

# **The Role of Classroom Environment in Learning**

## **English in Bangladesh: HSC Level**

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A Dissertation Submitted in Partial Fulfilment of the Requirement  
for the Degree of Masters of Arts in English Language Teaching  
(MA in ELT)

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**June 2018**

## **To My Parents**

## **Declaration of Authorship**

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I hereby declare that:

1. I am the sole author of this Master's thesis;
2. This thesis is original;
3. This thesis was not previously presented or submitted to any other institution in order to achieve a degree;
4. All main sources have been acknowledged and all verbatim citations have been quoted to ensure that the work is original, and, to the best of my knowledge maintained the plagiarism law;
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Candidate's Signature:

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## **ACKNOWLEDGEMENT**

My foremost thanks go to the Almighty for granting me the strength and health to carry out this research. I would like to thank all those whose support and encouragement have made this research possible.

Firstly, I would like to express my profound gratitude to my supervisor Dr. Moriam Quadir for her encouragement and guidance throughout the preparation of this thesis. I will forever remain indebted to her.

I am also thankful to all the participating teachers and students who co-operated me by giving their valuable time for the interview sessions. Besides, my special thanks to all my friends and especially Umme Hani M. Joher and Towfiqur Rahman for their support and encouragement throughout this dissertation. Without their assistance, it would have difficult for me to do my research properly.

Last, but not the least, my grateful thanks to my parents for their support and keeping faith on me. I also cannot forget to thank my two little angels, Nawal Faatiha Hasan and Ninad Nawzar Hasan who kept their curious eyes on my entire pen and paper works for this research.

## **ABSTARCT**

English has always been a part of our education system from class 1-12 for its international demand and recognition. Bangladeshi government has always been active to undertake various ventures to improve the learners' competence in English. But unfortunately, learners cannot master the language in spite of having 12 years of practice. To some extent they only develop reading and writing skills but never practice speaking and listening at the same time. As a result we find the struggling students in higher education. There are several reasons behind this failure. This research attempts to find out how students learn English in the surrounding of classroom environment. On the other hand, it tries to find out teachers awareness about classroom management which can provide students better learning opportunity. In short, this research attempts to find out the role of classroom environment in learning English at HSC level. It also tries to provide some solution for the problems found in the class.

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## CHAPTER 1

### INTRODUCTION

#### 1.1. Introduction

English language is taught as compulsory subject starting from primary level to higher secondary level for the students in Bangladesh. Whether the students are studying in different streams of education, they have to learn English from the very beginning of their educational lives. In the education policy of Bangladesh much emphasis has been given to the learning English because “English is, without any doubt, the actual universal language” (Rahman, 2015). The National Education Policy 2010 endorses the need for learning English for communicative purposes that will help prepare the country’s future generation for the competitive globalized world of 21<sup>st</sup> century. Therefore, English is taught in Bangladesh at primary, secondary and higher secondary level to develop students’ communicative competence focusing four basic skills namely, listening, speaking, reading and writing which will help them to communicate appropriately with people in different situation. Unfortunately, a large number of our students cannot use English successfully as a communicative tool. Though they, learn English for twelve years or more than that, if they go for pre primary level of education. It is obvious to expect that a student who has studied English from elementary to HSC level would know English well. But it is surprisingly noticed that an overwhelming number of students in our country cannot learn English properly. Even they fail to develop four basic language skills in spite of studying the subject for long twelve years. Besides, it is the fact that ‘Although we have had exposure to the English language

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for more than three hundred years, there is much to be desired in the general English language proficiency of most of our students' (Amin, 2006).

Now the matter of fact is that what are the things that cause students' failure to learn English successfully? To answer the question from general perspective it can be said that the students show reluctance to learn English as a communicative tool. They study English only to pass the board examinations. It is very difficult to motivate and teach students who have no interest at all in the subject though they spend much time sitting in the learning environment in schools and colleges. They are spending twelve years in studying one subject without any substantial success. Moreover, "Our English Curriculum for Higher Secondary level also failed to prescribe and adopt an empirical approach to the teaching of English" (Rahman, 2015). In this modern world we do not have any other choice rather learning English. So it is high time to identify the problems and their solutions regarding learning English as well as to reform our system of education and to provide such learning environment where students will be motivated to learn English.

### **1.2. Problem statement**

Students at HSC level develop English language skills with two compulsory subjects namely, English 1<sup>st</sup> paper and English 2<sup>nd</sup> paper. Unfortunately, they cannot complete the syllabus as well as practice their language learning activities within very short academic period. Miller and Cunningham said in their article named 'Classroom Environment' that the physical environment of a classroom which includes class composition, class size and class management has not been considered as a part of teaching as well as learning whereas it has a great influence on behavioral

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and academic outcomes of the learners. In our country the teachers as well as the authorities rarely pay attention to these facts. On the other hand, it is found in the survey of Md Ataul Karim in 2015 that the medium of instruction in the English class is not exclusively in English. Moreover, the teachers give more importance to writing among all the four skills.

### **1.3. Purpose of the study**

The purpose of the study is to find out whether the college teachers at HSC level in Bangladesh are concern about the impact of classroom environment while teaching English. In addition, this study will find out learners' perception regarding the effect of classroom environment in their learning process. At the same time, it will find out that to what extent the present ESL activities are student friendly at HSC level.

### **1.4. Central Research Questions**

The study will be conducted to find out the answer of the following questions-

1. Are the college teachers aware of the management of classroom environment while teaching English? How?
2. What are the learners' perception regarding the effect of classroom environment on their learning out comes?
3. Whether the current classroom environment is student friendly to practice ESL activities?

### **1.5. Significance of the Study**

As the students spend much time in their classroom so it is important to create such an environment where they can learn English as a Second Language (ESL) successfully. This

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research will help the teachers of HSC level to provide students with maximum learning environment. Through this paper the teachers will get the actual scenario of the present ESL classrooms. Moreover, they will rethink about their way of managing the classroom where they can make student friendly learning environment. On the other hand the teachers will get know about the perception of the students of HSC level regarding the effect of their classroom environment for which they will be able to modify their way of teaching in the ESL classrooms.

### **1.6. Delimitation**

According to Miller and Cunningham the term ‘classroom environment’ is a broad term which includes physical settings, psychological environment created through social context and numerous instructional components related to teacher characteristics and behaviors. It is not possible to find out all these factors in Bangladeshi context within one research. This research is conducted to find out the present ESL classroom environment at HSC level as well as the teachers’ awareness and students’ perception regarding the importance of class room environment. On the other hand this study is conducted only on the teachers and students of some private colleges of HSC level in Dhaka city.

### **1.7. Limitation**

Very few researches have been done focusing particularly both the teachers and students perception regarding classroom environment. Moreover, the study is conducted only in private colleges. If there were more time available, then data would be collected from government colleges as well. However, the collected data samples are analyzed as deeply as possible to get an appropriate idea of the situation.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1. Introduction

Bangladesh is a monolingual country. Besides our mother tongue, Bengali, we learn English language as it is used as court language. In Wikipedia of Bangladesh it is mentioned that English is the principal sole language in the Bangladeshi upper judiciary, including Bangladesh Supreme Court and Dhaka High Court. Though Bengali is the sole official language but English is used secondarily official language in judiciary. It is also mentioned that the Government of Bangladesh uses English as working language. Moreover, it is international language, so we learn it to establish ourselves and compete with other countries. Rasheed (2012) states, “Language plays an important role in the negotiation of power relationships both at an interpersonal level and at a wider societal level. Increasingly it also plays this role at the global level. Since English has become a global language, competency in English is not only instrumental but also status related.”

English is used in every sector of Bangladesh starting from education to law court, economic activities, administration of the country etc. S M Mehdi Hasan states in his article that ‘We cannot deny the reality that if a person is good at English than he can earn money in any part of Bangladesh’. So it is mandatory to learn English for maintaining a good status within the country as well as in the international boundaries. Moreover, if we consider the proficiency of English language in Bangladesh, it is estimated that 18 million Bangladeshi use English as a second language (‘Bangladeshi English,’ 2018). However, in Bangladeshi constitution nothing is

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mentioned about the status of English as a second language or official language ('Condition of English in Bangladesh: Second Language or Foreign Language,' n.d.).

### **2.2. English as a Second Language in Education System of Bangladesh**

In Bangladesh, English is taught as second language as it is globally needed (as cited in Rasheed, 2012). Starting from primary schools up to grade 12, students learn English in their main Curriculum. With different approaches English is taught in schools and colleges of Bangladesh. Communicative approaches in various forms are being continued for last three decades in ELT classroom with different challenges by the teachers (Shrestha, 2013). Both teachers and learners face difficulties in ESL classroom. According to Rasheed (2012) who states, 'There are enormous challenges to both learners and teachers in Bangladeshi mainstream classrooms because of the irregularities within English, the words borrowed from other languages, and the consequent different phonological representations.' It is obvious that if teachers face several problems they cannot conduct classes effectively. Moreover, we have huge shortage of qualified English throughout the country and many of the existing ones are not efficient (Ahmed, 2005). Ara (2005) points out that the standard of English teaching in our country is anything but satisfactory due to the dearth of adequately qualified teachers, and in this inadequacy raises the question of effectiveness of training. In Bangladesh, the teaching community is underpaid; and as a result, one opts for the teaching profession as a last resort, thus the increasing number of inefficient teachers in the teaching community (Khan, 2005). On the other hand, in our social context some people feel shy to practice English publicly. On this context Alam (2014) states, 'Here in Bangladesh the environment of learning English is to some extent unfavourable because it is often seen that a person interested in learning English is normally laughed and criticised

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severely and ignorantly by the people around the learners because of the mistakes he or she commits while learning which involves conscious endeavour. Such ruthless criticism prevents a learner of English from exercising in it and it ultimately results in failure.’

### **2.3. Definition of Classroom Environment**

A large amount of a child’s time is spent in sitting in a classroom. This is the place where they will learn the various skills deemed necessary and proper for them to achieve success in global society (Hannah, 2013). So it is very important to provide best environment in the classrooms for the learners. The classroom climate is the classroom environment, the social climate, the emotional and physical aspect of the classroom (‘Classroom Climate,’ 2018.). It refers the overall atmosphere of a classroom. Many researchers describes the element of the physical environment that impact the learning culture, including the shape and the arrangement of the classroom, the grouping of the students in available space, and the learning material for students’ use (‘Classroom Environment,’ 2018.). The learning environment plays a vital role in students’ success and impacts the students in many ways. According to Mary Firstone (‘Lesson Transcript,’ 2018), ‘a negative learning environment or setting that adversely affects students learning and in many ways such as low achievement, poor behaviour or students’ anxiety’. On the other hand providing positive learning environment allows students to feel comfortable and confident as learners.

### **2.4. Teachers’ Role in the Classroom Environment**

Teachers are the role model for the students as they spend most of their time with them. ‘Teachers also play an important role in the classroom when it comes to the environment. If the

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teacher prepares a warm, happy environment, students are more likely to be happy. An environment set by the teacher can be either positive or negative. If the students sense the teacher is angry, students may react negatively to that and therefore learning can be impaired ('Roles of a teacher in the Classroom,' 2017). According to Hannah (2013), 'The way in which a teacher organizes their class, or how they control it, will yield positive or negative consequences for their students. If a teacher is unmotivated or negative there will be negative impact on students in the classroom. Similarly, if a teacher is motivated or positive they will likely have beneficial impact on their students as well. It is important for a teacher to understand this cause and effect in order to understand how to organize their classroom to create better learning environment'. On this point Roy Killen (2001) states for the teachers, '*What* students learn is extremely important, but *how* students learn is also important because their learning experiences directly influence their willingness to engage in future learning and directly influence their future learning strategies. You, therefore, have a responsibility to strive to make every lesson a positive and productive learning experience for all the students.' He also mentions some points for the teachers to keep in their mind. These are-

- Your focus should be on LEARNING rather than teaching (i.e., on the learners rather than on yourself)
- To facilitate learning, you should encourage students to THINK.
- You should encourage thinking by engaging students in suitable tasks ACTIVITIES.
- You should help students to LINK their learning in your subject with what they are learning in other subjects and with what they are learning outside school.

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- You should create a POSITIVE LEARNING ENVIRONMENT that promotes curiosity and encourages students to ask questions.
- You should help students to LEARN HOW TO LEARN.

### **2.5. Problems Faced by the Learners in Bangladesh**

Hannah (2013) states, ‘The classroom is where they will gain an understanding of their place in the world and the gifts that they have to offer it. It is where the student develops what they want their future to look like, as well as knowledge of the skills needed to reach that goal.’ According to him, learners observe everything around the classroom when they first step in and determine what type of class they are going to attend. So the schools should provide such classroom environment where learners can learn best. But in Bangladesh learners in HS level face many difficulties. Firstly, ‘English as a foreign language is rarely used in our everyday life in most families and our surroundings. Even in the English classes teachers and the students do not speak English at all’ (Rahman, 2015). Secondly, ‘It is revealed that most of the students at secondary or higher secondary level in our country read the textbooks mainly to pass exams.’ (*ibid*). As the syllabus is huge so the students try to skip some chapters. ‘The HSC compulsory English syllabus consists of *English for today* (English first paper) and *English Grammar and Composition* (English second paper). English first paper includes twenty four units that include seventy nine lessons. Most of the lessons are on reading comprehension of different issues. On the other hand, English second paper includes different grammatical and writing items. The writing items are on letter, application, dialogue and compositions’ (Ullah, 2015). As a teacher

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best gets 16 months of time including all types of closures and vacations (according to academic calendar of Ministry of Education, 2013) so it is quite difficult to master all four skills within short period of time. According to Hossain (2016), ‘The syllabus and curriculum are examination oriented and prevent students from acquiring language competency.’ But according to National Curriculum, by the end of this level (HSE) students are expected to have an overall mastery over the four English language skills (i.e. reading, writing, listening and speaking). According to Islam, Majid, Shahidullah & Shams, at HSE, it is expected that the learners will acquire the skills by direct practice and use of those skills (in Ali, 2014). Apart from these factors there are several problems that students face in the classrooms. According to Rahman (2015), adverse seating arrangements, lack of trained teachers, reluctance of learners, long syllabus but short time and the students of different calibers in one class etc are the main factors which hinder students learning outcome. On the other hand, Hannah (2013) states, ‘The second dynamic of a classroom that can impact a student’s learning is non-physical environment. This consists of things such as sound, temperature, seating arrangements and others. These are the elements of the classroom that a teacher can’t physically touch, but they can alter them to increase focus and classroom productivity.’

### **2.6. Social Learning Theory in Classroom Environment**

According to Harber, teachers create, provide and facilitate the classroom environment according to the unique class personality. A positive classroom environment unites students as they work, achieve and grow (as cited in ‘Classroom Environment,’ 2018). So it is clear that students learn

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from the surrounding. Using Bandura's social learning theory in the classroom can help students reach their potential. According to Bandura, being a good role model, open to all students, and holding the students in the level of responsibility will be imitated by the students ('Bandura's Theory Applied in the Classroom', n.d.). The core view of this theory is that, 'mind, body and world function integratively' ( in Saad, Sedik, Baharun, Idrus and Yunus, 2016). It is to say that the cognitive, physical being and environment affect each other (*ibid*). According to Wheeler, it was Albert Bandura's intention to explain how children learn in social environment by observing and then imitating the behaviour of others ('Learning Theories: Bandura's Social Learning Theory', 2017). Social modelling is a very powerful method of education. If children see positive consequence from a particular behaviour, they are more likely to repeat that behaviour themselves. Conversely, if negative consequences are the result, they are less likely to perform that behaviour (*ibid*). Thus, teacher should apply this theory in the classroom.

**CHAPTER 3**

**RESEARCH METHODOLOGY**

**3.1. Introduction**

This research tries to find out the role of the classroom environment in learning English at HSC level. Here, the chapter addresses the methodological issues of the study. The designs of this research, theoretical framework, setting, participants, data collection procedures, data collection analysis are discussed in this chapter.

**3.2. Design of the Study**

This study is descriptive and qualitative in nature. The aim and objective of the study are to find out the present situation of the English classrooms at HSC level in Bangladesh which directly emphasis learners' learning outcome of English Language. It also tires to find out teachers' awareness regarding classroom management. To find out these factors an empirical investigation was conducted by the researchers. The students' liking and disliking, mentality, their beliefs, their learning preferences and environment, the teachers' teaching techniques and awareness about classroom management and the factors related to language learning environment were included as material for investigation. The data collected for the study were qualitative in nature. Two main techniques of the survey methods were interview and observation. Therefore the methods for data collection employed for the study were 1) students' interview, 2) teachers' interview and 3) classroom observation. The result of the survey can change teaching learning environment positively and students can be successful in learning English.

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### **3.3. Theoretical Framework**

The title of the research is ‘The Role of Classroom Environment in Learning English in Bangladesh: HSC level’ and the objective is to find out the how the present ESL classroom environment which emphasizes learners’ learning outcome along with teachers’ awareness regarding classroom management. Albert Bandura’s ‘Social Learning Theory’ has been used for this study. ‘As it has been said that Albert Bandura’s theory of social learning spans the gap between behaviourism and cognitivism. Social learning theory incorporates the idea of behaviour reinforcement from the former, and the cognitive processes such as attention, motivation, memory from the latter. In fact, social learning theory is essentially- as the name suggests- an explanation of how we learn when we are in social context.’(‘Learning Theories: Bandura’s Social Learning Theory’, 2017). Moreover, ‘It considers that people learn from one another, including such concepts as observational learning, imitation, and modelling’ (‘Interpersonal-Social Learning Theory’, 2018).

### **3.4. Setting**

The information of the study was collected from both formal and informal setting. Two different types of respondents were involved in this study for collecting data such as students from HSC level and the teachers who teach English in different colleges in Dhaka city. The researcher tried to make the interview sessions as informal and relaxed as possible. Both Bengali and English language were used to conduct the interviews. Data from the students were collected in informal setting, mostly in their homes. Few interviews were taken over telephone. Data from some teachers were gathered from their respective colleges and some were collected from their homes.

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All the interviews were conducted face to face and responses of the interviewees were written down and recorded at the time of interview.

### **3.5. Sampling**

The study sample was made up of the students and teachers of different private colleges in Dhaka city. 16 students and 7 teachers were interviewed. The researcher did not have enough time to visit different types of colleges like government, semi-government colleges so she selected 5 private colleges for classroom observation of the study. However, the interviewee students were from 7 different colleges and the interviewee teachers were from 6 different colleges. The students who were interviewed mostly were studying in second year of HSC level and the teachers who were interviewed had the experience of teaching for 3-10 years in many colleges inside and outside of Dhaka city.

### **3.6. Instrumentation**

The researcher used semi structured interview questions for both the teachers and students and observation checklist for collecting the data. There were 5 major questions (Appendix A) for teachers and another 5 major questions (Appendix B) for students under central research questions (1, 2). The questions (1, 2) for the teachers were asked to find out that how they manage their class. The questions (3, 4) were asked to them to find out what types of classroom activities they give to the students and how they make them participate or interact in the classroom setting. The final question (5) was asked to inquire about their personal opinion regarding classroom management training, whether they feel to have any exact guideline to create successful learning environment. On the other hand, the questions (Appendix B) for the

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students were set to know about their personal opinion regarding English language learning by asking question (1), to find out whether their teacher involve them into any activity by asking question (2, 3) and to know their preferable way of learning English language by asking question (4). The question (5) was asked to know that what kind of classroom they want which will help them in learning. Finally the observation checklist (Appendix C) was used to find out the condition of classrooms, facilities given by the authorities, and the overall environment of the classroom whether those are friendly enough for the students to learn English language successfully.

### **3.7. Data Collection Procedure**

The researcher needed to take permission from the authority of the colleges to observe class and as well as from the teachers to take their interview. The researcher explained the reason of the observation and the interview and also made them understand about the aim of the research. As the researcher had to observe the classes so she went several times to the colleges and also to the teachers. Few of the teachers were known to her so it became easy to find out actual opinion about present condition of the classrooms. Moreover, the students who were interviewed were very spontaneous to share their experience and ideas so it became easier for the researcher to investigate. While conducting the interview the researcher recorded the whole session with the permission of the interviewees.

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### **3.8. Data Analysis Procedure**

After the collection of data, they were analyzed and tabulated. The identities of the respondents were hidden. Firstly, the responses of the teachers' interview, student's interview and classroom observation have been analyzed and tabulated separately in three different tables. Then all of the data were summarized and interpreted separately. The researcher analyzed the data qualitatively keeping touch with the central questions.

### **3.9. Obstacle Encountered**

To collect the data the researcher had to face some obstacles. The most of the teachers did not show interest to be interviewed. Moreover, most of them did not allow the researcher to record the interview. On the other hand, few of the students gave diplomatic answers in the interview. Most importantly, the researcher did not get permission in many of the colleges to observe the classes. So she had to do the observation with 5 colleges only. Even few colleges did not allow teachers to be interviewed.

## **CHAPTER 4**

### **FINDINGS AND DISCUSSION**

#### **4.1. Introduction**

The purpose of this chapter is to develop and analyze the research data that is collected from teachers, students and classroom observations of different colleges to find out the role of classroom environment in learning English in Bangladesh. Firstly, the findings of the teachers' interview are presented here. Students' interviews are analyzed and presented in the next part of the chapter and then the findings of classroom observation are presented. Lastly, discussion based on central questions is presented here. The interview questions for teachers and students were semi-structured which are shown in appendix A and B respectively and the observations of the classroom were done through a checklist which is shown in appendix C. The findings are discussed in this chapter according to the interview questions and observation checklist.

#### **4.2. Findings of the Teachers' Interview**

Though many extra queries emerge due to the responses, teachers are basically interviewed based on 5 questions. Responses of 7 teachers are not all same. There are similarities as well as differences in their responses.

In the response of the first question, almost all the teachers mention the same obstacle they face in the class; large class size. They have shared the view that when there are too many students in one classroom, it becomes quite impossible to teach according to teachers' lesson plan. Moreover, 5 teachers have said that they find obstacles in mixed ability classes. Rest of the 2

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teachers have said that the types of obstacles they encounter while conducting English classes are depend on the attitude of the class they are teaching. Here they mention the reluctance of the students to learn English, negative behaviours, the notion of only passing the exams and to some extent pressure of the authority to complete syllabus without even completing the lessons. So from this analysis it is clear that the teachers face challenges in the large classes as well as mixed ability classes.

From the second interview question, the researcher tries to find out how the teachers use strategies to manage their classes. It is surprising that, every interviewed teacher answer it superficially. 1 teacher has said no strategy will be appropriate for managing a large class. Another teacher has said that as he is the most senior teacher in his college so students obey him. He never feels to follow any strategy. On the other hand, another young teacher has responded that he usually starts the class with general conversation to hook the students in the class. Rests of the teachers have directly said that they do not follow any strategy. So it is clear from this analysis that the college teachers are not following any particular strategy to manage or control the class which means they are not following any particular teaching method.

Analysing the third interview question, it is found that the teachers do not get any chance to give any activity outside of book or any specific activity to practice four language skills. More or less they have claimed that the pressure of completing the syllabus is huge on them as well as the class time is not sufficient enough to give any activity. Most of the interviewed teachers have said that they just ask students to read and explain any particular paragraph from the lesson (English 1<sup>st</sup> paper) and sometime discuss the given topic (English 2<sup>nd</sup> paper) in pairs before writing.

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In the response of the fourth question, 5 teachers have responded almost in the same way that the students who are well prepared or basically good, they interact and participate in the lesson discussion. They try to interact in English with the teachers but not among themselves. On the other hand, 1 teacher has claimed that students usually participate when they find the topic interesting. According to another teacher, the talkative students participate in the class. Another important fact is mentioned by the teachers that the students are not comfortable in speaking English. That is why many of the students never response in the class. And surprisingly the teachers do not adopt any strategy to help those students. One teacher has confessed honestly that he does not bother for this situation as he does not get enough time in the class. From this analysis it can be said that, the teachers are not helping those students who are uncomfortable in speaking English in the class. On the other hand, huge syllabus and limitation of time do not allow the teachers to think for those less able students.

The final interview question is asked to know about the teachers' opinion regarding classroom management training. The 2 interviewed teachers have said that they need practical based training, not theoretical one. They have explained the reason behind it. They think that until the present situation changes, no training will be helpful for the teachers as there is the pressure of completing the syllabus. From the responses of the rest of the teachers it is clear that they avoid thinking about classroom management to practice four language skills as well as providing better learning environment. Moreover, they feel that they do not need training. According to them, the training will be nothing else but waste of time.

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### **4.3. Finding of the Students Interview**

Many interesting facts have been found in the responses of the students' interview sessions. 5 semi-structured interview questions are asked to 16 HSC level students from different colleges of Dhaka city. Many similar and at the same time different opinions have reflected in their responses.

The first interview question is asked to find out whether the students like learning English in the classroom or not. In the response of this question, 9 students have said they do not like learning English in the classroom as they do not like English teachers. They find the English classes boring. They prefer to go for private tutors who help them to complete the syllabus. 4 students have said that, there is no chance to learn English in their class as they cannot listen to the teachers as the classroom size is too large. Moreover, they do not like to do the classes with the students of other group (science, art and commerce). They prefer to avoid the English classes like another subject Bengali.

Very surprising responses are found when the researcher has asked the second interview question. The researcher needs to explain the term 'classroom activities'. Most of them have smiled and replied that they have never done any activity in the class. They inform that, they do not even go for any activity which is in their text book. 3 students have said that at the very beginning of the session their teacher brought multimedia for practicing listening skill. And without any doubt they had enjoyed that. On the other hand, 5 students have said that they would like to do the activities given in the book. From their responses another fact is found out that the

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teachers are conducting the class in traditional way. They simply ask question and appreciate the correct answer only.

In the response of the third interview question, every student responses in the same tone. They have claimed that their teachers do not get time to do such things. According to them their teachers never think for their learning outcome. Moreover, the teachers only come to the class as they have to as well as the students feel the same. So it is clear from this analysis that the students have never done any activity using any classroom object and even they have never done any assignment on any topic of English not even single poster.

The fourth question is asked to find out whether their participation in the class gives them knowledge about the topic. Most of them agreed that they feel confident when they can participate in the class. They have shared the view that, if they get chance to discuss about any topic from the book they can answer well in the exam. But unfortunately they do not feel urge to participate in the class. 9 students explain this fact that they do not find the English class interesting. On the other hand 5 of them have said that they think their participation would help them in terms of speaking as well as outside of the class.

In the response of the fifth question, 12 of them want their classroom comfortable for their learning activity. In very detail discussion, the researcher finds out that the students want very interactive classroom where they can learn something. They mention that they want small classroom where they will know each other. Some students replied that they do not even know most of their classmates. Surprisingly, 2 of them have said that they do not want any change as that is not going to help them in the classroom. They have showed their logic behind it that until

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the authority would not be serious about them; nothing is going to be helpful. The researcher finds them very concerned while investigating all these facts.

### **4.4. Findings of Classroom Observation**

The classes are observed with careful consideration 5 colleges of Dhaka city. All the classes' duration is 45 minutes. The researcher notices the classroom appearance, classroom management and classroom culture while observing each English class. Based on these main facts the researcher finds out many problems of present ESL classrooms of the colleges.

#### **4.4.1. Classroom Appearance**

In terms of organising and keeping the class neat and clean, most of the colleges have failed. Only one classroom of a very new private college is found organised, neat and uncluttered. But the rest of the classes are found very traditional. Benches are not organised and properly used. Wooden benches are put in column in 3 classes and in other 2 classes single desks are put in column. In the classes where wooden benches are used seem much unorganised. Benches are not clean even. The lengths of the classrooms are usually large except 2 classrooms. But unfortunately, the teachers are not taking any advantage of having large classroom. Moving to towards technological support, more or less all the colleges have the facility of multimedia but which is rarely used. For the whole college there is only one multimedia projector. So teachers do not give themselves trouble to use that in the class. Additionally, they do not bring any material outside of book. Few of the teachers are found to have personal hand note which they look at the time of giving lecture. The researcher finds most of the classes which she has observed are reading and writing classes. The learning goals of these classes are clear except one

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class where the teacher is found uncomfortable as being observed. On the other hand, the researcher cannot find any project work or assignment hanging in the class. In 2 classrooms, notice boards are found with other subjects' project works. The students do not seem comfortable in the classrooms as there are different facts to be distracted in the classes. In 2 colleges there is no sufficient light to read. Students face trouble in the cloudy days. And the rest of the classrooms are found to have enough light but suffocated. The researcher finds 2 classrooms where students cannot move properly where as in another classroom it is found that the extra benches are put there for which students sit in cluttered way.

### **4.4.2. Classroom Management**

In terms of managing the class, the teachers are found unable to control it. Those who can control, they are successful because of their experiences. On the other hand, few teachers are found to use time effectively. Only 1 teacher is found to use the time according to his lesson plan. The teachers rarely have displayed energy and enthusiasm in the class. They maintain the eye contact as well as their voice projection but they seem to feel comfortable sitting in one place and conducting the class in Bengali. Only few important information of the lesson is discussed in the class in English. Moreover, their English is not standard, but the best part is the students have tried to answer in English though they seem uncomfortable. Teachers have praised the participation but never encouraged the less able students. Few students are found to hide their face when the teachers ask questions. The exceptional class is found in one private college where both students and teacher seem comfortable in speaking English as well interested in classroom discussion. In terms of giving group task or pair work, it seems teachers prefer pair work. In the writing classes, after giving the topic the teachers ask students to discuss the topic in pair. Only 1

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teacher has asked question from pair work discussion. But rest of the teachers asked to start writing. Similarly, in the reading class teachers ask the meaning of the paragraph to the student who reads that for whole class. But students have showed reluctance to listen that. The rest of the other skills, namely listening and speaking are not found to be practiced in the class.

### **4.4.3. Classroom Culture**

It is good to have friendly relation between teacher and student. So that students can share their ideas and opinion regarding the topic discussed in the class. The researcher has found 3 classes having a friendly relation with their teacher but which sometimes keep them away from the learning goal. Students who seem intelligent are found comfortable in asking question, but unfortunately they do not share their knowledge among themselves. Conversely, 2 classes are found to discuss among themselves but not comfortable with the teachers. In terms of bring respectful students, the researcher found the few students are not well behaved and obedient in the class. And the teachers have ignored them intentionally.

### **4.5 Discussion Based on Central Research Question**

The objective of this study is to find out the teachers' awareness regarding classroom environment while teaching English at HSC level as well as students' perception regarding the effect of classroom environment in their learning process. In a nut shell, the objective of the study is to find out the impact of present ESL classroom environment on students' learning processes. To decide the result let us decide classroom environment in two components, one focusing on teachers' concern to keep the classroom environment students friendly as well as the

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actual scenario of the classroom and another on students' perception regarding their learning outcome. From the responses of the teachers and students so many facts are revealed regarding present way of teaching and learning at HSC level. The classroom observation has helped the researcher to find out the evidence of the responses of the teachers and students.

To the response of the first central question which inquires to what extent teachers are aware of classroom management, it is found that teachers are not concern about the management of the classroom. In the intention of completing the syllabus, they are ignoring the facts of classroom management includes grouping and seating, setting up activities, time management, and teacher's control over students in the classroom, proper start and end of the classroom, maintaining discipline, dealing with problems, using proper tools and techniques, giving instruction, monitoring etc. Both from the responses of the teachers and findings from the observation, it is clear that the teachers at the HSC level ignoring to teach four language skills at the same time they are unsuccessful to hold the interest of the students in the class. Comparing the data of teachers' and students' interview and classroom observation it is clear that-

- Teachers are not focusing on the learning outcome of the students.
- They are not focusing on the comfort level of the students in the class.
- Though the class time is short, but the teachers are not utilizing it properly.
- They do not give any activity in the class from inside or outside of the text book as the class size is large. They think they do not have any chance to give task.
- They are not encouraging students to participate in the class discussion.
- They are not using any strategy to control or manage the class.
- They do not give any assignment or project work in the class.

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- The teachers never try to decorate the class as ESL classroom where students can learn from the surrounding.
- The teachers need training of classroom management both practical and theoretical, though they deny having any training.

At the last it can be said that, teachers are not aware of the management of the classroom to provide students better learning environment or it is better to say they are bound to that for time constraint as well as the pressure of the authority.

In the response of the second and third central questions, it becomes also clear that students are not getting the benefit of the ESL classrooms. Comparing the data of students' interview and classroom observation the researcher gets the clear view of the present ESL classroom. Firstly, they do not feel any interest in the class as their teachers fail to hold their attention towards the subject. Additionally, the classrooms' physical environments do not look attractive to them which caused their demotivation of learning English. Secondly, they never do any activity which gives them enough chance to practice four language skills as well as build their confidence. Thirdly they claim that their teachers do not do such things which help them to have better learning outcome. Thus, they go for private tuitions. 'Teachers' behavior in the classroom was another source of demotivation which deserves substantial attention since unbecoming behavior affects students' interest and may create long term disinterest on the subject' (as cited in Quadir, 2017). Lastly, it can be said that in the responses of the students' it is clear that they want to learn English in classrooms with better surrounding. In the responses of few students, it is clear that they have many complaints against the education system, the way of their teachers' teaching and

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the authority. On the other hand they have the urge to learn English, thus they are trying to find out alternative way of learning namely private tutors.

**CHAPTER 5**

**CONCLUSION**

**5.1. Introduction**

The study investigated the role of classroom environment in learning English at HSC level in Bangladesh. It wanted to see the teachers' awareness regarding classroom management as well as learners' perception regarding their learning outcome in classroom surrounding. This study also tried to find out the present situation of ESL classroom in Bangladesh. For doing so data were collected from 5 different colleges, 16 students and 7 teachers. The qualitative method has been used to analysis data as mentioned in chapter 3.

**5.2. Summary of the Findings**

The findings of the research do not demonstrate a very positive classroom environment in learning English at HSC level. First of all, the teachers who actually create the learning environment are unaware of the facts of classrooms which give the learners better opportunity to learn English. They could not come out from the traditional way of teaching English known as Grammar translation method. From the data it was found that the limitation of time, pressure of huge syllabus and mixed ability classrooms are giving big challenges in front of the teachers. Unfortunately, the teachers cannot overcome these obstacles. Moreover, they are going for unfair policy namely coaching business. Oppositely, they are more or less denying taking classroom management training. However, students desired to have a better classroom where at least can learn English as they know the importance of learning English.

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In terms of ESL classroom environment, it was found from the data that, the present classrooms are not students' friendly for practicing four language skills. The students do not feel connected in the class. Though they are studying English as compulsory subject but they are not giving preference to it. They are depended on the other source outside of college only to pass exam. But in reality they learn next to nothing from the classroom. And for all these facts lack of attention of the teachers and the authority are equally responsible. Lastly, it can be said that the present scenario of ESL classroom and the practices done by the teachers are not creating positive impact on students' learning outcome.

### **5.3. Contribution to Research**

Some studies have been done on ELT in Bangladesh. Most of the researchers focused on the syllabus, text book, CLT and on four language skills separately. Very few studies have been done on the role of classroom environment in learning English. So, this study can help the future researchers with literature as well as list of references where they can get more information for their topics. This study will also help the researchers if they want to study in this same area. Moreover, different experiences of both teachers and students are discussed here which can be helpful for interested teachers for to overcome future obstacles.

### **5.4 Practical Implication**

After reading this study, the readers will get the clear idea about the ESL classrooms' environment and also the role of the teachers in the class. Readers, especially the teachers at HSC level can find out the problems behind the low proficiency level in English so that they take necessary steps in the class. The readers will also get the ideas and preferences of students in

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learning English. Though many researchers have worked on language learning but very few worked on classroom environment. So, any teacher or researcher can visualise the scenario of condition and practices of present ESL classroom which emphasize students' learning outcome.

### **5.5 Recommendation**

Based on the result of the research following recommendation have been made:

- As major problem lies in education system in our country, so it should be reformed. One of the major problems of HSC level is the limitation of time and another is huge syllabus. The educators should rethink to reform these facts so that both the teacher and students get sufficient time.
- The duration of the class should be increased so that teachers can give activity. Moreover, the teachers should use the chance if there is scope to reorder the seats in the class while giving activity.
- The classes should be decorated with some project works or group works which will inspire students to have more activities in the class.
- The teachers should be more enthusiastic and motivate learners to participate in the class.
- The four language skills should be practice simultaneously. For doing so the materials from outside of the text book can be used.
- The class should be student centred not teacher centred. Importance should be given to the students' comfort not the teachers' one.

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- The teachers at HSC level are highly recommended to receive the training of classroom management and apply the learning of the training in their real English classes.

### **5.6 Further Studies**

This study only focused on few private colleges in Dhaka city. So, further studies can be done considering more private colleges inside and outside of Dhaka city. Besides, public colleges can also be taken into consideration for further studies to get variety of information. This study only focused on teachers and students view but in future the role of authorities can be taken into consideration for another area of study.

### **5.7 Conclusion**

It is clear from this study that the students at HSC level are not getting ideal classroom environment to learn English. In spite of knowing the importance of English, they show reluctance to learn the language as their ESL classrooms are not friendly for them. The students are not getting better learning environment in their classes. The matter of sorrow is that, the teachers are not paying attention on these facts as they are also trapped in the poor education system of Bangladesh. As a result students as well as the teachers follow some practices namely private tuitions. But ultimately, students are failing to learn English in the classrooms. It is hoped the scholars, the educators and the authorities will be concerned about all these facts mentioned in this study and take necessary steps to ensure maximum learning opportunity for the learners.

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## **Appendix A**

### **Interview question for teachers**

a. What are the obstacles you face while conducting the English class? How do you overcome those?

b. Do you follow any classroom strategy to manage your class? Why or why not?

c. What kind of classroom activity do you follow in your English class?

d. Do your students interact or participate spontaneously in the classroom setting?

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e. Do you think any classroom management training would be helpful for you? Why or why not?

### **Appendix B**

#### **Interview question for the students**

a. Do you like learning English in the classroom? Why or why not?

b. What kinds of activities do you do in the English class? Do you enjoy those? Why or why not?

c. Does your English teacher make certain changes in the classroom to involve you in any learning activity?

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d. Do you think your participation in any activity in the class gives you much knowledge about the topic?

e. Do you want any change in your present English classroom? Why or Why not?

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### Appendix C

Criteria observed	Yes	No	Observation
<b>A. Classroom Appearance</b>			
1. Classroom is organised, neat and uncluttered			
2. Learning goal is clear			
3. Technological support			
4. Students' works are displayed (projects, posters etc)			
5. classroom size enough for activities/ layout of classroom			
6. well seating arrangement			
7. number of students in attendance			
8. distraction, if any			
<b>B. Classroom Management</b>			
1. Safe and orderly environment			
2. teacher maintains discipline and control			
3. teacher uses time effectively			
4. teacher circulates throughout the classroom			
5. teacher displays energy and enthusiasm			
6. teacher uses relative teaching methods, aids, materials and techniques			
7. teacher appreciates students' participations			
8. negative behaviours of students are addressed through redirecting			
9. teacher holds interests of the students; maintains eye contact; uses clear voice, strong projection, standard English			
10. teacher gives group task, pair work or other activities			
11. Four Language skills are practiced through different activities			
<b>C. Classroom Culture</b>			
1. Respectful, positive teacher-student relationships are evident			
2. students are comfortable sharing ideas, questions, concerns or needs			