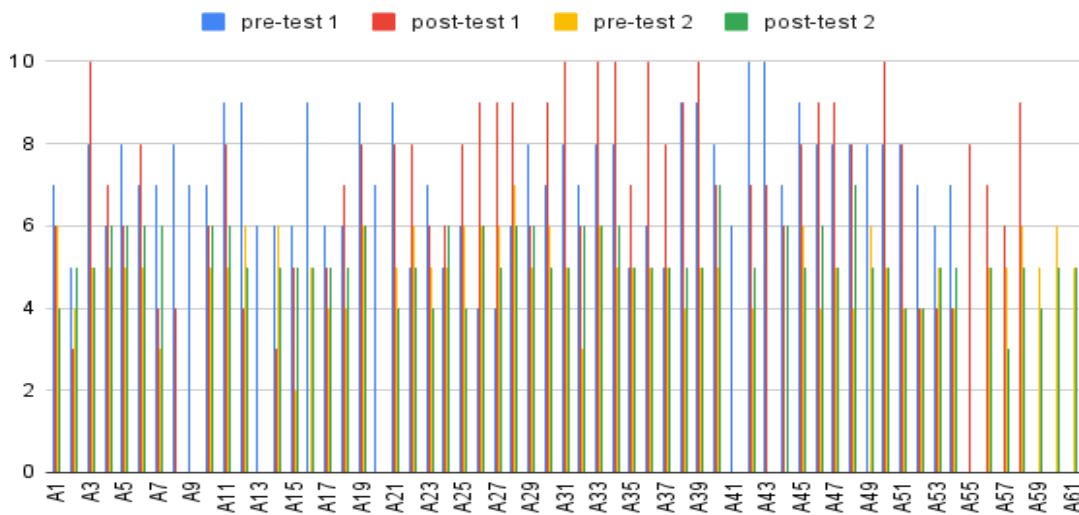

Infograph 3: Pre-test
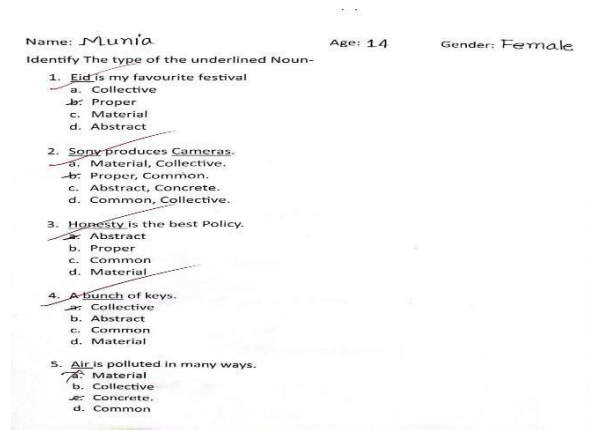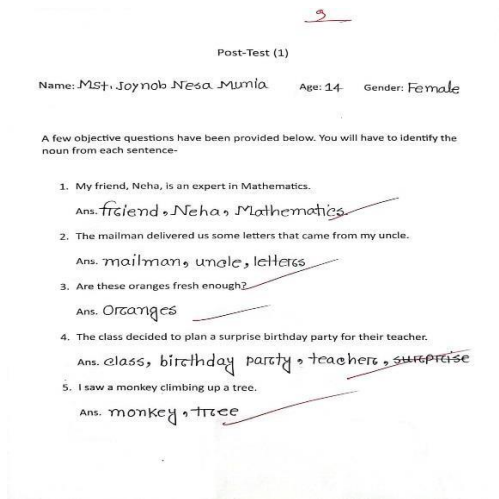
Infograph 4: Post-test

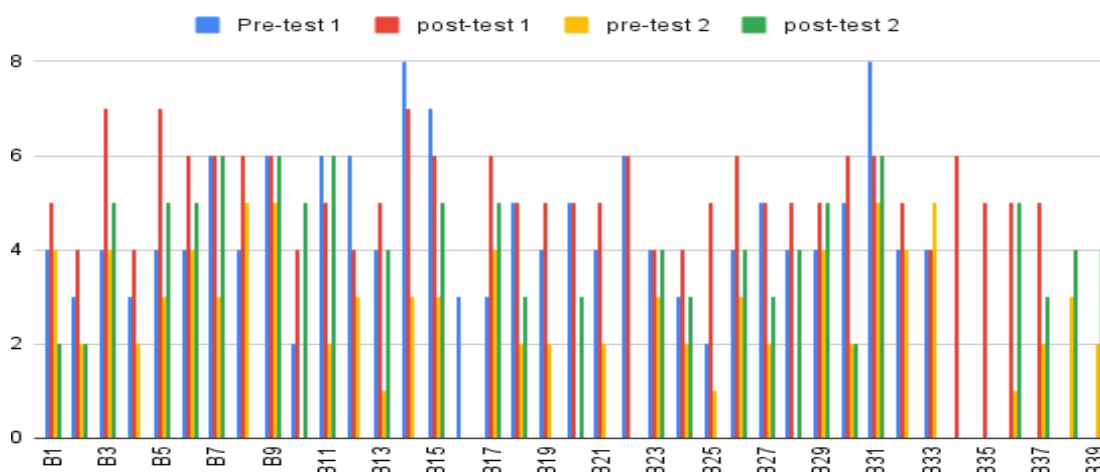**Figure 4.** Comparison of pre-test and post-test of class 10

Figure 5. Comparison of pre-test and post-test of class 08

4.2.5. Findings of reflection journal

Then the researcher took the reflection session. 99% of the students loved the class, mostly group work and the lecture. The rest of the students also liked the class but also mentioned some problems such as they were neglected in the group work. Some also suggested to focus on the weak students. Some suggested to give lecture in English. Nevertheless, most of them had written it in Bengali. The Researcher then discussed what they want to learn the next day and made a lesson plan based on their interests, problems and suggestions. This is one of the important features of EP classrooms.

4.2.6. Practicing EP in a large class and addressing issues mentioned in the reflection

In the next class, the researcher decided to do all the activities in one class based on the features of EP, but due to short time of classes, it took three classes in three days to complete an EP Lesson. So, he asked the principals for giving permission to take a two and half an hour class. The researcher took a pre-test on the topic and gave an English lecture in the following class. However, 80% of the participants requested the researcher to write down everything he said on the whiteboard since they could not understand it. When the researcher encouraged them to take notes during the lecture, nearly everyone demanded him to use Bengali. It was evidently seen that students listening skills in English was quite poor, perhaps due to their regular teacher not using English to teach English as a subject. Then the researcher separated them into groups once he had ensured that they understood the topic. However, this time, everyone had to compete because it was a group competition. The researcher provided a motivational lecture about the value of each group member during group activity. Additionally, the researcher visited each group and took part in the game with them. After group work, each student in the class talked in English while reflecting on their group work. The researcher then took post-test.

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Then had a reflection session. The researcher then gathered reflections, and this time, people who had issues and gave suggestions, provided more positive feedback. The classroom activities are mentioned in order in Figure 6.
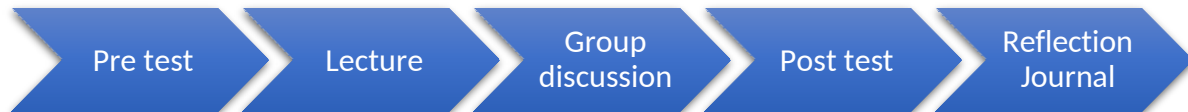
Pre test → Lecture → Group discussion → Post test → Reflection Journal

Figure 6. Flow chart of classroom activities

4.2.7. Regular teacher practicing EP in the classroom

The researcher proposed the teachers to conduct EP classes. One of them did not want to use it because the students of class 10 had pre-test exam approaching, so he did not want to waste any more classes. However, the other school teacher agreed to conduct an EP class.
The teacher gave lecture for 15-20 minutes in the class and used English often. Then he divided students into groups and asked them to write a paragraph as a group task. The teacher went to each group and shared ideas regarding the topic of the paragraph. After 10 minutes he asked the groups to read their paragraph. Students were only able to write 5-7 sentences in this short time, so the reflection delivery did not take much time. After that he asked the students, did they understand the lessons and asked for suggestions for improvement.
EP suggest to collect reflection in written form but the teacher collected it verbally. So, the researcher modified the interview question and asked the teacher why he collected reflection verbally.

### 4.2.8. Findings from focus group interview

The researcher took a focus group interview where almost every student's gave positive feedback and loved the EP classes. They wanted it more often and suggested if the class time

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was increased, they could learn very well in this new classroom. But in the interview, some were having problems in making English sentence, so the researcher comforted them to talk in Bengali.

Then the researcher took interview of the teacher who conducted EP class. The teacher liked EP but he also mentioned of time as a challenge. He said that in a 35 minutes class, it was not possible to give a lecture, give group work and collect reflections. When the researcher asked him about the verbal reflection collection, he clarified that the class time was nearly over and collected written reflection would take more than 10 minutes and as reflection's purpose was to develop his lesson, he thought collecting it verbally would also effective and would save time.

4.3. Overall findings

The main challenge while practicing EP in a Bangladeshi classroom was time. Since the class time was only 35 minutes. The researcher had to take 3 classes to conduct an EP class. Nevertheless, the best part was as per the information of the reflection, students liked it and enjoyed it.
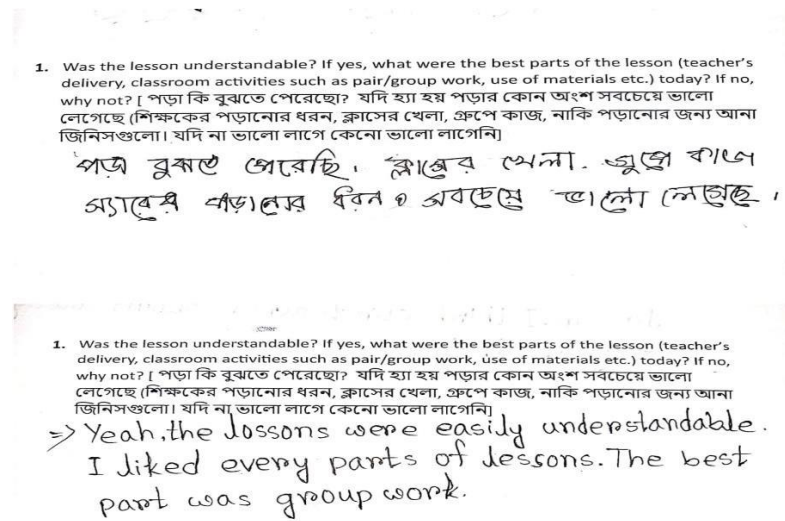
Infograph 5: Sample Reflection Journals

As per the observation experience of an EP class conducted by one regular English teacher, the teacher himself looked anxious and uncomfortable while using English for instructions.

Students were not taught the basic things because it did not occur in the exam. As per the English second paper book, where the first basic topic was parts of speech, students should have had enough knowledge about these basic topics. However, they did not get enough lecture or classes about this topic because it was not meant to be in the exam. This seems to have

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resulted in the knowledge on these basic topics.

The main problem of the students were vocabulary and confidence. They were never given a task to make a sentence on their own in English and speak in English. So, the students made a lot of grammatical mistakes and could not find appropriate words while making a sentence on their own.

Students had a tendency to copy in the exams. They even copied the spelling of gender of the person they copied from and made mistakes.
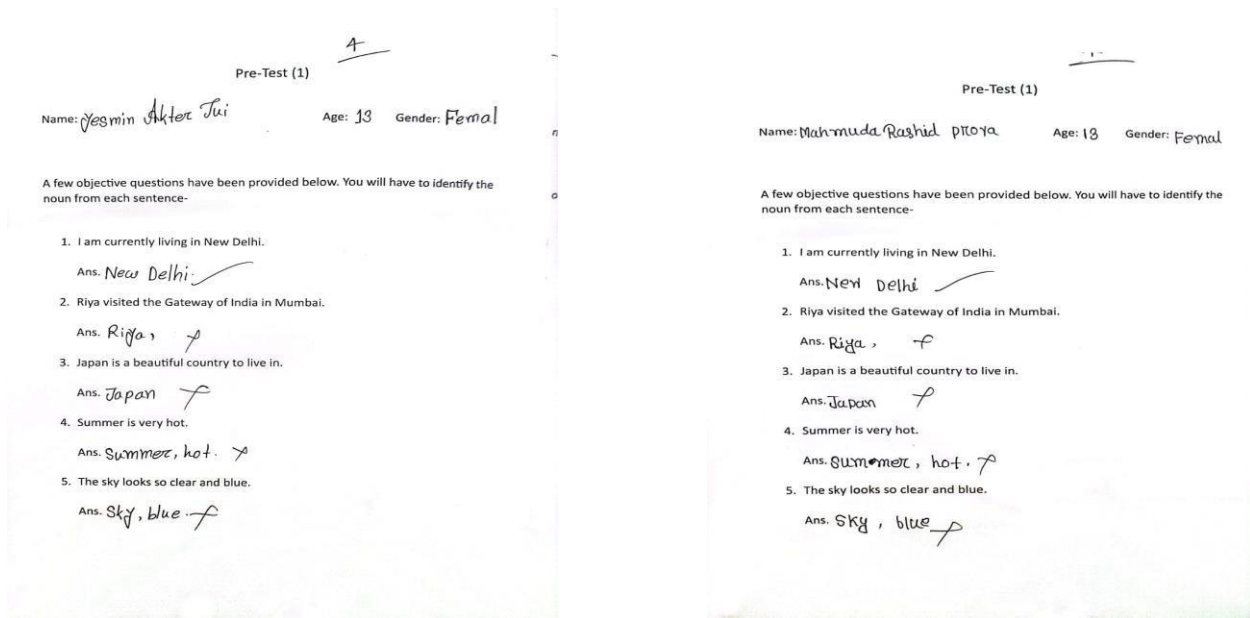
Infograph 6: sample question papers

Some, wrote the correct answer first but because of low confidence they tried to copy and wrote the wrong answer over the right one.
During the introductory class, three, students did not even stand up to introduce themselves. The researcher tried in many ways to communicate but they did not respond. So, the researcher marked them and in the next class made them group leaders. Hence, they had to speak in English in front of everyone.

Teachers were not much co-operative. While requesting them to try a new method, they thought that their method was wrong and relied on to make false information. One of the regular teachers gave the researcher false information that he did not have a class on that particular day. However, when the researcher went to the school, the regular teacher was taking class.

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The researcher took the last class for 3 hours to conduct a whole EP class in a single day. Some students who were weak but had a strong motivation to learn, they really enjoyed the class and did the whole class without any disturbance, but 4/5 students in one classroom got bored in a long class and went outside. Most of the students really enjoyed the classes. As in one school, the researcher took class for half an hour after the school bell and the students attended the class patiently and happily without complaining or hurrying. Moreover, their parents waited outside patiently as well. This acceptance proves that students were positive about the EP classes and there parents were also aware of these classes.

Some of the students did not want to give suggestions and said no improvement was needed in the survey as well as in the EP reflection. As they thought their teacher could never be wrong.

Due to excessive student talked, maintaining a large classroom was quite difficult. Boys in particular caused issues in the classrooms.

Some students could not make a sentence in English or hesitated to use it or felt shy. The researcher went to them one by one and helped them to make the sentence about what they wanted to say. Then they tried to speak in English.

The best part was almost every student in the focus group interview thought that they had a slight improvement in reading and speaking. They also mentioned that they wanted the class time to be extended and use group work and speaking English more often.

4.4. Conclusion

This chapter depicts the analysis and findings of data collection. After analyzing the study found that in Bangladeshi English classrooms English is used rarely, students never participated in group work, teachers never collected reflections after the lesson delivery. The interview data showed that EP was a very new approach for them specially the reflection and lesson discussion parts. Moreover, huge number of students, short class time, exam system, curriculum etc. were the main challenges for students better learning.

Chapter five – Conclusion

According to the data in this research, it can be said that time and environment posed difficulties for EP practice in Bangladeshi classrooms. Poor vocabulary and low confidence had been seen among the students as well as the teachers. The class size was also a challenge. Teachers did not get proper training and there were not as many English teachers as there should have been some schools also appointed unexperienced teachers for the emergency need. Students did not get proper environment to speak English; students did not receive the required attention in class since the teachers were in a rush to finish the curriculum for the exam. By providing teachers with the necessary training, these issues may be resolved. Moreover, changing the test system is much needed so that students' English-learning abilities are assessed properly. Ep should be used in all courses since it is a fun approach to teach and learn. If the time is extended, EP can be conducted perfectly. Students will not get bored and will understand the lesson. However, the class size should be reduced because for one teacher it is nearly impossible to maintain 70 students in every class. Syllabus should be reformed where the basic topics will be included. By this way, it can bring a positive change toward the education system and also will support the implementation of EP. EP can surely bring positive changes not only in English classroom but also in other classrooms, and modification in this regard is necessary.

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Appendices

Appendix-1 Class observation checklist

CLASS OBSERVATION CHECKLIST

Teacher: _Md. Saheb Ali_   Program: _____

Faculty: _____   No. of Students: 40

Class: _08_   Subject: _English 2nd paper_

Observer: _Abdullah Us Sami_   Date and Time _03/05/22_

Preparation	Good	Needs Improvement	Comments
lesson plan according to the Number of Students	✗	✓	No Speaible plan was followed
Clear and specific objectives for the lesson		✓	
Selection of materials based on objectives		✓	
Teaching			
Teachers Tone in the classroom	✓		
Teacher often uses English in the classroom		✓	
Students' involvement in the classroom	✓		
Teacher provides real life examples during the lesson	✓		
Group Activities to practice speaking and reading			No
Teachers participation in the activities			No
Reflection session in every class			No
Motivational and encouraging advice			No

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Management				
Creates a comfortable environment for the students	✓			
Hold the students attention and respect	✓			
All students are engaged and participate in classroom activities	✓			

Other comments

Using the time _____

Students use of English During the class ___Rarely Used___

Use of Teaching Materials

 No materials are used

Critical events (if Took place)

Strength observed __Can maintain the class, student's focuses on the study__

Weakness Observed __Teacher feels anxiety while using English__

Suggestions for Improvement _____

Saheb Ari
Signature of the Teacher

Signature of the Observer

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Appendix – 2 Questionnaire for teachers

Questionnaire

For Teachers

Name: *Md. Mehedi Hasan Saxi.*   • Age:

1. Why do you think students struggle in using English?
   (আপনার মতে ছাত্ররা কেন ইংরেজি ব্যাবহার কঠিন মনে করে?)

   — They think it hard because they think that
   it is an international language and it is
   very hard to assimilate. Besides they cherish
   a kind of fear in assimilating this langu

2. Do you use English often in the classroom? If yes, how? If no, why?
   (আপনি কি ক্লাসে প্রায়ই ইংরেজি ব্যাবহার করেন? যদি করেন, কিভাবে? যদি না করেন, কেন?)

   — Most of the time I speak in english
   but instantly I have to make them understand
   by using bangla because they hardly
   understand it.

3. What steps do you take to make sure you students understand the lesson?
   (আপনার ছাত্রদের পাঠ বোঝানোর জন্য আপনি কি কি পদক্ষেপ গ্রহন করেন?)

   — ⇒ At first I teach them the grammatic
   rules. After completing the rules, I make them
   practise in practical using.
   → sometimes I make them under-
   stand their lesson in bangla first, because
   they feel it comfortable and easy then
   gradually I help them to understand
   their lesson.

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4. Do you follow any certain methods to teach English? if yes, explain about the method? If no, why?

(আপনি কি ইংরেজি শেখানোর জন্য কোন নির্দিষ্ট পদ্ধতি ব্যাবহার করেন? যদি করেন, তবে পদ্ধতিটি সম্পর্কে বলুন। যদি না করেন, তবে কেন করেন না?

- I usually use Grammar Translation Method. It's a mother-tongued based language teaching in which I first teach them grammer.

5. Do you give real life examples while teaching English?

(আপনি কি ইংরেজি পড়ানোর সময় বাস্তব জীবনের উদাহরন দিয়ে পড়ান?)

- Yes, I have to do it.

6. Do you give group activities in the classroom for teaching English in the classroom?

(আপনি কি ক্লাসে দলবদ্ধ কাজ করান ইংরেজি শেখানোর ক্ষেত্রে?)

- Yes,

7. Did you ever have any reflection session in your classroom?

(আপনি কি কখনও ছাত্ররা কি শিখেছে ছাত্রদের দ্বারা পুনঃমূল্যায়ন করেছেন?)

- I do. it regulorly.

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Appendix – 3 Questionnaire for students

Questionnaire
For students

Name: Jihadul Islam Akash
Age:

1. Do you get lessons in English in the classroom?
   (আপনি কি শ্রেণীকক্ষে ইংরেজি পাঠ পান?)

   —Yes, I get lessons in English in the classroom.

2. Do you Understand the lesson? If you don't understand an English lesson, what do you do?
   (আপনি কি পাঠ বোঝেন? আপনি যদি একটি ইংরেজি পাঠ বুঝতে না পারেন, তখন আপনি কি করেন?)

   —Yes, I understand the lesson, But when I don't understan it somtimes I ask him, somtimes not.

3. Do you feel awkward while speaking or reading English?
   (ইংরেজি বলতে বা পড়ার সময় আপনি জটিলতা বোধ করেন?)

   —Yes, I feel awkward speaking or reading Eng

4. Did you ever have a group discussion in your classroom?
   (আপনি কি কখনও আপনার শ্রেণীকক্ষে গ্রুপ আলোচনা করেছেন?)

   —No,

5. Have you ever done a reflection of the topic you are taught?
(আপনি কি কখনও আপনাকে শেখানো বিষয় পুনঃমূল্যায়ন করেছেন?)

- Sometimes I do it.

6. Do you think the way you are taught needs improvement? If yes, how?
(আপনি কি মনে করেন যেভাবে আপনাকে শেখানো হয় তার উন্নতি দরকার? যদি মনে করেন, তাহলে কিভাবে?)

-Yes, I taught improvement me and my teacher also needed.

Appendix – 4 Pre-test (1)

T

Pre-Test (1)

Name: Tasfia Rahman Nishat Age: 16 Gender: Female

A few objective questions have been provided below. You will have to identify the noun from each sentence-

1. I am currently living in New Delhi.

   Ans. New Delhi ✓

2. Riya visited the Gateway of India in Mumbai.

   Ans. Riya , Mumbai ✗

3. Japan is a beautiful country to live in.

   Ans. Japan ✗

4. Summer is very hot.

   Ans. Summer ✓

5. The sky looks so clear and blue.

   Ans. Blue ✗

Name: Tasfia Rahman Nishat Age: 16   Gender: Female

Identify The type of the underlined Noun-

1. <u>Wisdom</u> is always better than strength.
   a. Collective
   b. Common
   c. Material
   d. Abstract

2. Please, Give me a glass of <u>Water</u>.
   a. Material
   b. Proper
   c. Abstract
   d. Common

3. <u>Jashore</u> is an old city.
   a. Abstract
   b. Proper
   c. Common
   d. Material

4. Mahi's favourite thing is riding a <u>Horse</u>.
   a. Collective
   b. Abstract
   c. Common
   d. Material

5. Kowshik Joined the <u>Army</u>.
   a. Material
   b. Collective
   c. Proper
   d. Common

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Post-Test (1)

Name: Mst. Joynob Nesa Munia   Age: 14   Gender: Female

A few objective questions have been provided below. You will have to identify the noun from each sentence-

1. My friend, Neha, is an expert in Mathematics.

   Ans. friend, Neha, Mathematics

2. The mailman delivered us some letters that came from my uncle.

   Ans. mailman, uncle, letters

3. Are these oranges fresh enough?

   Ans. Oranges

4. The class decided to plan a surprise birthday party for their teacher.

   Ans. class, birthday party, teacher, surprise

5. I saw a monkey climbing up a tree.

   Ans. monkey, tree

Name: Munia   Age: 14   Gender: Female

Identify The type of the underlined Noun-

1. Eid is my favourite festival
   a. Collective
   b. Proper
   c. Material
   d. Abstract

2. Sony produces Cameras.
   a. Material, Collective.
   b. Proper, Common.
   c. Abstract, Concrete.
   d. Common, Collective.

3. Honesty is the best Policy.
   a. Abstract
   b. Proper
   c. Common
   d. Material

4. A bunch of keys.
   a. Collective
   b. Abstract
   c. Common
   d. Material

5. Air is polluted in many ways.
   a. Material
   b. Collective
   c. Concrete.
   d. Common

Appendix – 6 Pre-test (2)

Name: *Akhi Natun* Age: *14* Gender: *Girl*

Choose the correct adjective to complete the sentence:

1. The *Sad* puppy wagged its tail happily.
   a. shy
   b. sad
   c. excited
   d. angry

2. The *Simple* dress was made of luxurious silk.
   a. plain
   b. ornate
   c. simple
   d. dull

3. The *roky* mountain peak was full of snow.
   a. rocky
   b. steep
   c. snowy
   d. lush

4. Zabir was admired by everyone because *achet* prize.
   a. First
   b. Final
   c. Great
   d. Last

5. She lost a *Small white cat.*
   a. small white cat.
   b. cat white small.

#Arrange the adjectives in order-

6. For the holiday dinner, my grandmother served a (golden-brown, roasted, huge) turkey.

Ans. ~~brown~~, roasted, golden-brown, huge

7. We opened the basket and saw (tiny, striped, orange) kittens inside.

Ans. striped, tiny, orange.

Appendix – 7 Post-test (2)

Tasnuwa Yesmin

Post-Test 3

X

Find out the adjectives:

1. The shy boy hid behind his mother's skirt.

a. boy

b. behind

c. shy

2. Two black cats slept in the sunshine.

a. Black

b. cats

c. Sunshine

3. I opened the door to find a tattered envelope on the step.

a. door

b. open

c. Tattered

4. The clown was wearing a _____ hat.

a.   big green-yellow

b.   big green and yellow

c.   yellow and green big.

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5. The sky looks so _____.

a. blue

b. dark

c. clear

d. Clear and blue.

#Arrange the adjectives in order-

6. She counted (large, three, red)trucks going by her window.

Ans. ~~red three large~~ three red large.

7. I packed my (flowered, old, big)suitcase and loaded it into the car.

Ans. big old flowered.

Appendix – 8 Reflection Journal

Reflection Journal

Name: Sabrina Akter Pakhi   Class: 8   Age: 14

Name of the Institution: Sommilony Girl's   Gender: Girl

High school

1. Was the lesson understandable? If yes, what were the best parts of the lesson (teacher's delivery, classroom activities such as pair/group work, use of materials etc.) today? If no, why not? [পড়া কি বুঝতে পেরেছো? যদি হ্যা হয় পড়ার কোন অংশ সবচেয়ে ভালো লেগেছে (শিক্ষকের পড়ানোর ধরন, ক্লাসের খেলা, গ্রুপে কাজ, নাকি পড়ানোর জন্য আনা জিনিসগুলো। যদি না ভালো লাগে কেনো ভালো লাগেনি]

হ্যা, আমি পড়া বুঝতে পেরেছি। পড়ার যে অংশ আম অমো লেগেছে তা হলো, শিক্ষকের পড়ানোর ধরন এবং গ্রুপে কাজ। শিক্ষক আমাদের পড়া গুলা অনেক ভালো করে বুঝিয়ে দেন। গ্রুপ-এ কাজ করাটাও আমার অনেক ভালে লাগে।

2. Please, explain shortly what you have learnt today. Mention at least 2-3 things that you have learnt about the particular topic today. [আজকে কি বুঝেছো সংক্ষেপে বলো। আজকে কি শিখেছো ২-৩ বাক্যে বলো]

আজকে আমরা NOUN সম্পর্কে কিছু ধারনা পেয়েছি। NOUN ২ প্রকার, A আমাদের কিছু পরিক্ষা ও তিনি নিয়েছেন।

Pakhi is very good girl

এখানে Pakhi Proper Noun এবং girl comonon nou

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3. Give feedback about the lesson delivery? Feel free to say anything such as whether the teacher needs to improve anything to teach better next time. Your feedback is valuable. [আজকে স্যারের পড়ানো কেমন লেগেছে? তোমার মতে আর কি করলে আরো ভালোভাবে তোমরা বুঝতে পারবে?]

আজকে স্যারের পড়ানো খুবই ভালো লেগেছে। আস্তে আস্তে অজানা অনেক কিছুই শিখতে পারছি। এভাবে স্যার আমাদের ক্লাস নিলে অচেনা বারি আরো অনেক কিছু জানতে পারবো এবং শিখতে পারবো।