



Teaching English Literature in Bangladesh: A Study of Students' Apathy

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Teaching English Literature in Bangladesh: A Study of Students' Apathy

Prepared by

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Declaration

I hereby declare that this paper is a presentation of my original project under the guidance of Mohammad Zahidul Islam, Senior Lecturer, Department of English, Daffodil International University. It has never been capitulated in any other university or to any other party. This project work is submitted in partial fulfillment of the requirements for the award of the course ENG431: Project Paper with Internship. Contributions of others are mentioned clearly, with due references to the literature and acknowledgement.



.....
Signature of the Intern

Esha

ID: 191-10-2007

Department of English

Letter of Approval

I am pleased to confirm that the project titled “**Teaching English Literature in Bangladesh: A Study of Students’ Apathy**” is completed under my supervision during the Fall Semester 2022 by Esha, bearing ID: 191-10-2007 from 46th Batch of the Department of English, DIU. As far as I am aware, this project paper is genuine. The primary data provided here are collected by the author during her field work. The secondary data and other sources are cited properly. The findings are established by the author herself through field experience and logical arguments. She completed this work with the best of her abilities. Therefore, I recommend this paper to be considered for further academic recognition as per the policy.

I wish her all the best.

Mohammad Zahidul Islam

.....

Place and Date: Dhaka, December 5, 2022

Mr. Mohammad Zahidul Islam

Senior Lecturer

Department of English

Daffodil International University

Acknowledgement

This project could not have been completed without the guidance and help of a certain people to whom I would like to express my deepest gratitude. I am deeply indebted to my supervisor. I could not have undertaken this without his guidance throughout my journey. I am thankful to the assistant vice principal of Daffodil International School. The students of the institution will have my special appreciation as they assisted me a lot in this journey. I am thankful to the teachers who have taught me and helped me to improve my teaching skill. I would be remiss in not mentioning the support I received from my family members and friends. They always kept me from being mentally down so that I could finish this project without any obstruction.

Dedication

This paper is dedicated to all the literature teachers who are working wholeheartedly for their students and to my university juniors who are willing to contribute in the teaching field in future.

Abstract

Students in a Bangladeshi English medium school are unlikely to choose English literature as one of their favorite topics, although it has been present in their curriculum for a long time. They are ignorant of the purpose of this subject. This paper finds out about their apathy towards English Literature and it aims to find out how this problem is created and what can be done as solutions. This three months long project is done on the students of an English medium school by taking classes with different teaching methods in Grade 6 and 7 for two months and a survey of 20 students in the third month. The findings answer the questions about teaching approaches and students' unhealthy daily activities. The purpose of this paper is to raise awareness about this issue and find possible solutions. It has offered some recommendations which can be accomplished through the sufficient concern of the subject teacher, school authorities, and students' guardians to make the classroom a better environment for learning literature and applying the knowledge in their life.

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Chapter 1: Introduction

After doing a three months internship in a renowned English medium institution named Daffodil International School (DIS), it is discovered that students generally have a lack of interest in one of their major subjects, English Literature. Their lack of attraction toward the subject, not doing the given task completely or properly, and obtaining poor marks in examinations, all have to do with this project. It seems a severe issue for their education. Literature is an important element of our life as we are continuously learning our life lessons through books and novels. It always has been playing a central role in human lives to search for meaning (Chambers, E., & Gregory, M. 2006). Unfortunately, this has become an apathetic subject for most of the students at the secondary level. Several matters have come out as the reasons why they do not offer any time and effort into this subject. The sole objective of this paper is to portray the reasons why Literature has become a subject of unlikeliness for English medium students in Bangladesh and what can be done to find possible solutions. It has brought those issues to light and it is to make future teachers aware of the issues, who are willing to mentor the future generation regarding the subject. It is important to find out where the problem lies when the curriculum, context, and students' four skills in their second language are satisfactory. The author's hypothesis was their idleness for not looking into their lesson and not being attentive in class. Subsequently, the study shows more reasons. The following chapters discuss the literature review in this field, scope of the study, methodology, findings, discussion, recommendations, and conclusion. There are other chapters related to the study which mention references, and appendices.

Chapter 1.1: Purpose of the study

English Literature being one of the main subjects in the curriculum up to Grade 7, it has been found that most of the students of DIS have shown an apathetic feeling towards it. Their negligence may create a bigger issue if this knot and the reasons behind it stay unnoticed. The main purpose of the study is to bring out those reasons to make the teachers and the authorities aware. In addition, it also makes a serious justification that a literature classroom should not be bland and melancholy. The author inspires the teachers to apply new methods and techniques to teach literature so that the students can reduce their apathetic attitude and actually enjoy the classroom environment. Furthermore, this study also justifies the purpose of learning literature regarding moral values and perceptions.

Chapter 2: Literature review

This chapter constitutes the context of the way of teaching literature in an English medium classroom and shows relevant studies in this field. In addition, it develops a coherent structure and arguments that lead to a justification for this project paper.

Significance of literature

It is said that literature includes our emotions and intellect which may contribute to our personal developments that involve a person's communicative abilities (Ur,1996). Among so many different ways that human beings search for meaning, utilizing our resources for understanding literature well and teaching it concretely must be one of the most important ways. It is not only for disciplinary motives but also for educational purposes to prepare the students for their overall lives, careers, parenthood, civic responsibilities, moral and ethical thoughtfulness (Chambers, E., & Gregory, M., 2006).

Teaching English literature in an English Medium classroom

As the overall moral of literature is an important aspect of our life, it is high time we should be concerned about teaching literature properly in Bangladeshi schools. This project paper only focuses on an English medium school where English Literature has been included in the curriculum for the students. The common hypothesis of teaching literature is concerned with the 'study of literature' so that the students can make critical observations as they have already acquired reading skills (Widdowson, 1985). But this can be a misconception of learning a language through literature as many teachers and students have apathy because they lack a good grip on the English language (Zerin, S. 2009). Regarding the fact, this project paper answers the

question “Why is English literature apathetic when the students of an English medium school have a good grip on the four skills of their second language?”

Learning language through literature is one of its main purposes. However, the main target of teaching literature in a classroom should be teaching the students to see things from different perspectives and broaden their horizons.

Teaching approaches to learning literature

While reviewing the literature on this field, the author found a surprising amount of research about applying the teaching methods only to acquiring a second language. Through the decades, it has been a popular field to research and innovate new methods and approaches to teaching a second language. However, the amount of research on teaching literature is insignificant considering the research on language teaching. Methods should be applied to literature teaching too. Ironically, the interest in methods regarding language teaching had only begun in 1970 and it was considered to be elitist, irrelevant, and impractical. So the students were very poor in numbers (Kramsch & Kramsch, 2000). Hence, this study has applied different methods and approaches in the literature classroom along with a questionnaire to find out the outcome. Chapter 4 has discussed the findings.

Different methods in a literature classroom

Some requirements for adequately teaching literature are a good grasp of the content, pedagogical knowledge and comprehending the interest and needs of the students (Agee, 1998). As the main purpose of this study is to find out the reason behind students’ apathy towards the subject, English Literature, the author has applied different methods, techniques and the help of

technology to increase the likeliness of the subject. The use of appropriate technology can be useful for learners (Clements and Sarama, 2003). The approaches were mostly students centered as it creates a better learning environment and enhancing students' motivation and perception regarding literature (Fauziah & Jamaluddin, 2009)

Chapter 3: Scope of the study

This study contributes to the field of teaching literature in an English medium classroom and to the objectives and different techniques of teaching literature. In future research, this project will help to address some issues regarding the classroom environment and students' lifestyle. It will also show the result of using different student-friendly approaches in the classroom so that the future researchers can know the accessible ways to reach the students.

The scope of the project is limited to taking at least 20 classes in the middle section of an English medium school, situated in Bangladesh. The middle section refers to Grade 5 to Grade 8. Although, the author will take all the classes in mostly Grade 6 and 7 as per the authority of the school permits. The students will be the participants in this study, on whom the project will work on. The internship period will last for two months, from September 2022 to October 2022 while the project will last till November, 2022. It will end when three months have passed. More classes will help to get a more lucid image of the existing issue in the classrooms. In addition, a questionnaire will be answered by a minimum 20 students from both grades after two months. It will be done when a new teacher will take their classes, not the author. It will be to take their impression towards the subject, after two months and to know about their daily routine. Pieces of information from taking any class in the primary/junior section will be omitted.

Chapter 3.1: Methodology

This project paper is self explanatory as it explains the reasons and the effects of the defined problem. It contains primary data which was collected directly by the author. The project contains a mixed technique which involves both qualitative study and quantitative study. The project was also an experimental one as the author experimented with several methods and approaches to find solutions. It was field based and longitudinal as she took the classes over two months. The participants, timescale, and location were fixed before starting the project.

To start the project, the initial task was to find an English medium school. The author randomly chose Daffodil International School as it was accessible for internship and the distance between her residence and the school was considerable.

Conducting classes and interacting with the students were the initial ways for collecting the data. Several methods and lesson plans were applied to conduct the classes (Appendix C and D). As in English medium schools, both teacher and students use their second language for communicating, so the author had to approach with the methods that are applicable to them. The direct method, communicative method, technological approach, and task-based approach were applied throughout the study. The author included different tasks, student-engaging approaches, and question-answer sessions in most of the classes. She even took help from multimedia devices such as my laptop and speaker in the class to show them a cartoon or an animated movie. Right after the classes, the key factors which were related to the study, how they took different learning methods, what problems came out from different kinds of students, and whether the lesson plan was acquired properly or not were used to be written down. When a new literature teacher (identity hidden) was assigned to them after two months, the author made a survey of random 20 students by a questionnaire with the permission of the authority.

Chapter 4 : Findings from the classes

The outcomes of the conducted class- The first class did not go as planned. The students replied they knew about William Shakespeare but could not answer some basic questions about him. The author wanted to listen to most of them as it was her first class in Grade 7, the whole communication between them took more time than planned (Appendix C).

The second class has been taken just as planned. The contents were completed within time. The students were also attentive as the contents and the way of learning through technology were new to them and also they were able to answer simple questions as they understood the context (Appendix D).

After taking 4-5 classes, it is noticed that they were not doing the homework properly.. They gave several excuses for not doing it after being interrogated. If they were asked for a summary or a flashback of the previous one, few of them could not answer. It is also discovered that they used to complete their unfinished homework for another subject in literature class. The progress was hardly significant in the beginning classes as it was understood that they did not give very much effort into this subject willingly.

The result of using different methods was mostly positive from the students. They enjoyed the classes with different learning styles and approaches. From their reaction after using multimedia devices, the author assumed they never experienced this learning method till then. Those classes, in which they watched short movies or clips, were very much effective and fruitful. In addition, the communicative and task-based methods also made the lesson plan successful.

Chapter 4.1 : Findings from the survey

The purpose of the survey was to find out the students' daily routine and whether they liked their literature classes of the new teacher or not.

As the participants were 20 students in total randomly chosen from Grade 6 and 7, the survey shows that 75% of the students sleep less than 7 hours in a day. 80% of the students spend more than 3 hours on phone/tv/computer. In addition, 40% of the participants spend more than 5 hours on electronic devices. Conversely, 50% of the students spend less than 4 hours studying. 20% of them think spending too much time on the phone/tv/computer does not kill their productive time. But all the participants agreed that they get enough time for doing homeworks. Only 35% find time to read storybooks at home. From the last question, it has been found that 80% of the students do not like their literature class. Some of them have also written specific reasons as they do not like the way their teacher reads the book. They do not find any interest and amusement in the classroom. Four of the responses have been added in the Appendix E.

Chapter 5 : Discussion

From the findings, this project paper answers the questions -

- Why is English literature apathetic when the students of an English medium school have a good grip over the four skills of their second language?
- If the classroom provides a good environment for learning literature then why do the students not do the homeworks and give sufficient effort to the subject?

The findings (4.1) show that the inattentiveness and their not doing the homeworks were issues created previously. Hence, the author started to apply different teaching methods and lesson plans to make the students like literature.

Making lesson plans and using different teaching methods were the best way to get a clear picture of the problem and discover possible solutions. In addition, interacting with the students in a friendly way was a great advantage to acquire one of the purposes. The author wanted to teach them in a fun way. She played the characters of the book, interacted with them, and made funny comments to uplift the mood of the classroom. Both parties shared their stories related to the context. It was a student centered approach which helped the author to attract the students towards literature. Consequently, she received a great response from the students as they replied to questions enthusiastically, they could summarize the previous class in the next one, they started to help each other while sharing their thoughts. But the problem of not doing the homeworks was still present.

The findings (4.2) show more detrimental reasons for their inattentiveness, not doing the homeworks and mostly their apathy towards English literature. Spending more than three hours on phone/tv/computer can bring a harmful consequence for this generation, as well as the

education system. This is the main reason why they do not give time to the textbook and do not do the homeworks. It appears as an addiction. Only a few of them find time for reading storybooks. Their addiction to using electronic devices for entertainment purposes is making them sleep deprived. Pediatrician Michael Crocetti explained that a teenager needs 9 to 9½ hours of sleep per night for their second stage of cognitive development. But the survey shows only 25% of them sleep more than 7 hours. Furthermore, most of them answer the question, 'Do you enjoy your E.Lit class?' with a 'No'. Those who gave one specific reason, they all highlighted the learning system. All of the responses summarize that they do not like the subject or class because it was not interesting anymore. They wanted it to be a fun way of reading and learning stories.

The author's hypothesis was idleness and inattentiveness but the study of three months has shown something else. The problem of apathetic feeling in the subject lies in both the learning system and the students' lifestyle.

Chapter 6 : Recommendations

This chapter contains some recommendations provided by the author in favor of both teachers and students.

- Using technology in the classroom should be encouraged so that the students can create images in their minds while reading the text. The curriculum standards must be tightly integrated with the technology plan. When incorporating technology in the classroom, teachers must understand which learning method is the most beneficial for the students (Pourhossein Gilakjani, Leong, & Hairul, 2013)
- Novels and plays should be suitable for them. So that they enjoy the storytelling atmosphere and take lessons from the text at the same time. Unfamiliar vocabulary and complex sentence structures may hamper the understanding of the text in the classroom, as they tend to focus on less important parts of the text if they find it difficult to grasp (Fecteau, 1999)
- Proper training should be provided to the literature teachers about the impact of literature on the students and the ways and approaches to teaching the subject.
- Including other literary works in the curriculum from different parts of the world, translated into English. It is to make the students acknowledge other cultures, societies, and different ethical values, not only the western ones.
- Changing the stereotype question pattern from more MCQs and True/False to creative questions. The students should be taught in a way in which they can answer analytical questions and can share their opinions in the answer paper easily.
- The school authorities, teachers, and parents should be aware of the students' lifestyle to obstruct a bigger problem to create in the future.

- The time limit for using phone/tv/computers for entertainment purposes should be bound and maintained strictly by the students. Parents should be concerned about their children's sleeping routine too.

Chapter 7 : Conclusion

The apathetic feeling of the students towards English Literature can cause a serious hamper on the education in Bangladesh. Their unhealthy lifestyle, wasting time on electric devices are the reasons from the students' side. Conversely, unsuitable teaching methods are the reasons from the teacher's side for this matter of concern. The research methods have been effective on the students as they responded per the author's expectation and the findings did not match the hypothesis in the end. As the approach of the author was effective, this project has given accurate answers to the questions regarding the issue. Moreover, it has provided recommendations as possible solutions. It is to raise awareness about the problem and its future consequences among the school authorities, teachers, and the parents regarding the students and classroom environment.

This study contributes to the field of teaching literature in an English medium classroom and to the objectives and different techniques of teaching literature. In future research, this project will help to address some issues regarding the classroom environment and students' lifestyle. It will also show the result of using student-friendly approaches in the classroom so that the future researchers can know the accessible ways to reach the students.

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Appendices

Appendix A - Internship Certificate



Daffodil International School
Value, Culture and Innovation

Corporate office: 102/1(6th floor), Shukrabad, Mirpur Road, Dhanmondi, Dhaka, Bangladesh. Ph: 01713493048, Email: info@dis.edu.bd, www.dis.edu.bd

Ref: DIS/HR/Exp-Letter/Nov/2022/143 Date: 23/11/2022

TO WHOM IT MAY CONCERN

This is to certify that **Esha, ID no: 191-10-2007, Batch: 46A**, a student of B.A in English, Daffodil International University has successfully completed a two months long internship (From 29 August, 2022 to 29 October, 2022) at our Daffodil International School English Medium, Dhaka (Dhanmondi Branch). She has conducted over thirty classes in English Literature, from Grade 5 to Grade 8 under my supervision. It was an immense pleasure to help with her academia. During the period of her internship she was found very punctual, hardworking and inquisitive.

We wish her every success in life.



Mohsina Sharmin Nishat
Assistant Vice Principal,
Daffodil International School, Dhaka

Dhanmondi : H-11, R-14(New), Dhanmondi R/A, Dhaka-1209, Ph: 9143026, 58157516 01713493226, 01713493192	Uttara: H-03, Shonargaon Janapath Sector-12, Uttara Model Town, Dhaka-1230, Ph: 55086608, 8931869 01847027534, 01713493292	Dhanmondi: H # 9(old 374), R # 14(old 29) Dhanmondi R/A, Dhaka-1209 Ph: 9136467, 9136468, 01713493148, 01713493226	Gazipur: H # 53, Block # F, Ward # 8 Sreepur Municipal, Mawna Gazipur. Ph: 01720108547	Chandpur: 122/1132, Stadium Road Chandpur-3600, Ph-084165944 01713493295, 01713493298
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Appendix B- Recommendation letter

Ref: Internship Placement//222

Date: 28 August 2022

The Principal
Daffodil International School
House#11, Road # 14, Dhanmondi, Dhaka

Subject: Request for Internship Placement

Dear Sir,

We are happy to inform you that the Department of English at Daffodil International University (DIU) has been offering BA in English for the partial fulfillment of the requirement for the BA in English Degree, students are required to be placed in relevant organizations as interns to gather professional experience. The duration of the Internship is three months.

I would like to draw your kind attention that **Ms. Esha, ID Number: 191-10-2007** has completed 120 credit hours in 40 courses from the Department of English. It would be highly appreciated if you could kindly allow her as an Intern at your esteemed organization.

Please feel free to contact me for further information if required.

With the best regards,



.....
Dr. Liza Sharmin

Associate Professor and Head
Department of English
Daffodil International University
Email: headenglish@daffodilvarsity.edu.bd

Appendix C - Lesson plan for Julius Caesar by William Shakespeare

(Date- 14/09/2022)

Teacher(Student)	Esha
Class profile and size	Middle section (Grade 7) 17 students
Class Duration	35 minutes
Medium of instruction	English
Teaching-learning area/ Broad Topic/Micro topic	Integrated task: Reading-Vocabulary-Listening Julius Caesar by William Shakespeare Elaboration of Act 1, playing the roles while reading, feedback from the students
Teaching materials	<ul style="list-style-type: none"> • Elaborated textbook • White board and black marker
Learning Objectives:	<p>At the end of the lesson students will be able to –</p> <ul style="list-style-type: none"> • Learn about introductory details of the characters • Imagine the correct scenario while reading the book. • Learn to make an interesting way of reading a play. • Inference the idea of the text and give their own opinion.
Anticipated Challenges	<ul style="list-style-type: none"> • Students may not understand the Shakespearean lines at first. • They may not feel courageous to play the roles in the classroom. • The time schedule may not be maintained according to the plan. Some tasks may need more time than as planned.
Teaching Methodology & Theoretical Background	<ul style="list-style-type: none"> • The Communicative Language Teaching (CLT) approach will be used in the classroom, the Communicative Language Teaching (CLT) approach will be used. According to Richards and Rodgers (2001), one of the major ideas of CLT of the major ideas of CLT, according to Richards and Rodgers (2001), is that "activities that incorporate real-life communication increase learning." Real-life topics and situations will be presented to the students during the lesson.
Motivational factors	<ul style="list-style-type: none"> • Asking for their opinions, views and positively appreciating their responses will motivate them to engage more.

Activity	Student / teacher Interaction	Materials/ Techniques	Learning Outcome	Timing
Greetings: <ul style="list-style-type: none"> T will warmly welcome the Ss in the class 	T → Ss Ss → T		The students will get a friendly impression of the teacher.	2 minutes
Reading activity: <ul style="list-style-type: none"> Lesson time. T will provide a brief description of the context . T will choose the Ss to play the roles 	T → Ss	Visual Text	Both T and Ss will engage in this activity so Ss finds it interesting and to have a better understanding of the text	20 minutes
Q/A session <ul style="list-style-type: none"> T will ask someone to summarize the lesson and will allow others to help. 	S → S T → Ss		Peer interaction will be increased.	10 minutes
Diary checking and giving home task <ul style="list-style-type: none"> T will check the diaries and will give Ss homework. 	T → Ss		Teacher will evaluate the students through the writing activity.	3 minutes

Material Sources:

- Text: Julius Caesar by William Shakespeare

Appendix D- Lesson plan for Julius Caesar by William Shakespeare

(Date- 15/09/2022)

Teacher	Esha			
Class profile and size	Middle section (Grade 7) 17 students			
Class Duration	40 minutes			
Medium of instruction	English			
Teaching-learning area/ Broad Topic/Micro topic	Integrated task: Vocabulary-Listening Julius Caesar by William Shakespeare Watching a section of the animation movie 'Julius Caesar' based on the play which contains Act 1 and 2, interpreting the scenes, feedback from the students.			
Teaching materials	<ul style="list-style-type: none"> • Laptop • Speaker • Textbook 			
Learning Objectives:	At the end of the lesson students will be able to – <ul style="list-style-type: none"> • Get a vivid image while reading the book in the future classes. • Inference the idea of the text and give their own opinion. 			
Anticipated Challenges	<ul style="list-style-type: none"> • The time schedule may not be maintained according to the plan. Some tasks may need more time than as planned. • The network connection and electricity can create an obstacle. 			
Teaching Methodology & Theoretical Background	<ul style="list-style-type: none"> • According to Gillespie (2006), the use of technology promotes learners' collaboration in learning activities. It helps students obtain knowledge and interact with resources like videos. 			
Motivational factors	<ul style="list-style-type: none"> • Asking for their opinions, views and appreciating their responses in a positive way will motivate them to engage more. 			
Activity	Student / teacher Interaction	Materials/ Techniques	Learning Outcome	Timing

Greetings: <ul style="list-style-type: none"> T will warmly welcome the Ss in the class 	$T \rightarrow Ss$ $Ss \rightarrow T$		It is to make the bond between T and Ss more concrete.	2 minutes
Activity: <ul style="list-style-type: none"> T will show Ss the movie clip by her multimedia devices 	$T \rightarrow Ss$	Visual lesson via laptop and speaker	Both T and Ss will engage in this activity so Ss finds it interesting and to have a better understanding of the text	15 minutes
Q/A session <ul style="list-style-type: none"> T will ask Ss randomly to analyze what they watched and will invite them to share their opinions. 	$S \rightarrow S$ $T \rightarrow Ss$		Ss will be able to learn the lesson interestingly, will be able to view the context critically	20 minutes
Diary checking and giving home task <ul style="list-style-type: none"> T will check the diaries and will give Ss homework. 	$T \rightarrow Ss$		Teacher will evaluate the students through the writing activity.	5 minutes

Material Sources:

- Text: Julius Caesar by William Shakespeare
- Video : <https://www.youtube.com/watch?v=7DtJkeMK0yU&t=524s>

Appendix E - Four random questionnaire responses

Project name: English Literature; Students apathy towards the subject.
Place: Daffodil International School
Author : Esha (Department of English, DIU)
Survey Form

1. Your name *Sakib Kabir*
2. Your grade *7*
3. What specific thing do you do after school?
Wait for my ride back
4. Do you join any coaching class? If yes, how many and what subjects?
NO
5. Do you have any home tutor? If yes, how many?
NO
6. When school is providing you extra/need based classes, why do you need to join a coaching class?
To improve my knowledge on the subject.
7. What time do you go to bed?
3:00 am
8. What time do you wake?
6:00
9. How many hours do you spend in phone/computer/tv/games?
13 hours
10. How many hours do you spend in your study?
30 mins
11. Don't you think spending too much time on games/phone/tv is wasting your productive time?
Of course NO!
12. Do you have enough time to do your homework everyday?
Not really
13. Do you find time to read storybooks outside of your classroom?
yes

⑫ Do you enjoy your E. Lit. class?
Yes when you were our teacher.

E.1 -

Project name: English Literature; Students apathy towards the subject.
 Place: Daffodil International School
 Author : Esha (Department of English, DIU)
 Survey Form

1. Your name *Fatima Kader*
2. Your grade *6*
3. What specific thing do you do after school?
I sleep after school.
4. Do you join any coaching class? If yes, how many and what subjects?
Nope.
5. Do you have any home tutor? If yes, how many?
Nope.
6. When school is providing you extra/need based classes, why do you need to join a coaching class?
7. What time do you go to bed?
12:00 or 1:00
8. What time do you wake?
8:00
9. How many hours do you spend in phone/computer/tv/games?
7-8 hours
10. How many hours do you spend in your study?
3-4 hours
11. Don't you think spending too much time on games/phone/tv is wasting your productive time?
Oh Yes! kinda bad
12. Do you have enough time to do your homework everyday?
Umm NO...
13. Do you find time to read storybooks outside of your classroom?
I don't read books.

⑭ Do you enjoy your English Lit.
 class?
 NO... Umm Our teacher reads the story like a robot
 so its kinda boring :)

E.2-

Project name: English Literature; Students apathy towards the subject.
 Place: Daffodil International School
 Author : Esha (Department of English, DIU)
 Survey Form

1. Your name - Farhan Hossain
2. Your grade - 7
3. What specific thing do you do after school?
 Ans) I study.
4. Do you join any coaching class? If yes, how many and what subjects?
 => I don't do coaching class.
5. Do you have any home tutor? If yes, how many?
 => Yes, 1
6. When school is providing you extra/need based classes, why do you need to join a coaching class?
 =>
7. What time do you go to bed?
 => 12:00 or 1:45
8. What time do you wake?
 => 7:00
9. How many hours do you spend in phone/computer/tv/games?
 => 30 mins in phone.
10. How many hours do you spend in your study?
 => 2 hours or 6 hours
11. Don't you think spending too much time on games/phone/tv is wasting your productive time?
 => Sometimes I spend too much time in tv.
12. Do you have enough time to do your homework everyday?
 => Yes
13. Do you find time to read storybooks outside of your classroom?
 => no

(14) Do you enjoy your E. Lit class?
 => no

E.3 -

Project name: English Literature; Students apathy towards the subject.
 Place: Daffodil International School
 Author : Esha (Department of English, DIU)
 Survey Form

1. Your name
Daniela Gomes
2. Your grade 6
3. What specific thing do you do after school?
Sleep
4. Do you join any coaching class? If yes, how many and what subjects?
NO
5. Do you have any home tutor? If yes, how many?
Yes I have 1
6. When school is providing you extra/need based classes, why do you need to join a coaching class?
7. What time do you go to bed?
12 AM
8. What time do you wake?
7:00 AM
9. How many hours do you spend in phone/computer/tv/games?
2 hours
10. How many hours do you spend in your study?
5 hours
11. Don't you think spending too much time on games/phone/tv is wasting your productive time?
Yes
12. Do you have enough time to do your homework everyday?
Yes
13. Do you find time to read storybooks outside of your classroom?
Yes sometimes

Q Do you enjoy your English Lit. class?
 NO, she reads stories like Robots. No Fun :-)

Appendix F - Photographs



Students of Grade 6, enjoying the animation movie 'Oliver Twist' in class conducted by the author



Happy faces from Grade 6, the first students of my life.

Appendix G - Plagiarism Report

12/6/22, 11:26 AM

Turnitin - Originality Report - 191-10-2007

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