

Students Teaching Students: An Action Research Project Incorporating Active Learning at Language Classroom

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Abstract

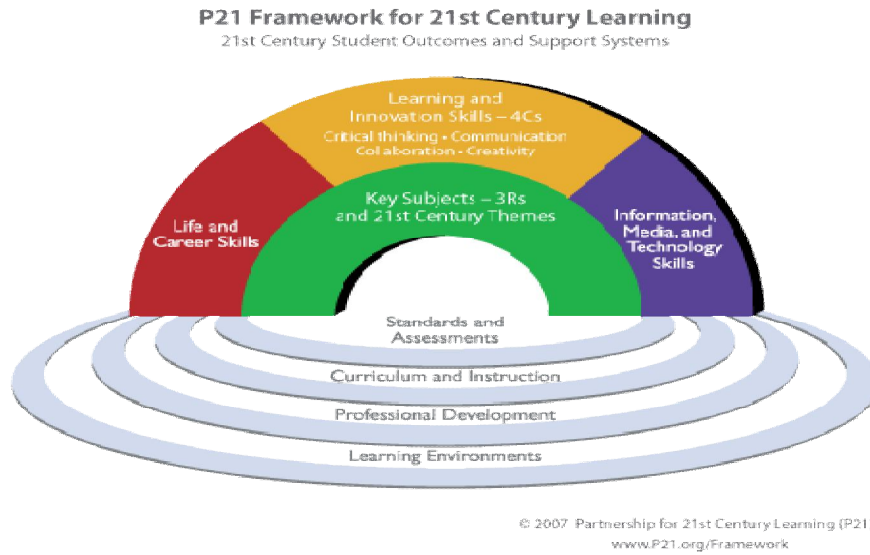
This action research is the reflection of a continued practice within the context of an unconventional course work, during the trimesters of 2016, requiring students of two core courses in English department to create learning experience for their juniors of the same through active learning. Active learning is said to provide students with the key skills that the employers look into (Fitzsimon, 2014). The research focus is to equip a group of responsible soon-to-be graduates and out-to-the-job-market with inventiveness, communicative skills, self-efficacy to face nearly unknown audience, teamwork, time management, and also a sense of ownership or control over their learning among many others. “Three E’s” of explorative data collection in action research (Creswel and Garrett, 2008; Mills, 2000) has been enquired to obtain findings incorporating active observers’ experience through overall observation report, enquiry through questionnaire survey with expert observers, and finally through examination of record by means of student teachers informal journals. The findings from qualitative data of these three groups of respondents suggest that today’s students prefer varied learning experiences that include many of the elements which would fall under the second theme of 21st century innovation and learning skills (P21st Century Skills framework, 2007). The findings also revealed learners’ being positive toward task accomplishment.

Keywords: action research, 21st century skills, graduate employability, multiple intelligences, *realia*

Background

Hitting popular search engine Google for the topic of interest ‘Students Teaching Students’ or ‘Peer Teaching’ in researcher’s context did not result much positively. There is hardly any primary source on this topic in researcher’s context, despite the same search engine flooding with information for 21st century skills to be imparted to learners defined and categorized by many policy Frameworks (21st Century Skills Map, 2011; Pacific Policy, 2010; P21, 2007) shifting learners’ roles as doers of action(s) in classroom and outside as global resources. 21st Century Skills as shown in the following figure (P21, 2007) manifests the work of P21 Framework for 21st Century Learning developed with input taken from educators, education specialists, and business leaders. The framework embellishes skills, subject or content knowledge, and other skills, often defined as soft skills and supports systems students require to succeed as a citizen at work and life.

Figure 1: P21 Framework for 21st Century Learning



However, this increases teachers' job in effectively incorporating and giving more control to students on their own learning. Nonetheless, the necessity of doing so in this epoch of globalisation seems indubitable. Teamwork, effective communication, shared decision making, sharing information, utilising information technology, innovation, time management are crucial in today's enterprise. Going beyond the era of imparting basic skill competencies and knowledge transmitted to passive learners, most frameworks dated back in last 10-12 years label a good number of skills to be conveyed to learners to face 21st century demands. The list is long and covered in literature review. However, many think-tanks concur on developing the following four critical areas of learning that this present study also focuses exclusively:

- Collaboration and teamwork
- Creativity and imagination
- Critical thinking
- Problem solving

Due to the dearth of primary sources in researcher's context, relying on the secondary data for literature review, the present action research will be focusing on the investigator's individual endeavor to incorporate students, being divided in small groups, in active learning at language classroom under a model popularly known as Students Teaching Students (henceforth STS) in researcher's premise. It is seen from researcher's experiences of being a Humanities graduate and teaching for few years now that many students of English department opt to enter into teaching profession as soon as they complete their study. This points toward the burning issue of lack of effective and required teacher education since many novice teachers in private-run organisations enter into classrooms with less or no previous exposure or training that contradicts mock teaching being popular trend in many teacher recruitment contexts where Bangladesh is not an exception (Mahmud & Rawshon, 2013). The lack of scope, however, does not limit the fact that learners today are required to be graduated with lifelong necessary learning bridging the gap between theory and practice. An effective model for specific level, student interest and context are hardly seen.

Moreover, teaching is not an easy cup of tea and it is not all comers affair. Therefore, those who have taken decision or are prompt to venture in it must be well prepared and ready for it. Also, students going in front of the classroom transforms from being passive recipients of information to active motorists of their own learning experiencing variety of classroom challenges. They, in turn, understand more of teacher's jobs having a tactile experience of learning. Finally, engaging students as teachers does not merely mean teaching new tricks to an old horse in a race but to challenge younger foals, along with those elders to teach others, to teach themselves. Thus, STS, a student centered approach, is introduced and applied with 48 students of two core courses coded ENG-413 and Eng-434 known as Introduction to ELT (English Language Teaching) and English Language Proficiency-1 respectively in English department of Daffodil International

University. Presenters in small groups are responsible for thorough analysis of course material as they lead with their chosen topic(s) from linguistics or language teaching or language acquisition. While setting students on such challenge to become well versed on a particular topic of course material, the present paper also aims to increase learner's innovation and learning skills.

1. 1. Research Objectives:

The research objectives of this work are to determine whether and to what extent:

1. students are aware of the significance of student-centred approach, specifically active learning
2. active learning helps students acquire better learning and innovation skills.

Obstacles that have been encountered encompass time constraints, completing syllabus to maintain and prepare students for unified examinations with co-teachers in various campuses, students' other engagements, and lack of resource are to name a few. The most common observation received from many groups in different occasion of STSs was less cooperation from group partners.

Literature Review

2.1. Classroom Action Research

The research focus for classroom action research (henceforth CAR) has been going on in education throughout last century although such practice is deep rooted in the history. The concept can be traced back to the works of John Dewey in the 1920s and Kurt Lewin in the 1940s . It took almost a decade for this concept to make it to educational community by Stephen Cory and others. It is referred in literature as teacher-driven research, *teacher action research*, *practitioner research*, *teacher-as-scholar*, *practical inquiry*, *interactive research*, *classroom inquiry* or *practice-cantered research* (Downhower, Melvin & Sizemore, 1990 as cited in Halley & Seewald, 2005: para 2). Teacher-driven research (aka TAR), fits under the umbrella of Scholarship of Teaching and Learning, connects to a wide continuum ranging from individual, more systematic and data-based considered time-consuming to many educators, reflective practices to formal educational research. However, CAR may help teachers modify their daily teaching methods and strategies to create an optimal learning environment for learners. Strong points of CAR/TAR are more inclusive of it being focused, localised, more practical opting for modifications, changes, necessary discoveries to teaching practices which with many years of teaching may become routine and mechanised (Wallace, 2000; The what, why and how, n.d.). Rather than relying on statistical or theoretical significance, CAR focuses on the significant result obtained from one's own classroom through brief reports or presentations made in front of local colleagues or administrators. By documenting the teaching effectiveness, a teacher automatically takes into account of their own strengths and weaknesses in teaching or method(s) involved, analyses the same of students and course materials (Burns, 2010). An article named as The What, why and how of classroom action research by an unknown author and date gives seven-step process of CAR initiating with identifying a question or problem, reviewing literature, planning a research strategy following data collection and analysis, decision making toward the problem expired of the teaching practices, and finally through sharing.

2. 2. Active Learning

“*There is, in fact, no teaching without learning*” (Freire, 1998 in Fletcher, 2015) emphasises the need to incorporate students in team work being actively engaged in learning which in turn increases level of course satisfaction among students (So & Brush, 2008 mentioned in Samson, 2015). There are plethoras of research saying in favour of engaging students in learning and more specifically teaching peers (Fletcher, 2015; Samson, 2015; Gan, 2013; Park, 2003) showing better learning than being taught in traditional methods. The concept of peer teaching can be traced back to Aristotle's use of *archons*, or student leaders, and to the letters of Seneca the Younger (Briggs, 2013). When students are exposed to teach students they are involved in active thinking about materials, critical analysis and applicable solutions and processing the information to be conveyed in their teaching (Morgan, J., 2011 cited in Samson, 2015). Active learning shifts learner's role from being sheer passive receiver to a 'maker' and this increases learner's intentness and focal point, interpersonal communicative skills, motivation toward critical thinking skills, learner inventiveness, and many more which eventually helps everyone achieve the course objectives. There are plethoras of research evidences validating active learning or students' immersion in their own learning (Goss and Sunnmann, 2017; Fletcher, 2015; Andrawis, 2011; Park, 2003; Chickering and Gamson, 1987) into and out of a small/large group discussion(s), deabte(s), demonstration(s), especially peer/micro teaching, the approach that the present paper has undertaken. 30 years back, Chicekring and Gamson (1986) thought alike stating the implication of student's active engagement in learning.

Learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, related it to past experiences and apply it to their daily lives. They must make what they learn part of themselves....(p-3).

2. 3. 21st Century Skills

Projects that defined skills for first century of third millennium or 21st century skills almost in similar manner are many. 21st Century Skills Map (2011), Pacific Policy Center in Honolulu (2010), and Framework for 21st Century Skills (2007), the first and the third were conducted in Washington DC, are representative sources on this topic. 21st century skills of learning are broadly categorised into key subject that, at first, includes knowledge of and competency in English along with few other subjects incorporating interdisciplinary themes into key subjects. These are:

- Global Awareness
- Financial, Economic,
- Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

Learning and Innovation Skills, which is the main focus of the present study are the most demanding skills to be transmitted to learners in this era of global competitions and excellences, entrepreneurship, effective intelligible communication with multilingual speakers, to name a few. The skills focus of this area includes:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication
- Collaboration

Thirdly, information, media and technology Skills in today's technology and media-driven world require students acquiring functional knowledge in this sector to attain:

- Information Literacy
- Media Literacy

ICT (Information, Communications and Technology) Literacy Succeeding, Life and Career Skills give steering to learners developing their thinking skills, content knowledge, and social and emotional competencies required for life and work. P21's essential Life and Career Skills include:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

Finally, 21st century support system requires an innovative support system engaging learners' through practical skills and knowledge, proper use of technologies, bringing real world to classroom or classroom knowledge in practice and necessary. P21 has identified five critical support systems to make creating that students have acquired 21st century competency:

- 21st Century Standards
- Assessments of 21st Century Skills
- 21st Century Curriculum and Instruction
- 21st Century Professional Development
- 21st Century Learning Environments

In order to draw an end, mastery of learning and innovation skills and proper knowledge and use of ICT and basic subject knowledge are the ones our graduates need to be a well prepared global resource.

2.4. Self – Efficacy

The hyphenated term self-efficacy suggests one's beliefs in his/her potential to learn through a particular course of action to achieve a goal is considered to have a key role in perking up achievement and learning (Tseng, 2013; Klobas, Renzi and Nigrelli, 2007; Schunk and Pajares, 2001, Bandura, 1977). The concept is grounded in a substantial theoretical substructure known as social cognitive theory, which postulates that *human achievement depends on interactions between one's behaviour, personal factors (e.g. thoughts, beliefs), and environment conditions* (Schunk & Pajares, 2001:2). The three-dimensional variations mentioned by Bandura (1977) of learner's beliefs or self-efficacy include the level of task, being unique or general, difficulty or easiness based on his or her strength. Here generality of task means whether one activity can be generalised to similar in the field already being in learner's exposure because once self-efficacy is established through one task, it is likely to have the strongest effect on other situations, as well. Four sources of self-efficacy include mastery experiences, one that the research population of this study undergone, imaginative experiences, social persuasions or feedback, and psychological or emotional state as stated in Mahone, (2001). According to Bandura (1995: 3) *the most effective way of developing a strong sense of efficacy is through mastery experiences or past experiences*. It also aims to develop self-efficacy of being able to *demonstrate than only grasping the information like an empty vessel*. To add, there are substantial research evidences mentioning that self-efficacy perks up learning and achievement (Tseng, 2013; Schunk and Pajares, 2001). To conclude, self-efficacy, the power to produce effect (Scott, 1996), does not merely show its effect in academic achievement, but in building a learner with increased perseverance and positive dealings with unknown learning environment, too (Taipjutorus, Hansen, Brown, 2012).

2.5. Critical Thinking and Creative Problem Solving

Learner's thinking skills include critical, thoughtful deductive or inductive reasoning, meta cognitive, and creative thinking when they encounter problems/tasks that are unknown or recently developed or yet to be available at their exposure. Meta cognitions ensure learners participation in education including comprehension and control of learning processes along with improved attitudes and beliefs where self-efficacy fits in. Processes of learning stands for planning, observing, and evaluating own learning and achievement or degree of dearth in achievement (Stenberg, 1998 and Zimmerman, 1995 as cited in Klobas, Renzi and Nigrelli, 2007). Among adult learners, including university students, this meta cognitions do not only result in better learning performance but also in their attainment toward life-long learning (same). Through critical thinking, there will be a group of learners who will continue to see them as learners beyond graduation: lifelong. However, teacher support should neither more nor less than needed in developing such skills among students. In order to develop thinking skills, activities such as student discussions, peer tutoring, and cooperative learning in small group can be effective if they involve challenging tasks, teacher's persistent motivation to stay on task, and ongoing feedback about group progress.

2.6. Communicative Competence

Language and socio-economic development hold an important area in language studies and education (Coleman, 2010; Erling, 2014). Coleman reported (same:3) that *“English is critical for countries’ successful participation in the global economy, that it provides individuals with access to crucial knowledge, skills and employment opportunities and enables organisations to create and sustain international links”*. A recent report by the popular UK -based magazine Economist (2013: 3 cited in Erling, 2014) noted that:

For South Asia, it is ‘soft skills’ such as English language and communications that will enhance the competitiveness of workers in key sectors such as business-process outsourcing and hospitality (p-6).

That paves the way for key notion of communicative approach: communicative competence, as defined by Hymes (1972) further developed by Canale and Swain (1980) cited in Richards and Rodgers, 2001, will be able to acquire both knowledge and ability to use language. Inadequacy in English language competence does not only affect performance but also exert influence on teacher or student teachers' rapport with their students. Being a quoin to first century of today's third millennium skills, communication resides at the heart of world language directives. To be a successful global resource, Our surdents, and more especially graduates, must be able to communicate clearly and effectively, to be a/an:

- eloquent speaker and writer in expressing their thoughts and ideas
- active listener to others, not simply by hearing but connecting with the speaker(s) for intention, knowledge and perception of shared information
- effective mediator for a variety of purposes and intents;

- effective user of multiple technologies and new literacies in order to construct knowledge and validate its impact; and “communicate effectively in diverse environments (including multi-lingual).”(P21, 2011)

2.7. Graduate Job Market in Asia and Bangladesh:

Graduate employability is today's catchword and has attracted many literatures within education contexts though much less in Asian contexts (Cranmer, 2006 and Duoc & Metzger, 2007 cited in Ahmed & Crossman, 2014). Socio-economic development, industrialization and technological development have led forward a global demand to the educational sector create graduates with occupation readiness. Employability refers to a graduate's ability to demonstrate occupation readiness toward what the eyes of employers are looking for: skills, knowledge, attitudes, and international competitiveness, graduates who are willing to take initiative, are creative, flexible, and adaptable. Although graduate employability has received most research attention in western rather than Asian context, global economy, tertiary education keening toward outcome based learning, industrial and social development are making it gradually a look-into issue in Asia (Ahmed & Crossman, 2014). An employable graduate should have both hard and soft skills incorporating as many as 108 soft skills suggested by George Allen's research work, mentioned in Matin, Ali & Weibee in 2003, is known as Skill-based approach which is utilised to address problems of employment. Other two popular approaches to address employability issues are Graduate Identity Approach that claims a learner will create his/her identity in a given context. The third approach is the USEM (understanding, subjective specific and generic skills, efficacy beliefs and metacognition) Model. Graduate's sense of self is the focal pint of this approach. Employability factors in Bangladesh is well-reflected on a report published in a popular online news portal titled as 'Graduates mismatch with job market demand' mentioned education system as incongruous in the job market setting. It has been found that “*applicants have low skills in English literacy, computers, communications, problem solving and entrepreneurship*” (Dhaka Tribune Report, April 21, 2015).

2.8. Gardner's Theory of Multiple Intelligences

Howard Gardner's revolutionising view of intelligence, when his book *Frames of Mind* was published in 1983, opposed traditional tests such as IQ tests due to lack of proper measurement of learners' various intelligences and proposed a new theory called multiple intelligences (MI). He (Gardner, 1999) claims that each individual has at least eight intelligences where some are strong and some are weak, being amalgamated in different modes, making a unique intelligence profile for a particular person. He adds saying intelligence can also be modified or changed for better or activated through education depending on several aspects such as “*the values of a particular culture, the opportunities available in that culture, and the personal decisions made by individuals and/or their families, schoolteachers, and others*” (p. 34). Gardner defines intelligence as "the capacity to solve problems or to fashion products that are valued in one or more cultural setting" (Gardner & Hatch, 1989). Gardner describes each intelligence in detail in his popular book *Frames of Mind* (1983) where he explains each intelligence and gives examples of professionals who are strong in each intelligence. The representative cases that he mentioned include Albert Einstein, a scientist, who is strong in logical-mathematical intelligence differing from Michael Jordan being strong in bodily-kinaesthetic along with other strengths developing a discrete intelligence profiles for both of them. The seven intelligences Gardner defines are: Logical-Mathematical Intelligence, most often associated with scientific and mathematical thinking, is composed of the ability to perceive patterns, deductive reasoning and logical thinking. Linguistic Intelligence is self explanatory of having a mastery of language. This includes the rhetorical of poetical ability to manipulate language to achieve a desired result. It also allows one to use language as a means to remember information. Spatial Intelligence encompasses one's potential to manipulate and create mental images in order to solve problems. Gardner notes that visually impaired children are also equipped with this intelligence. Musical Intelligence, as the name suggests, a person's strength in recognising and composing music with better understanding of musical pitches, tone, rhythm, and tone better than the usuals. Auditory functions are required for a person to develop this intelligence in relation to pitch and tone, but it is not needed for the knowledge of rhythm. Bodily-Kinaesthetic Intelligence is the reflection of correlation between mental abilities and body movements that challenged the popular belief of disconnectedness between mental and physical activity. The personal intelligences, as mentioned by Gardner (1999), includes the two intelligences, although separated from each other, are often linked together. The interpersonal intelligence is the capability of understanding and cultivating feelings and intentions of others. While intrapersonal is one's aptness to understand one's own feelings and motivations. Gardner states that these two intelligences are the most controversial ones (p.43).

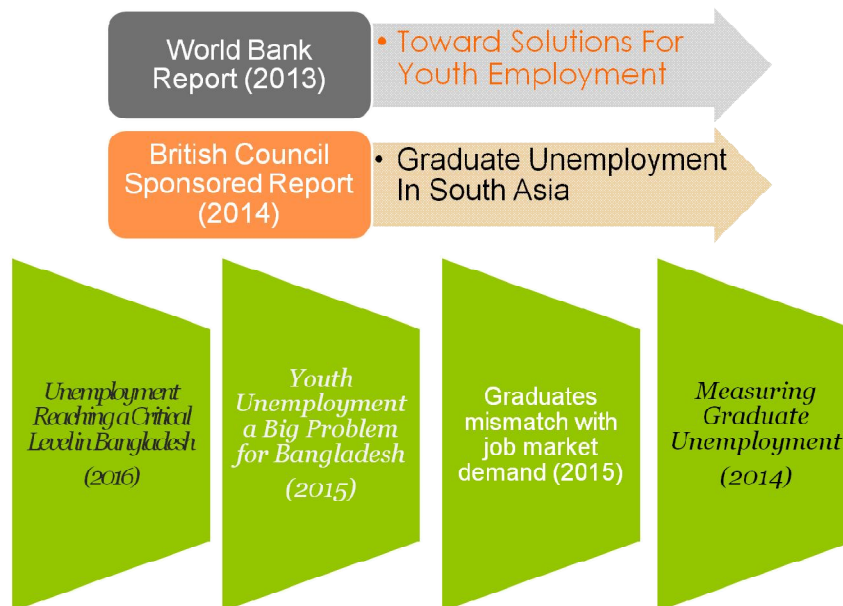
2.9. Realia

Realia, a Latin word, is a term used to mean objects from real life going beyond traditional textbooks or supplementary reading, it includes anything at learner's exposure validating learning. It stimulates, as a teaching aid, learning in ESL and EFL setting to improve students' comprehension of the topic from or out-of own culture and real life setting (Berwald, 1987). Using Realia helps for improved vocabulary, structure, dialogue and role playing emphasizing language skills (same).

Research Design and Methodology

3.1. This Study and its Implication

As an attempt to fill up the research gap, this study centers the attention on all of the 21st century skills under second theme of the P21 Framework named as learning and innovative skills (p21, 2011) along with the mastery to key subject, i.e. English for this purposive sample group. Moreover, literature on this area scarcely shows any studies that have investigated students teaching students at undergraduate level as part of coursework. Active learning based on active participants' tailor-made lesson plans exploiting the extensive use of authentic materials using English as a medium of communication covers many aspects of content, learning and innovation skills mentioned in P21 framework. In total, 48 student teachers taught, during the trimesters of 2016, more than 100 of the department under a continuous effort named as Students Teaching Students (henceforth STS). This study was conducted in four cycles: planning, action, observing, and finally reflecting. Usually, it took two months of preparation and planning to come up with the final lesson plan (Appendix-A) along with repetitive peer observation while presenting their ideas and frequent demonstrations prior to the final one. Post STS presentation, students had to reflect their experience of teaching analysing different teaching learning situations as part of answering an ideational examination paper (Appendix-B). The question paper required them to evaluate and reevaluate their learning to their active teaching practice while writing answer for 6 descriptive questions out of 10 options. Their performance in final examination was praiseworthy.



The sample group involving 48 student teachers, here, were learners in two core-courses named as Introduction to ELT coded Eng-413 and English Language Proficiency 1, coded End-434 in department of English. Sample population of this present study were instructed to work in small groups, usually in a group of 3 to 4 members, to complete a task of teaching their juniors of same department based on their chosen topic(s) from the field of language teaching and language acquisition. STS were conducted in three-cycles during the trimester of 2016: Spring, Summer and Fall, encompassing 16 in the first trimester, 21 (19 from 1st cycle) in next while 16 in Fall 2016 (Table-2). Female student teachers were nearly 4 times more in number than male participants since the department of English is largely female students oriented.

Table-1: Student Teachers’ (henceforth ST) Demographic Data Analysis

Population	Male	Female	Age	No. of Groups	Nationality
16 (STS 1)	3 18.75%	13 81.25%	21-24	6 (1 foreign students’ group containing 4 members)	Local
21 (STS 2)	4 19.04%	17 80.95%		7 groups	3 Turkish
28 (STS-3)	6 21.4%	22 78.57%		8 groups (8 groups of 3 member and 2 groups of 2 members)	3 Turkish
Total: 55	10 18.18%	45 81.81%		21	51 local 92.72% 4 Turkish 7.27%

Triangulation of data collection in action research, i.e. “3 E’s” namely experience through observation, enquiry through survey and examination through record, has been exploited to obtain the findings of the study. The first kind of data were collected through student observers’ Observation Report (Appendix-C) based on their experience of attending STSs: 107 Student Observers (hereafter SO) who were actively engaged in ST(ST)’s classroom. Four Expert Observers (henceforth EO) who graced the active learning sessions with their presence in different occasions of STSs were sent a semi-structured questionnaire and the return rate is 60% and 75%. SO’s observation report consists of an explorative write-up sharing their overall experience and further suggestions toward the initiative. More than 100 students with 16.6% international participants, from the department, between 18-20 years participated as our active student observers of these classes. Active participation of majority of this group in all pair/group works and task during and post-lesson were a significant marker of student teachers’ effective input.

Table-2: Student Observers’ (hereafter SO) Demographic Data Analysis		
Population	Age	Nationality
39 (STS 1)	18-20	Local and International (4)
35 (STS 2)		Local and International (6)
33 (STS-3)		Local and International (8)
Total: 107		International audience participation: 16.6%

All four of our experts have extensive research and a great deal of teaching experience and belong to the esteemed group in educational settings being Professors in the respective field. All three of EOs responded while one did not return the questionnaire duly filled in. EO’s Observation Report contains four questions following two close-ended questions, ranging from 5 for excellent to 1 for poor, further subdivided in three sections to reflect and evaluate the presence of effective preparation and overall presentation skills, language and 21st century learning and innovation skills as observed in STSs. The result varied from the highest scale to the second highest only differing in responses given by one of the experts on the matter of clarity of expression and conclusion. He thought there ought to be more clear conclusions as well as clarity of expression by scaling 3 to these two factors. They also wrote answer to two open-ended questions sharing their overall experience of attending STSs with further valuable suggestions and comments.

Table 3: EO’s Observation toward the Initiative and Their Active Engagement in Student Teachers’ Classroom

Enjoyable, entertaining and participatory. Students not only learn from each other, they gain apprenticeship of pleasures of teaching if they choose to be one. They have shown creative talents and thoughtfulness in planning their lessons and executing them.

Table 3: EO’s Observation toward the Initiative and Their Active Engagement in Student Teachers’ Classroom

It was a very good experience to attend the student-centered approach initiated to develop students’ innovative skills, critical thinking and utilize their creative faculty in an effective way. I hope this will also enable learners to initiate independent learning in which learners learn to learn and express and use their learning in a productive way.

Great initiative! A very innovative way of language teaching!



Third of its kind, an explorative questionnaire survey named as Student Teacher Questionnaire Survey (Appendix-E) were instrumented and sent to 48 STs aged 22-24 years requiring STs’ to write 10 significances of active learning through comments such as *active learning helps us learn better and class doesn’t get boring*, while for answering questions 2, 3 & 4, they had to take their pens to papers. For collecting third type of data through examining the record, STs’ reflective Journals were collected and scrutinized for answering Research objective no. 2 in order to determine their attitudes toward active learning, more specifically STS. Each ST’s group were assigned for teaching their juniors for 25-30-minutes on their topic(s) based on their lesson plan (Appendix-A) that exhibits a wide range of topics (Table -4) incorporating participant from STS-1 teaching their topic(s) focusing Multiple Intelligence (MI) given by Howard Gardner (1983) in his book *Frames of Mind*. STS-2 emphasized student teacher(s) to develop lesson(s) focusing on proficiency skills (listening and speaking) while the third STS had its focus largely on innovation and critical thinking in teaching through varied materials: *Realia*, titling it as ‘Teaching beyond Lecture’.

Topics	Warm-up	Materials	Skill focus
Personality Factors in Second Language Learning	video clips showing several personality factors	video clips from movies, custom-made worksheet	intrapersonal intelligence; speaking and writing
Conditionals	popular superstitions using conditionals	video clips, song, and custom-made game to complete conditional clauses	logical and mathematical intelligence; writing skill
Affixation	children nursery rhyme: “if you are happy and you know it”	story books; board-game: complete the flower with correct petals using prefixes and suffixes	linguistic intelligence
Asking for Direction	video clip from an English tv series on the topic	video clips, engaging game activity in class, and worksheet	visual and spatial intelligence
Preposition	English song and tailor-made worksheet	English song; custom-made worksheet to assess the use of preposition	musical intelligence; basic proficiency
Transitional words	asking on ‘how’ process with random students in class revealed the topic	creative game: how to make a paper boat? relating the lesson topic	bodily-kinesthetic intelligence; writing skill
Cultural Differences between Bangladesh and Turkey	small talks	board game, worksheet, and video clips	

Lexical Relationship	picture puzzles	worksheets, video puzzles, and a game in group on collocation	
Learning Styles	key to explore about you'	tactile: picture puzzle, kinesthetic: toy making, visual: toy puzzle to observe the changes, auditory: english and bangla karaoke, to name a few	various
Word Formation Process	jokes	worksheet and video clips	writing
Giving Direction	riddles	self-made google map for giving direction to diu, uc from rajlaxmi campus	speaking
Motivation	video clip of a little girl climbing upon a pony on the 17th attempt	video clips, custom-made worksheets, and so on	various
Personality Traits	whole class discussion on general related to the topic	worksheets, role play, game in class	various

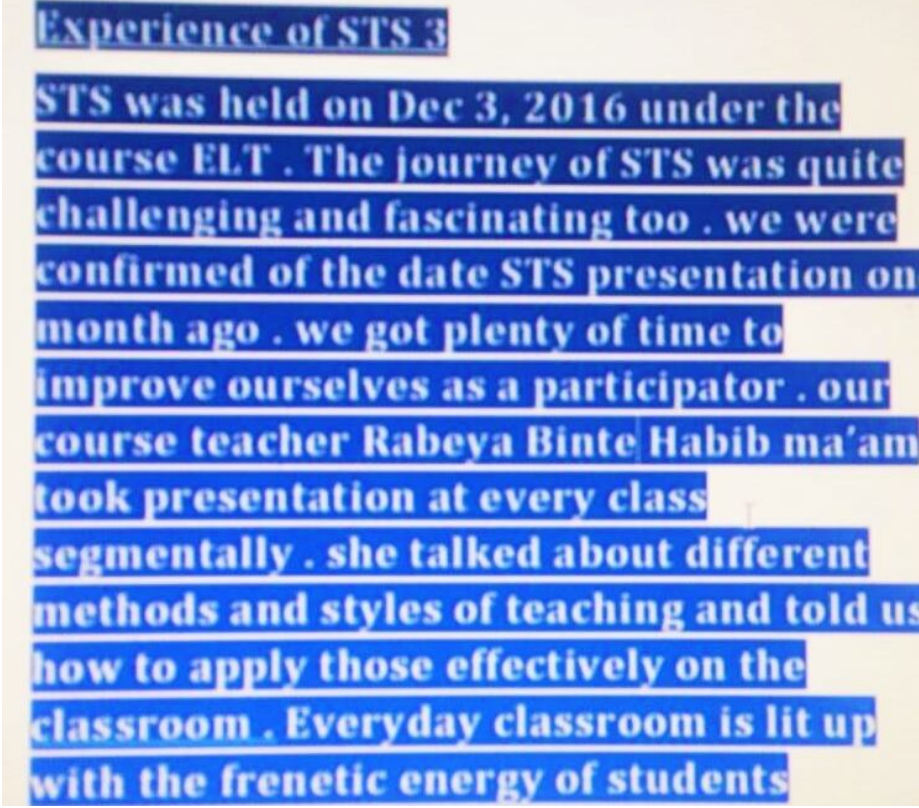
The varied lesson topic exhibited through innovative teaching practices utilizing authentic materials support that students' were imparted with more than content knowledge. ST's made use of varied teaching aids incorporating songs, video clips, puzzles, riddles, self-made games, customised board -games, own Google map to teach, assess and re-evaluate the learning of their lessons in their classroom. They incorporated SOs in their classroom dragging them to board for lessons like Affixation or Cultural Differences, all around the classroom in giving directions as part of a speaking lesson to multiple head knocks where they were engaged in groups solving a custom-made game on collocation as part of a lesson on Lexical Relationships or knock out of room to check on their visual literacy under a lesson on Learning Styles.

Table 5: SOs' Active Participation Triggering Much Success of ST's Teaching. Pictures on left are of classroom picture with engaged students (up) in class and at board (middle) and a warm-up activity 'Key to Reveal about You' Pictures in right are showing students being occupied in giving direction (up) and busy in group to solve a custom-made game on collocation (middle) and 'Throw the Ball on Different Kinds of Motivation Box based on Q/A game





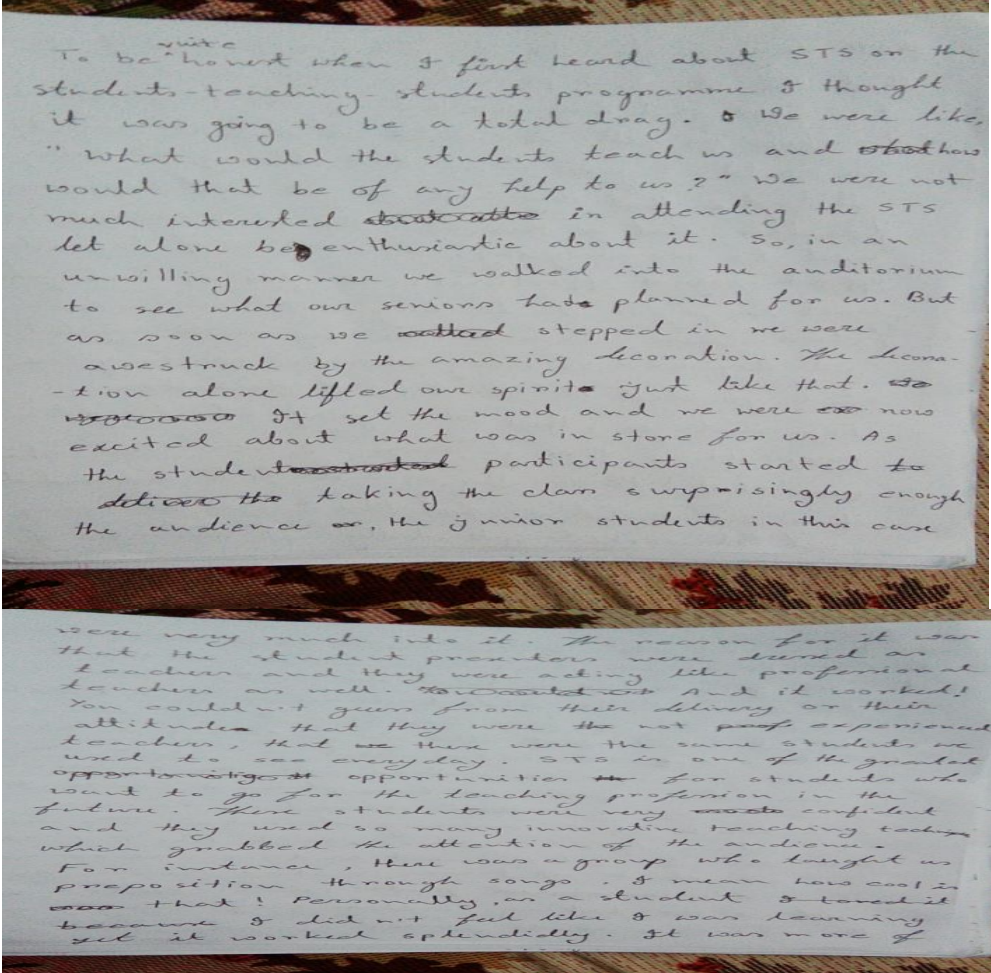
SO and EO's Observation Report and STs' Questionnaire Survey are still going through collection and soon will be analysed for further findings. Meanwhile, the data received in the form of student journal through screen shots, email, or handwritten report are stating that students were at first terrified of such innovative practices that they were never put into. AT first, they felt *nervous/low/anxious* (Table-6) which gradually turned in to a *huge* experience that they consider being essential in their further endeavor in life and at work. 'Best Endeavour to Teaching Award' sponsored by the course instructor motivated them to win and a sense of healthy competition between groups push away anxiety, nervousness and low self esteem considered to be the barriers to learning. The winning team was decided by SO's on the spot observation report along with general observation from EO.

Table -6: ST-A & ST-B's Reflective Journal	Key words
<p><i>In STS, I was a performer in this program. Basically it was a journey of huge experience. Today I am going to share my experience.</i></p> <p><i>From the very beginning when I heard that I have to perform in STS I was so nervous. I thought that I couldn't do that. But I would like to thank our respective Rabeya mam for her great effort and devotion for this journey. We practiced for many times before our presentation and the most shocking news for us was our dean sir will be there and we have to present in front all of the faculty members.</i></p> <p><i>Before the day, we decorated our auditorium. It was so fun to decorate the room for our own presentation with friends. And the presentation day was like a day of joy. All friends were in formal dresses and the whole day we presented one by one. It was the first day of my life that I presented something before huge audience. I was nervous though our dean sir and Head Sir and other faculty they showed their interest that provided us courage to perform better.</i></p> <p><i>At the end of the presentation our dean sir had given us certificate and prize for the winning team. Again I want to thank Rabeya mam to make that happen with me. I was really very confused. But the experience I gained is huge. I learned so many things about performing as a presenter. The most important this is my intention is to be a teacher so I think this presentation will help me in my future plan.</i></p>	<ul style="list-style-type: none"> • performer of learning demonstration • nervous at the beginning • practiced many times before • fear over expert observation • day of joy • decoration • encouragement • huge experience • lifelong • career plan
 <p>Experience of STS 3</p> <p>STS was held on Dec 3, 2016 under the course ELT . The journey of STS was quite challenging and fascinating too . we were confirmed of the date STS presentation on month ago . we got plenty of time to improve ourselves as a participator . our course teacher Rabeya Binte Habib ma'am took presentation at every class segmentally . she talked about different methods and styles of teaching and told us how to apply those effectively on the classroom . Everyday classroom is lit up with the frenetic energy of students</p>	<ul style="list-style-type: none"> • challenging and fascinating task • plenty of preparation time, • teaching the basics and theories beforehand • frenetic energy of student teachers during planning and organising

<p>auditorium with colorful images , papers , balloons and after completing decoration ma'am took final formal presentation on the set of STS . In a very sophisticated way she correct our tiny mistakes . on the day of STS we were anxious . Everything was ready but nervousness made us low . As ma'am says always to us " Do not be disheartened " . We kept it on mind and started to giving our</p>	<p>preparation, decoration, final demo before the actual action</p>
<p>performance one by one . The students and guests were satisfied but we were in tension and confusion what is going to happen next because there were two strong groups still left . But at last we won . It was incredible ! we could not believe that we are the winner of STS three . Ma'am is always right , we should not be disheartened . This is the best motivation that we got from our dear ma'am .</p>	<p>competitiveness, motivation post accomplishment of the task</p>

Generally, SO wrote their observation report on any form they found advantageous and at their exposure including immediate observation report sent through email, handwritten journal, mobile screenshots, and also audio recordings. These are considered as spot observation report which they submitted within 2/3 days of STS they attended. Their report showed increasing interest of learning beyond lecture being engaged in fun filling learning environment.

<p>SO A: <i>In my opinion STS is such a great platform for proving oneself. For future students teacher. They already arranged so many activities. They all are creative.</i> <i>1. Physical activities.</i> <i>2. Some interesting games like related to the subjects</i> <i>3. For making it more interesting and informative they arranged some short quizzes</i> <i>4. The student teaches were confidence</i> <i>5. What they gave us lessons were informative</i></p>	<p>Key Words <i>...so many activities</i> <i>Creative, confident teachers</i> <i>Interesting games related to lessons</i> <i>Assessment: Short Quizzes</i></p>
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<p>SO B: Which have appealed to me the most is that the student-teachers have used many innovative techniques in their lectures. They tried their utmost to hold the audiences' attention, at which they have succeeded beautifully. By using music, videos and several forms of fun games they have made the teaching process less stiff and more fascinating for the audience. The fact that, they too are students and thus have a clear understanding of how to motivate the Student-audience reflected in their approach.</p>	<p>Innovative techniques Successful at holding audience attention Varied Activities based on lesson</p>
<p>SO</p>  <p>C:</p>	<p>at first, thought itto be a total 'drag' awestruck after entering the classroom seniors were not only all dressed like professionals but also teaching like professionals used so many innovative ideas and materials to teach Pronunciation was taught through songs, not textbooks or worksheets Greatest opportunities for students who want to be a teacher splendid work</p>

4. Summary of findings:

It is critical to share with students the reason active teaching is incorporated into their courses. Students are more familiar with traditional lecture, so active learning comes to them as something actually frightening. Therefore, Student Teachers were asked to write on their STs' understanding of the significance of active learning and whether they can even mention 10 benefits of such practice in determining research objective no. 1. Students here are supposed to mention 10 comments on the implication of active learning writing comments such as *active learning helps us learn and understand the key concepts.*

We, the maximum students feel very shy and nervous while speaking before unknown/less-known people. The rate of nervousness increases with the number of audience. The best part of STS was to get us out from our comfortable zone & make us to stand up before a huge audience & present ourselves.

Because they are another form of learning so we can study or understand in a different way.

To help different people learn better incorporating different ways.

It has got to be some new technique that teachers are trying to experiment with. It is to help get our involvement in the active learning process and keep our brains on task.

For effective teamwork in a given time.

To hear ideas from our peers/classmates.

So the material we learn is reinforced and repeated in order to catch the concepts better.

To help us learn better and to open our minds in other activities other than just having to study our notes.

To help us to be ready for job market.

To increase our confidence, self-beliefs and motivation.

To help us learn and let us see how much we know. Interacting with fellow department mates, learning from others.

They are incorporated to help us learn the material better. It is supposed to make us learn it and it sticks with us. I like it a lot. It changes things up so we are not just taking notes.

It helps one actually participate so besides just the listening in lecture one has to think about the topics. It developed our critical thinking or thinking outside the box.

When considering the variety of learning activities, students were found interested in working with own hand-made context specific teaching aids that incorporated 'Key to Reveal about You' as a warm up activity to 'Throw the Ball in Right Basket labelled with Appropriate Motivation' following a Q/A activity in a lesson to teach about Motivation (Table-5). These well versed STs' ability to think outside the box and their improved critical thinking and imagination supporting Research Objective No. 2. Majority of SOs showed their interest in variety of learning activities that were made at their exposure in our classroom. The data so far collected from SO's Observation Report showed an exemplary sample stating STS that at first seemed quite a *drag* turned into to an *splendid experience/ fun* of learning from their seniors who looked like professionals due to the *clarity of their delivery*, body language, *dress up* and excellent presentation though the topic that was nothing but a boring a grammar topic 'preposition' (Table-7). The findings also show that learners' motivation and confidence level were increased, after the successful completion of the task, though highly stressed in the beginning. Many of them were even reluctant to take part and /or were losing consistency, had little persistence to stick to the task, instructor had to act like a classroom catalyst being empathetic toward their state(s). However, students showed positive attitude toward innovative teaching practices and problem-solving critical thinking skills that they were exposed to which answers both of the central research questions positively. The researcher observed students' urge to do something new than repeating the similar task while preparing for second STS under English Language Proficiency-1 course with almost same students (16 from STS 1) of Introduction to ELT from Spring 2016. Students, at first were quite reluctant to go for the similar challenge but when they were told that the focus of second STS is developing or helping SO's with listening and speaking proficiency, they were ready to do it. Today's students want to take novel risk, not boring mechanical same process of learning.

4.2. Impact of findings on my teaching:

A continued practice of letting students explore the significance of active learning in such courses will be continued. The researcher will also try to modify this assessment tool for better or try to explore something even better than STS that suits the course objectives and student interest. Before getting any adequately alternative, a variety of active learning strategies will be used. It is great to discover from the findings that active learning is helping students push away the barriers to learning such as anxiety, low self esteem and fear of facing audience. One SO group's Immediate Observation Report added extra spirit to the researcher's intention for carrying out such practice even further.

The report expresses these student observes' interest to be a ST while they wrote in email that they "*are also looking forward to doing the same way like our fellow seniors*" (Table-7).

4.3. Conclusion

A small number of students being part of STS have recently graduated and attended convocation in February 2017, among them some are already teaching in different sectors. Few are planning or have started doing their higher education intending to be a teacher. This research does not only focus on student teachers' teaching readiness but also inclination toward any profession they would fit in exhibiting wide range 21st century skills through their persistence to display collaborative problem -solving skills and inventiveness to make a cornerstone role toward their life and at work. The researcher would highly appreciate any suggestion(s) provided from the local or international experts on this subject to grow further.

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Appendix: A Sample Lesson Plan



Uttara Campus
Faculty of English Department
Lesson Overview

Course	Psycholinguistics
Teacher / Facilitator	A, B
Aim of Lesson	This lesson is aimed to help students evaluating themselves by learning personality factors and finding their own.
Class Description	Third year, first semester student
Date	9 th April, 2016
Lesson Topic	Personality Factors in Second Language Learning
Activity	Self-evaluation test
Skill Development at the Discourse Level	Intrapersonal skill through writing and speaking skill.
Learning Resources	Video clips: Movie Clip—"Tare Jamin Par" Mr. Bean—The Exam Power Point Presentation Printed Material: task sheet
Learning Intelligence	Intrapersonal Intelligence
Teaching Method	CLL and CLT

Lesson Plan

Topic: Personality Factors in Second Language Learning

Time: 25 minutes

Stages	Teacher activity	Student activity	Time
1.	The teacher will warm up learners with some funny talk and ask them to draw their feeling by funny emo.	They will be listening and answering teacher's questions and draw emo of feeling.	2-3 min
2.	The teacher will give a preview of last class and discuss with the students.	They will be interacting with teacher	1-2min
3.	The teacher will start new lesson of personality factors and before the detail discussion, teacher will ask them to write about some of their own personal qualities. Then teacher will show them a video and	They will write some of their own personal qualities. Then, they will be observing and listening to the lecture and	8 min

	describe the factor related with it. After that, teacher will describe another factor and show a video related with it.	interacting with teacher.	
4.	The teacher will discuss next two factors—introversion and extroversion and describe the differences between these factors and their effects and occasionally ask questions to the students.	Students will be listening to the teacher and interacting with her.	5 min
5.	Teacher will take a quiz test on “introvert or extrovert” and divide them according to their personality. Then, teacher will ask the extrovert students to evaluate their personal quality through writing and the introvert students through speaking.	They will answer the quiz according to their personal preference and afterward, evaluate themselves through speaking and writing.	6 min
6.	The teacher will end the class by give student homework to make their own journal and evaluate their daily activity.	They will interact with teacher to know more about their homework.	2 min

Appendix: B Examination Question Paper



Department of English

Faculty of Humanities and Social Science (FHSS)

Final Examination, Semester: Spring 2016

Course Code: Eng-413 Course Title: Introduction to ELT

Time: 2 hours Marks-40

Course Teacher’s Initials: RBH

Part-A: MCQ for 16 Marks

This part has been intentionally chopped off to maintain length of the submission.

Part-B

Write brief answer for any SIX of the following. (04 x 06 = 24)

1. Imagine you are at a teacher-parent meeting. One of the parents questions the efficiency of student-centered teaching making students talk more than the teacher. Explain the main principles of this approach and argue for your position.
2. List the five core identified characteristics of the Communicative Approach. What is Realia?
3. What is an information gap activity? Can you design one information gap activity for Linguistic and Literary Terminology course? Define the term "on-the-spot correction" and "delayed correction". Justify their application.
4. What are the most common types of tests? What justifies a good test?-Elaborate with examples.
5. Describe three activities in order to demonstrate different ways of using visuals in the classroom. List three different ways in which you can get feedback from your students.
6. List some questions you would ask yourself before and while planning a lesson. What are the main components of a lesson plan?
7. List a number of possibilities for a teacher to ensure that the students understand his/her instructions (e.g. when setting up an activity).What the following statement means through one specific example:"*Before a freer activity be sure students have a good command of essential language items.*"
8. Describe five classroom situations which you feel would justify the use of the mother tongue. What advice would you give to a beginner-teacher on the use of the mother tongue?
9. How would you depict the current situation of ELT in Bangladesh?
10. List some problems which may emerge during pair work and group work. Give ideas for prompting/dealing with each one. Give an overview of different types of published ELT materials.