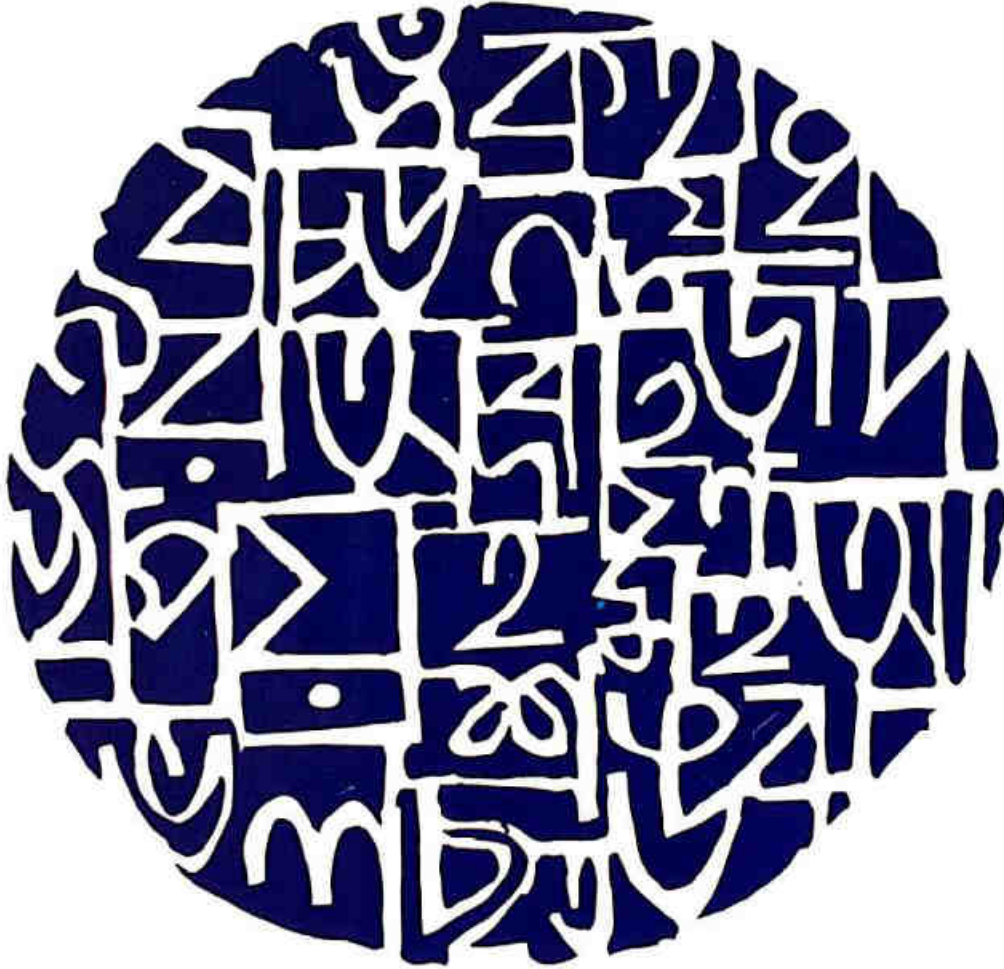


MOTHER

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INTERNATIONAL MOTHER LANGUAGE INSTITUTE (IMLI)
UNESCO Category-2 Institute

Mother Language

A Bi-Annual Research Journal on Language and Related Issues

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Md. Azharul Amin



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Teaching English Language Through Blended Approach: An Exploratory Study of Public Universities in Bangladesh

Syeda Zakia Nayem*

Abstract

This abstract explores the effectiveness of a blended approach in teaching English language skills. Blended learning, combining face-to-face instruction with online learning activities, has gained prominence in language education. The integration of technology, including online platforms, multimedia resources, and interactive tools, offers learners a dynamic and personalized learning experience. This study investigates the impact of blended learning on language proficiency, engagement, and motivation in English language learners. It is a qualitative case study.

The findings reveal that the blended approach facilitates language acquisition by providing learners with opportunities for independent study, interactive exercises, and multimedia materials that cater to different learning styles. The online component allows for self-paced learning, immediate feedback, and access to authentic language resources, fostering a more immersive language learning environment. Moreover, the incorporation of interactive activities, such as virtual discussions, collaborative projects, and online simulations, promotes communicative competence and enhances learners' engagement and participation.

The role of the teacher in a blended learning environment is crucial. Educators serve as facilitators, guiding learners through the online resources, providing feedback, and fostering a supportive learning community. They design meaningful tasks and assessments that align with the learning objectives and monitor learners' progress. The blended approach empowers teachers to tailor instruction to individual needs, address specific language challenges, and personalize the learning experience.

Despite its advantages, implementing a blended approach in English language teaching requires careful consideration. Challenges may arise in terms of technology integration, access to reliable internet, digital literacy skills, and teacher training. Strategies to overcome these

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challenges involve providing technical support, training opportunities, and creating a robust infrastructure that supports blended learning initiatives.

In conclusion, the blended approach holds great potential for English language instruction, offering a flexible, engaging, and effective learning environment. By harnessing the benefits of both face-to-face and online components, educators can enhance language proficiency and foster a student-centered approach to language learning.

Key Words: Blended learning, Models of blended learning, Flipped classroom, ELT (English language teaching), Digital content, synchronous learning, asynchronous learning.

Objectives of the Study

1. Identify the benefits and challenges of implementing a blended approach in an English language classroom in Public Universities in Bangladesh.
2. Provide recommendations for effective implementation of blended learning in English language teaching.

Background and Rationale of the Study

Education basically comprises teaching, learning and assessment and these dimensions are highly interrelated to each other. During the pandemic shifting from traditional face-to-face education to online was not an easy journey for many institutions across the world - a bunch of changes in terms of digital competencies, pedagogical knowledge, psychosocial counseling, varied levels of interaction, engagement and assessment strategies, support structures, etc. were required to be adopted in the institutional policies and practices. (Norberg,A). (2017).

During the pandemic students and teachers are highly habituated with blended, online and digital education. Most of the universities in Bangladesh are using at least Google Meet or Microsoft Teams or Zoom for online synchronous class alongside Google Classroom but failed to incorporate a full-fledged LMS like Moodle, Canvas or Blackboard. (National Blended Learning Policy, 2021)

In this study, the advantages and challenges of blended learning in English language teaching at public universities in BD will be illustrated. So, it can be expected that other universities will be able to implement the recommendations from this study.

Review of Related Literature

Blended Learning

According to the U.S. Department of Education (Means, Toyama, Murphy, Bakia, & Jones, 2009), a blend of classroom and web-based

teaching and learning offers access to the widest range of learning modes and methods for developing student skills and expertise as learners (Cleveland-Innes, 2017).

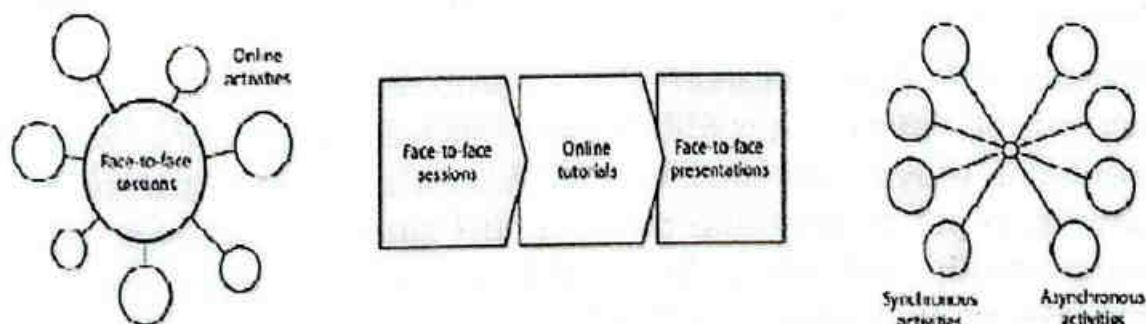
Many findings on blended learning show an increase in learners' ability to learn through digital tools or ICTs and referred to as digital learning, for instance, teaching in a class with multimedia projector. Blended collaboratively, think creatively, study independently and tailor their own learning experiences to meet their individual needs.

Since the beginning of human creation, we are habituated with face-to-face education, which is further enhanced learning implies the purposeful combination of face-to-face and online activities, for instance, keeping LMS as a digital content repository and formative assessment alongside face-to-face class, conducting classes integrating three days face-to-face and two days online, etc.

However, using a smart board in a face-to-face class in an online class or a lecture followed by field visit are not typically blended learning in today's context - it should have both onsite and online components. In Hybrid learning some individuals participate in person and some participate online. Instructors and facilitators teach remote and in-person learners at the same time using technology like a teacher with 50 students in a class and 500 students connected to it online synchronously.

It is different from blended learning in which instructors or learners complete some components online and do others in person but not at the same time. Online learning is education that takes place over the Internet and across distance, not in a traditional classroom, for example, conducting classes using Zoom or Meet video conferencing with an LMS. (Arbaugh, J. B., Bangert, A., & Cleveland-Innes, M. (2010).

Models of Blended Learning



Source: Hannon & Macken (2014)

The first model, blended presentation and interaction, has classroom engagement as its primary component, with support from out-of-class, online exercises. The flipped classroom or *flipped curriculum*

approach is a common example of this model, with students viewing podcasts or other online resources independently, followed by classroom-based tutorials or seminars for group learning based upon these resources. (Cleveland-Innes, 2017)

The second is the blended block model (sometimes called a *programme flow* model), in which a sequence of activities, or "blocks," is structured to incorporate both face-to-face learning and online study, usually with consideration for both pedagogical goals and practical constraints. For example, a course for geographically distributed learners or working professionals may have limited opportunities for classroom-based learning and therefore begin with a block of intensive face-to-face sessions, followed by blocks of online study and collaboration through online tutorials, possibly followed by a further block of face-to-face learning or group presentations. (Baldwin-Evans, K, 2006).

The third model is fully online but may still be considered blended if it incorporates both synchronous learning (for example, online tutorials) and asynchronous activities (for example, discussion forums). Thus, blended learning covers one or more of the following three situations:

To ensure quality in face-to-face, online or blended learning at the higher education sector, each university should have a customized and centrally managed learning management system. Besides, smart-education type platform is important to have for monitoring, management and accountability. Student feedback and accountability of teachers - these two aspects should be the key considerations for continuing effective blended education. Student monthly feedback and activities for each course are carefully analyzed and meaningful patterns are extracted to improve teaching-learning.

Blended or online education is not a problem by itself but rather it depends on the quality, credibility and trustworthiness of the provider institution offering the program. We have a good start, and the task now is to put policies into practices and strengthen those practices institutionally and nationally to prepare for the future world of transnational education.

Methodology

Qualitative case studies (Yin, 2014) involving three different universities in BD for the study. The cases were- BSC in Educational

Technology Program, Bangabandhu Sheikh Mujibur Rahman Digital University, BSC in ICT Education Program, Daffodil International University, Four years Bachelor Program in Bangladesh Open University. These three cases were selected using purposive sampling (Patton, 2015).

Semi-structured Interviews: To understand more about English language teachers' experiences, methods, and viewpoints on blended learning, semi-structured interviews were conducted with them.

Focus Group Discussions (FGDs): To find out what English language course students think about the blended learning model, FGDs were arranged with them.

Observations in the Classroom: English language classes have been visited to see firsthand how teachers apply blended learning techniques.

Document Analysis: Policy and documents were analyzed for examining pertinent papers pertaining to the adoption of blended learning, including course outlines, instructional materials, and institutional regulations.

Sampling Technique

Purposive sampling was being used for collecting data to select participants who have experience with teaching or learning English language through a blended approach. 500 students were chosen from 3 different universities in Bangladesh. Among them 100 from Bangabandhu Digital University, 100 from Bangladesh Open University, 300 from Daffodil International University. 50 percent are female and rural respondent among the total sample size. 10 teachers and practitioners also selected as an expert of Blended Education. It was done based on their expertise, experience, and involvement in blended learning initiatives within public universities.

Data Collection Technique

Primary data is collected from the content analysis and the secondary data is collected by the semi-structured interview and participant observation. Interview and observation tools are developed by maintaining Blended Education for All (BEFA) framework (BEFA) chowdhury and aktaruzzaman (2020).

Technique	Sources
Content analysis	<ul style="list-style-type: none"> ✓ Blended Education Policy 2021 (Bangladesh) ✓ Blended Education For All (BEFA) framework (BEFA) Chowdhury and Aktaruzzaman (2022) ✓ National Blended Education Masterplan (Bangladesh) 2022 ✓ Relevant research articles ✓ National statically report (Bangladesh) 2021
Semi-structured Interview	<ul style="list-style-type: none"> ✓ Students ✓ Teachers ✓ Blended education expert and practitioners
Participant Observation	<ul style="list-style-type: none"> ✓ Students engagement, classroom observation ✓ University support ✓ Academic + Infrastructural

Table 1: data collection technique sources

Data Analysis Technique

Thematic analysis was used in this study to identify patterns, themes, and categories within the qualitative data collected from interviews, FGDs, observations, and document analysis. Raw data were thematically analyzed using a document analysis method. The researchers engaged themselves as a facilitator to get a valid result. Content analysis is also conducted to provide support for the observed data. Longitudinal time horizon was used in this study.

Ethical Consideration

Prior to collecting any data, all participants have given their informed permission and are aware of the study's objectives and their rights.

The privacy of participants' identities and any sensitive information they choose to provide during interviews and conversations is highly maintained.

Limitations

Time and budget constraints are the key limitations in this study. Due to budget issues, we had to select sample size purposively from Gazipur District. Though 3 famous universities were selected as samples, administrative support was not adequate to conduct the study

spontaneously. Effect of Covid-19 pandemic and limitations of relevant literature were also responsible to some extent.

Findings and Discussions

The Advantages of Blended Learning in teaching English language

1. Blended learning constitutes a good way for teachers to update their teaching method and be mainstreamed with the new digital generation (Dziuban, Moskal and Hartman, 2013).
2. Blended learning has various advantages for the educational process, as it can support learning in active ways. This type of learning allows educators to incorporate online material in their lessons and adjust accordingly in order to become a continuation of the face-to-face activities. In addition, blended learning provides students with flexibility regarding the content of the sessions. Students act independently, while following their own pace towards learning. Teachers are also capable of monitoring students' progress in a more systematic way than using a traditional classroom based method (Dziuban, Moskal and Hartman, 2013).
3. Another significant advantage of blended learning is referred as "maximized interaction". It is argued that blended courses increase the level of interaction of students with the learning materials comparing to only attending face-to-face classes. (Akyol, Z., & Garrison, D. R. 2011)
4. Through the integration of many learning modes, blended learning may accommodate students' diverse learning preferences and styles. A combination of online multimedia information, in-person interactions, hands-on activities, and experiential learning opportunities might be advantageous for learners who are visual, aural, kinesthetic, or tactile in blended learning environments.
5. Self-regulated learning abilities like goal-setting, time management, metacognitive awareness, and self-evaluation are promoted via blended learning. Pupils are given the chance to take charge of their education, establish goals, track their development, consider their methods, and modify their strategy in response to criticism and introspection.
6. Blended learning also enables students to better interact with other students via a variety of internet resources (Wingard, 2004; Waddoups and Howell, 2002).
7. Furthermore, blended learning promotes collaboration among students and constitutes an innovative pedagogical strategy, since it

has been argued it “addresses varying learning styles, increases interactivity, promotes community, and meets the special needs of online students” (Story and Dielsi, 2003).

8. Students who participate in blended learning get the 21st century skills and digital literacy that are vital for success in the linked world of today.

Students gain transferable skills in information literacy, digital communication, problem-solving, and adaptation by navigating online platforms, working together in virtual spaces, and critically analyzing digital resources.

Lastly, blended learning could encourage learners to think critically, as they act independently to learn and thus, have the control required to make their own choices regarding their learning. (Osguthorpe and Graham, 2003).

Kose(2010) particularly refers to the following benefits of blended learning:

- Blended learning can improve students’ academic achievement
- Blended learning can serve multiple learning styles, and any cognitive level
- Blended learning can reduce educational costs
- It can retain students’ motivation and attention for longer time than traditional practices
- Blended learning makes education flexible, as knowledge and information are accessible at any time and from any place.

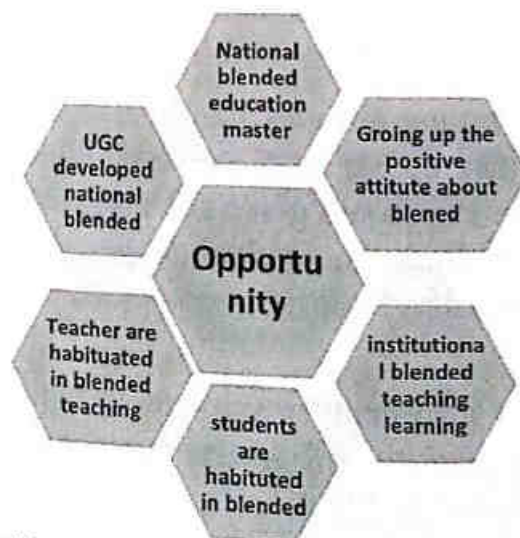


Figure1: Opportunities of Blended Learning in English Language Classroom

The Challenges of Blended Learning in Teaching English Language

Here are some common challenges that educators may encounter when implementing a blended approach in English language teaching:

Lack of National Act, policy

Blended education experts and teachers in this research population agree that, if we ensure the effective and sustainable blended education we need to Prepare a national blended education teaching learning retreat act, policy and guideline. We also need to design curriculum transformation policy and guideline and review our existing curriculum to transform it from face to face to blended online method. Along with this, to identify the appropriate blended pedagogy for the effective teaching learning practice and achieve the proper learning outcomes are highly needed.

Technological Infrastructure: The availability and reliability of technology can pose challenges. In some areas, access to stable internet connections, appropriate hardware, and software resources may be limited, hindering the seamless integration of online components into the blended learning environment.

Digital Literacy Skills: Students and teachers may require training and support to develop the necessary digital literacy skills to navigate online platforms, effectively use digital tools, and engage in online collaboration. Lack of familiarity with technology can hinder participation and create a learning curve for both students and teachers.

Teacher Training and Pedagogical Shifts: Educators may require training and professional development opportunities to adapt their instructional strategies to the blended learning context. Incorporating technology effectively, designing online activities, providing timely feedback, and balancing face-to-face and online interactions may necessitate pedagogical shifts and additional skills for teachers.

Time Management and Workload: Balancing the demands of face-to-face teaching and online components can increase the workload for teachers. Designing and developing online materials, facilitating online discussions, and providing individualized feedback may require additional time and effort.

Student Engagement and Motivation: While blended learning can enhance engagement and motivation, maintaining student interest and participation in online activities may present challenges. The absence of face-to-face interactions, potential distractions, and the need for self-discipline and time management skills can impact student engagement.

Assessment and Evaluation: Developing effective assessment methods that align with both the online and face-to-face components can be challenging. Ensuring the authenticity, reliability, and validity of assessments, as well as providing timely feedback, may require careful consideration and adaptation of assessment strategies.

Equity and Accessibility: Blended learning should be accessible to all students, regardless of their socio-economic background, geographic location, or physical abilities. Ensuring equitable access to technology, addressing potential barriers, and providing support for diverse learners is essential.

Curriculum Alignment: Integrating online components into the existing curriculum and ensuring alignment with learning outcomes can be a challenge. Coordinating the sequencing and progression of in-person and online activities to create a cohesive learning experience requires careful planning and curriculum design.

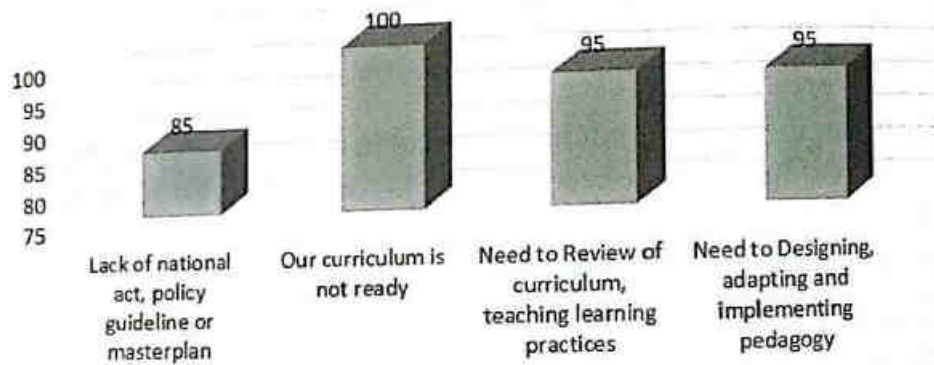


Figure 2: Challenges of blended learning in English language classroom

Recommendation

Some recommendations are provided here based on the challenges of blended English classroom in public universities in Bangladesh.

Enhance Communication and Interaction: Foster communication and interaction among learners and between learners and instructors in the blended learning environment. Encourage active participation through online discussion forums, collaborative projects, and group activities. Provide clear guidelines for communication etiquette and ensure timely feedback and support.

Design Engaging and Interactive Online Materials: Develop interactive and multimedia-rich online learning materials that cater to different learning styles and preferences. Incorporate engaging videos, interactive simulations, quizzes, and interactive learning activities to promote active learning and learner engagement.

Implement Varied Assessment Methods (LMS/Moodle based assessment): Utilize a variety of assessment methods to gauge learner understanding and progress. Blend traditional assessment methods, such as quizzes and exams, with online assessments, such as online assignments, discussion participation, and project-based assessments. Provide timely and constructive feedback to guide learners' progress.

Provide Ongoing Technical Support: Establish a robust technical support system to address any technical difficulties or challenges faced by learners. Offer resources, tutorials, and troubleshooting assistance to ensure smooth access to online platforms and resources. Regularly update and maintain the technological infrastructure to enhance user experience.

Foster a Supportive Learning Community: Create a sense of community and belongingness among learners in the blended learning environment. Encourage peer-to-peer interaction, collaboration, and knowledge sharing through group projects, discussion forums, and virtual study groups. Foster a supportive and inclusive learning environment where learners feel comfortable and motivated to actively engage.

Continuous Professional Development for Instructors: Offer professional development opportunities for instructors to enhance their skills in designing and delivering blended learning experiences. Provide training on instructional design, online facilitation, and effective use of technology in teaching. Encourage instructors to share best practices and collaborate with colleagues to further improve the blended learning experience.

Conduct Regular Evaluation and Feedback: Continuously evaluate the effectiveness of the blended learning approach through student feedback, surveys, and assessment data. Gather feedback from learners regarding their satisfaction, engagement, and learning outcomes. Use the insights gained to refine and improve the blended learning design and implementation.

Promote Flexibility and Personalization: Provide learners with flexible learning pathways and opportunities for personalization. Offer a variety of resources and learning materials to cater to diverse learner needs and preferences. Allow learners to set individual goals, choose their learning pace, and access resources that align with their interests and learning styles.

Conclusion

This study provides practical recommendations based on the findings. At summary, a number of benefits that might greatly improve the caliber and efficacy of language instruction are shown by investigating blended

learning as a pedagogical strategy for teaching English at Bangladeshi public universities.

Blended learning, which combines online and in-person training, provides students with a personalized, flexible, and engaging learning environment that meets their various requirements, interests, and learning styles.

The article's main concern with a focus on the transformative power of blended learning on language education and the significance of adopting technologically enhanced pedagogical approaches to meet the diverse needs of 21st-century students.

However, It's important to note that while these challenges exist, they can be addressed through proper planning, professional development, ongoing support, and continuous evaluation and adaptation of the blended learning approach to meet the specific needs of English language learners.

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Pretend Play: Enhancing Child Language Development

Dr. Jennifar Jahan*

Abstract

The association between pretend play and language acquisition is significant in the study of early childhood development. As part of a child's overall language development, research on pretend play provides several opportunities for further investigation, particularly in the Bangladesh context. This paper examines the intricate relationship between pretend play and their semantic and cognitive development. Nevertheless, several studies explore that pretend play incorporates imagination and role-playing, enhances language meaning acquisition, and develops cognitive abilities including problem-solving and flexible thinking (Ha, 2022). Using a qualitative approach and conducting an extensive literature review, this research examined ten Bangladeshi children, ranging in age from two to six years, aiming to emphasize the vital role that pretend play plays in raising language competency in early childhood development. This study intends to contribute to a better understanding of the mechanisms behind the symbiotic link between pretend play and language development, as well as to determine its relevance in children's cognitive and linguistic development.

Key Words: Pretend Play, Child Language Acquisition, Cognitive Development, Language Growth.

1. Introduction

Acquiring a language is a silent achievement that we often do not remember. Child language acquisition is a crucial intellectual feat for children, as it allows them to communicate goals, needs, thoughts, anxieties, and plans. Clark (2003) highlights the importance of learning to blend sounds, words, and meanings to use language in conjunction with other forms of communication. The process of learning a language involves stages such as phonology, morphology, syntax, and semantics, which can be combined to form additional phases. The research aims to investigate the continual meaning-acquisition process of Bengali-speaking children, focusing on the phase of 'pretend play', which enhances cognitive and conceptual skills. The study will discuss semantic

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and brain development related to pretend play activity and a child's total language growth.

1.1. Pretend Play: Pretend play is a type of child's play in which they act out scenarios and activities in which they pretend to be someone or something else. It is also known as imaginative play or make-believe play. It is a type of play in which children use their imagination to create fake or imagined situations, frequently adopting new roles, acting out scenarios, and interacting with objects or other people as if they were in a different context or position (Weisberg, 2015). Playing home, pretending to be superheroes or princesses, having imaginary tea parties, or reproducing real-life scenarios in a make-believe context are all examples of pretend play. It allows youngsters to play with various roles, emotions, and social relationships, while also encouraging creativity, problem-solving abilities, and language development. Pretend play is an integral part of a child's development since it allows them to express themselves, socialize, and improve cognitively. Across cultures and circumstances, typical developing children engage in childhood pretend play (Haight et al., 1999; Lillard et al., 2011). Although there are several definitions of pretend play, they all essentially include behaviors that are not real and are done for fun or to learn something new (Weisberg, 2015). According to Thompson and Goldstein (2019), pretend play is not characterized by a single behavior but rather a collection of behaviors. These behaviors include object substitution (e.g., using a block as a mobile phone), attribution of properties (e.g., pretending a doll is a baby and putting it to sleep), role play (e.g., assuming the role of a mechanic for some time) or fake meta-communication (e.g., discussing rules and establishing an imaginary doctor's office). This results in containing social and non-social representational contents. Pretend play is usually active and immersive, often involving physical activity, but it can also happen in a child's thoughts without any physical actions. However, physical engagement is the most common form of pretend play.

1.2. Influence of Pretend Play on Child Development: Research on the relationship between pretend play and child development, particularly in language and cognition, has revealed significant insights. Early studies from the 1980s and 1990s highlighted strong connections between pretend play and linguistic abilities, suggesting its potential role preceding language development (Ha, 2022). Recent research continues to explore various aspects of language development, such as phonetics, semantics, syntax, and pragmatics, consistently demonstrating the impact of pretend play on children's language comprehension and use (Stagnitti & Lewis, 2015). Additionally, investigations have shown that pretend play fosters skills like planning, problem-solving, and negotiation, essential for overall cognitive growth. Moreover, studies suggest a link

between pretend play and theory of mind development, contributing to perspective-taking and abstract reasoning abilities (Jenkins & Astington, 2000). This collection of theory and research raises many unanswered concerns; nonetheless, it does suggest that high-quality pretend play is a crucial facilitator of perspective-taking and later abstract reasoning (Tamis-LeMond & Bornstein, 1994; Quinn et al., 2018; Clark, 2004; Bergen, 2002; Kavanaugh, Eizenman, & Harris, 1977).

The term "sensory processing" refers to a child's ability to organize information from their senses, aiding their interaction with the environment (McLeod, 2018). It involves taking in sensory information, organizing and interpreting it, and responding purposefully. Sensory processing is crucial for intelligence, academic learning, and social behaviour (Yack, Sutton & Aquilla, 2002). Pretend play, a vital aspect of cognitive and social development, allows children to explore roles, develop social skills, and enhance creativity (Smith, 2005). Through pretend play, children engage in symbolic representation, fostering semantic development and understanding of social dynamics (Liliard et al., 2013). Additionally, pretend play enhances language skills, problem-solving abilities, and social interactions, contributing to holistic development (Oddo, 2010).

According to research (Russ, 2004), children who engage in extensive and diverse pretend play experiences have enhanced semantic and cognitive abilities. Pretend play allows children to experiment with language, explore different roles and views, and build cognitive flexibility (Kizildere, 2020). Parents, caregivers, and educators can encourage and facilitate pretend play by providing open-ended resources, promoting imaginative thinking, and participating in cooperative pretend play experiences. This approach supports children's holistic development, fostering creativity, social skills, and cognitive abilities.

1.3. Research Questions

- a) How does participating in pretend play during early childhood affect children's language development and creativity?
- b) What are the long-term effects of early pretend play on young children's cognitive development?

2. Methodology

2.1. Participants: A number of ten (10) children aged between 2 to 6 years old were selected through snowball sampling method. The sample consisted of both genders and diverse socioeconomic backgrounds to ensure representation across different demographics.

2.2. Procedure: This is a qualitative study where all the participants were observed in their natural settings. Parents or other caregivers were informed about the purpose of the study and how it will be conducted prior to data collection. Moreover, semi-structured interviews were conducted with parents and caregivers to gain insight into their children's creative activities, perceived benefits, and factors that facilitate such activities.

2.3. Data Analysis: Data from observed information and interviews were examined. Transcripts and observational notes were carefully reviewed through content analysis to extract essential information and find patterns within the data.

To protect their anonymity, each participant was assigned with a number rather than their name. The empirical data are written in IPA typefaces, with English meanings.

2.4. Limitations: Observed data from child pretend play limits in potential observer bias, inadequate contextual representation, difficulties comprehending symbolic behaviours, and sample biases that may limit generalizability. Furthermore, the brief and episodic character of observations, along with the observer's possible effect, may have an impact on the accuracy and depth of insights gained from the data.

3. Results & Findings

This research examined the perspective of pretend play among children under the age of six. Respondents were observed in their natural contexts, and the data collecting method focused on the language usage of the children who participated during their pretend play sessions. In the context of pretend play, it was observed that even young children routinely use language to define roles and describe their and their playmates' actions. To create the scenario, someone might say things like, "I'm the doctor, and you're my patient," or "I'm making dinner in the kitchen." In the following parts, a summary of data on children's language innovation as instances of pretend play will be provided, followed by an analysis based on the findings.

Here are some examples of how children like to play make-believe-

Child-1

Child-1 plays with her dolls and pretends to be their mother. When the child cries, her parents take her to her lap. For that, she sometimes brings her doll to her father and says -

C:/ baba beibi kaçh'e, oke kole nao to./= (The baby is crying, please take her to your lap.)

Child-1 took a veil (dupatta), wraps a doll with the veil and keeps it on her lap. Then she says

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C: / amar kole iffak juye ac^he./= (Ishraaq is sleeping on my lap. That is her cousin brother.)

She makes imaginary things out of building blocks and gives them names. Like, she made a lollipop (kind of) shaped thing and said to her brother-

C: /ðaiya afo ei chicken ta k^hao./= (Brother, please come and have this chicken). The child creates a fictional house and pretends to cook in her toy kitchen, using a dust bin and various kitchen items from her toy shelf, while also inviting different dolls to join.

C:/bofo jobai k^habar dibo./= (Everybody take your seats please, I will serve food.)

She pretends to serve food and forces them to eat what she has prepared.

Child-2

Child-2 took two big bowls and one spoon and then called his sister to show her that he could cook with these. His sister asked him what he was cooking, the child said,

C: /ran, hamba/ = (cow leg piece; perhaps he saw that at his grandparents' house).

Child-2 spends a lot of time playing with his toy animals and shattered toy pieces. He makes an effort to organise a race between cars and animals. The child will occasionally line up several cars in a row while claiming to be parking in the garage.

When he draws a circular shape, he calls it a "ghost", and when he adds a shirt and trousers over it, he calls it "baba" (father).

Child-2 uses a toy car or large box as a pretend vehicle, mimicking family car rides. He uses gestures and silent play, requiring observation to understand his actions.

This child usually engages in silent pretend play; he speaks very little and uses gestures instead. Therefore, a person watching him must understand the majority of his pretend plays by monitoring what he is doing.

Child-3

She plays with her dolls and tries to imitate her mother.

C: / afo mat^ha think kore much dei./= (Let me wipe your hair properly.)

C:/aro ektu k^hao nahole rag korbo./= (Eat a little more or I will be angry.)

C:/maja hoyec^he k^habar?/= (Is the food tasty?) etc.

Child-3 addresses the female dolls as her daughters and the male dolls as sons. Through her play, she mimics the interactions between her mother and daughter in real life-

C: /norc^ho kæno cul acranor fomoy?/= (Why are you moving your head so much when I am combing your hair?)

C:/ðarao tomar fidar ta ani./= (Wait, let me bring your feeding bottle).

She even cuddles them and pampers them in the same way her mother pampers her.

Child-1 also stages a fake tea party with plush animals or action figures. She makes tea, serves snacks, and converse with the "guests."

Child-4

When child-4 was 1 and a half years old, he used to take a cell phone (he found near him) and act as if he was talking to someone-

C:/hælo, ke?/(Hello, Who is it?). This child imitates his favourite animals by walking, crawling, and making noises. He builds a rail track with toy trains and pretends to be a train conductor, making train whistles, announcing stations, and transporting passengers.

Child-5

The child pretended to be a Barbie princess, wearing long clothes and imitating the cartoon's characters, often asking her mother for her attire.

When the child turned four, she wore her grandmother's saree and pretended to be her grandmother. She used to tell her mother-

C:/mɔm, ami to didar moɔo hoye gelam./ (Mom, I am looking like grandmother.) She is content if her mother agrees that she resembles her grandmother or any other person she pretends to be.

When I interviewed the child's mother, she said that the child's pretend play expanded over time and was inspired by her day-to-day experiences. Children in Malaysia have developed a love for pretend play, inspired by their daily experiences. They often imitate their surroundings and trips to foreign countries, such as pretending to be immigration officials or toy store cashiers. This bond between the children and their brother has grown over time, as they enjoy playing together and reminiscing about their past experiences. One such play conversation involves a child pretending to be a client buying toys for his children.

One of their pretend play conversations is like-

Brother: (holding a teapot), /ca kale?/ (would you like some tea?)

C: /hæ k^habo ek kap ca./ (Yes. I will have a cup of tea.)

Brother poured imaginary tea into a toy cup and gave it to his sister.

C: /t^hanj^k iu b^haiya, moja hoye^he./ (Thank you, brother, it tastes delicious.)

Brother pretending to stir tea in his own cup and saying; I will have some too. Pretend play between siblings is more engaging than others.

Child-6

Over the years, the boy, endearing and active, preferred to play alone or with his six-year-old sister and a housekeeper. He cherished the maid and requested his mother not to keep her busy with work.

C: /aʃo dakt̪ar kʰeli./ (Let's play a doctor.)

G: /accʰa, ami rogi t̪umi dakt̪ar./ (Okay. I am the patient and you are the doctor.)

C: Putting on a doctor's play apron /ʃuye poro, pet ɖekʰbo/ (Lie down, I will check your stomach.)

G: /amar peter ei paʃe bæʃta dakt̪ar./ (This side of my stomach hurts.)

C: Takes out his play stethoscope and acts as if he is checking /t̪omar pete t̪o one bæʃʰa. ei je oʃuɖʰ./ (You have lots of stomach ache, here are your medicines.)

G: /ɖʰonnobaɖ dakt̪ar ʃaheb, apni onek bʰalo./ (Thank you doctor, you are great!)

In addition to playing with others, the child pretends to be a firefighter using his toy fire truck, builds houses and machinery out of blocks, and pretends to be riding a horse on a cushion.

Child-7

The girl's play as a zookeeper is her favourite role, involving imaginative setups and language use. She owns toy animals, arranging them and acting as their custodian. Her enjoyment of watching the National Geographic Channel has improved her work, as she refers to animals using English names and words. During the play, her language use is like-
/inʃecʃan ɖiʃe hɔbe / (Needs to push injection)

/kamor ɖio na / (Don't bite)

/ei nao khabar kʰao / (Take your food)

/aʃke gosol korano hɔyecʰe / (They bathed today) etc.

Additionally, she employs phrases like "needs care," "hold gently," "don't hurt," and "I'm sorry," demonstrating that the play also taught her empathy, kindness, and concern for animals.

Child-8 & 9

Due to their cousinhood, apartment sharing, and frequent playtime, Child-8 and Child-9 are mentioned together. Despite their 1.5-year age difference and distinct playing styles, they enjoy spending time together. One is a boy, but they play male and girl games. Despite the assumption that games should not have gender disparities, there are always distinctions observed between boys' and girls' play; this will be

subsequently examined in the analysis section. One is sometimes the merchant and the other the customer, and vice versa. Together, they play shopping, housework, cooking, event organising, football, building blocks, doctor-patient, driver-passenger, housemaid-owner, etc. Like-

C1:/good morning baccara./(Good morning, children.)

C2:/good morning ticer./(Good morning teacher.)

C1:/ aḷke amra ki porbo?/(What will we learn today?)

C2:/ mɔʃar kicʰu/(Something interesting.)

C1:/ amra ænimel sʃaʃbo./(We will play animals.)

C2: Shows excitement

C1:/ei je ami tiger/(Look, I am the tiger, then roars!)

C2:/ami layon/(I am the Lion, tries to roar.)

C1:/ami haṭi/(I am the elephant, trumpets like the elephant.)

C2:/ami gʰora/(I am a horse, neighs like one.)

C1:/ami is good. Hamba! Hamba!/(I am a cow, makes mooing sound twice.)

The play continues in this manner, progressing from wild animals to cock and duck quacking. They maintained the roles of a teacher and multiple students during the entire conversation. Sometimes the teacher also acted like a student. Not just for them but also for me as an observer; it was really fun. I do not really recall the imaginative plays I performed as a child, but I wonder whether they were as captivating as these children's performances!

Child-10

Unlike others, this child also imagines plays on the basis of the data he gets from his surrounding environment and people. Watching television, an iPad, or a cellphone enhances the play. Playing the vegetable vendor is his favourite game. He even mimics the vendor and calls his mother – 'madam'/'aunt'. Like-/kʰalamma ʃobji niben, bʰalo ʃobji ansi/ (Aunt will you take vegetables, I brought good ones today). His other phenomenal play is being the 'sofa cleaner' who came home a few days earlier; the child plays multiple characters here (the cleaner, mother, maid). The play goes like this-

C(mother: /eṭokkʰon d̪ eri korlen kænd̪/(Why are you late?)

C (cleaner):/rastay jæm cʰilo /(Due to bad traffic.)

C (mother): /ami ektu baire jacʰi, apni kaʃ koren ora acʰe /(I am going out, you keep working they will be here (pointing at the housemaids).

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C (cleaner): /kono cinṭa koren na madam /(Don't worry madam.)

C (mother):/tʰik kore porifkar korben /(Work nicely.)

C (cleaner): /ji/(All right.)

Their play involves pretending to clean sofa seats vigorously, imagining themselves as various characters like Spider-Man, firefighter, and cartoon character. They rubbed them vigorously, making swooshing sounds and requesting more water. This activity stimulates creativity, social skills, and cognitive development, allowing children to interact with each other.

3.1. Findings

Children's play, especially pretend play, is an important element of their development. Children construct scenarios and engage with peers by utilising language and communication. Pretend play is preferred by a diverse spectrum of children, and siblings are important in fostering their creative play. Playing pretend helps children be creative because it lets them act out events and take on different roles. It also enhances language development since it encourages speaking and active language use. Children develop their ability to process information and have a better grasp of their surroundings when they combine real-world experiences with imaginary worlds. Pretend play promotes language development and inventiveness in children. Children display mastery of language and communication abilities by engaging in extended talks with elders and constructing phrases and exclamations, which contributes to their cognitive growth. The major findings of these research are presented briefly below-

- Pretend play throughout early infancy aids cognitive development by encouraging problem solving, abstract thinking, and linguistic abilities. Children exercise their thoughts through imaginary situations, encouraging cognitive flexibility and creativity needed for their overall development.
- Pretend play reveals an extensive range of creative issues that span a spectrum of children's interests and actions, showcasing their varied preferences.
- Language and communication play a significant role in children's imaginative play as language is their primary medium to communicate, designate roles etc. These linguistic abilities facilitate pretend play.
- Children engage in pretend play, imitating real-life interactions, demonstrating empathy and parental behaviours, fostering their understanding and exploration of social interactions.

- Children demonstrate preferences for organizing and arranging objects during play, as well as demonstrating creativity in constructing play scenarios with toys. This suggests that inventive play not only involves role-playing but also entails creative expression and organization of play materials.
- Sibling relations and interaction have a huge impact on children's pretend play experiences. Children who have similar-aged siblings or who play together may share and improve their creative play, boosting social connection and collaboration.
- Children seek validation and acceptance from their parents for the roles they play, demonstrating the necessity of parental engagement and support in developing imaginative play.
- Outspoken and extrovert children tend to spend more time in pretend play, whereas children who spend meaningful time with their parents display greater variation in imagination and playing. This implies a link between personality characteristics, parental involvement, and interest in creative play.
- The inventive and diverse character of children's pretend play is influenced by their environment, as well as their parents' narrative and explanations about nature and society. This emphasises the influence of environmental influences on children's creative ability and play experiences.

At the end it can be summarized that early childhood pretend play has an important impact on children's language development and inventiveness. It enables them to experiment with various linguistic structures, communicate verbally, and express themselves via language. This deliberate usage encourages the development of sentences, vocabulary growth, and language fluency. Additionally, pretend play fosters creativity by enabling children to solve issues, create scenarios, and transition between roles. This method facilitates children's social interaction, effective self-expression, and creative exploration. Moreover, Young children's cognitive development has long-term impacted through pretend play. Problem-solving, abstract thinking, and imaginative inquiry promote cognitive flexibility and adaptability. Children learn to navigate complicated situations, grasp other views, and use symbols via pretend play. It encourages youngsters to think creatively, play different roles, and imagine new possibilities. Over development, these cognitive processes become established, moulding children's skills to think critically, adapt to new situations, and address obstacles with creativity and ingenuity.

Overall, these findings illustrate the multidimensional role of pretend play in children's development, emphasising the interplay of language, social interaction, creativity, and environmental effects.

4. Conclusion

The research underline the critical significance of pretend play in children's holistic development, notably in enhancing cognitive and linguistic abilities. Through inventive events, children not only cultivate creativity but also refine critical cognitive talents such as problem-solving and decision-making. Language serves as an important element in pretend play, allowing communication and vocabulary increase. Moreover, the study reveals children's adeptness in traversing dialectal variances, demonstrating their communication skills and cognitive progress. Encouraging and encouraging pretend play builds confidence and competence while developing beneficial outcomes across cognitive, social, emotional, and language domains. Moving forward, more study is necessary to evaluate the sustainability of these effects and to identify potential intervention options. Overall, this research contributes greatly to the current understanding of pretend play's influence on infant development, paving the way for future developments in this subject.

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Conversational Implicature in Contextual Meaning

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Abstract

The comparison between conversation implicature (CI) and conversation analysis (CA) is an issue when the contextual meaning of a language is discussed. The research examines how the sequence of action or sequencing completes the interaction in a different context. In contrast, conversational implicature focuses on interpreting the utterance pair in Pragmatics. However, there is more to a complete or successful interaction than just a couple of utterances that this CI theory does not cover. This study aims to show how CA solves this communication problem through its sequence organization (turn-taking, adjacency pair, preference, pre-sequence, repair, etc.), where context is a decisive component. This research sought to answer the main question, i) what are the main factors observed for effective interaction in the contextual meaning of language, and how is conversation analysis successfully done compared with conversation implicature? This research mainly compares these two phenomena through Grice's pragmatics theory and the conversation analysis framework based on contextual meaning. To answer the research question, one selected ordinary Bangla conversation (video) is to be analyzed through the CA framework, and the Jefferson Transcription System (2004) will be utilized to yield the result of the study. The result of the research revealed that in the turn-taking process, every new turn creates a new contextual meaning connected with the conversation's main context, where apart from sentences, phrases, clauses, gaps, and overlaps can be seen in the specific context. However, the CI theory does not emphasize these vital aspects of the conversation. This research also shows that in different contexts, both preferred and dis-preferred sequences happen in conversation, whereas CI theory only focuses on the preferred utterances, not the dis-preferred answers regarding Grice's four maxims.

Key words: Conversation Analysis, Conversational Implicature, Contextual Meaning, Sequence organization, Interaction

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1. Introduction and Literature Review

Context plays a crucial role in streamlining the communication process. There is no substitute for context to take conversations toward meaningful consequences. Theories of pragmatics, especially Grice's theory, focus on the meaning of utterances, where context plays a role in determining that meaning (Grundy, 2008). Grice's theory is particularly important in pragmatics; however, it has limitations in contextual meaning as it only 'focuses on interpreting the utterance pair' (Clift, 2016). There is more to effective interaction than just a couple of utterances that this theory does not cover. Conversation Analysis solves this problem of interaction or communication through its Sequence of Action (Clift, 2016), where context is a crucial element. In the sequence of action or organization, CA includes turn-taking, adjacency pair, preference organization, pre-sequence, and repair to complete the interaction discussion in numerous contexts.

On the other hand, Grice's theory of implicature includes four maxims: quality, quantity, relevance, and manner, which are used to discuss the interaction in the relevant context.

This theory also considers two types of implicature, generalized and particularized, where context plays a vital role in the conversation. However, the main issue or question is whether the conversation implicature completes the interaction in the contextual aspects. Since the theory of implicature only focuses on the meaning of an utterance pair, a complete interaction considers many elements within the context, which we can see in the discussion of conversation analysis.

1.1. Contextual Relevance in Pragmatics & Conversation Analysis

We can consider implicature to prove the importance of context in pragmatics. Levinson (1983) stated, "It (implicature) provides some explicit account of how it is possible to mean (in some general sense) more than what is actually 'said.'" Or, we can say it is an additional conveyed meaning (Yule, 1996). Grundy (2008) gave an example to show the implicature in a different context:

I am here now

Sometimes, it implies 'There is no need to worry any more' (the hospital context). Also, 'Stop messing about and get on with your homework' (the kids about context), and sometimes something like, 'I am sorry I held you up' (the meeting context). This implied meaning is common in other languages (e.g., Bengali).

The meaning of language discussed in pragmatics is incomplete without context. According to Grundy, Pragmatic language use requires addressees to consider context to understand what speakers mean (p. 21).

In CA, the contextual variation (and specification) of action is a profound feature of human socio-cultural life and a second primary source of creativity and meaning-making in interaction that works unitedly with the creative power of language (Heritage, 2010). According to Schegloff (1984, cited in Goodwin & Heritage, 1990), sentences (the abstract entities that are the objects of linguistic inquiry) and utterances (the stream of speech produced by a speaker in conversation) are understood as forms of action situated within specific attention to context. In other words, the conversation is seen as being 'context-shaped' and 'context-renewing' in the sense that 'anything anyone says in conversation both builds on what has been said or what has been going on...as well as creates the conditions for what will be said next' (Gardner, 1994, p. 102).

1.2. Grice's theory of Conversational Implicature

Grice's theory of implicature is one of the significant theories in discussing pragmatics. Grice conceptualized his observation that when we talk, we try to cooperate by raising this notion into what he called the Cooperative Principle (Grundy, 2008). Grice introduced the idea of implicature in 1967 and 1989, defining it as essentially what is said impliedly, not what is said (Sadock, 1978). From this definition, it could be denoted that implicature constitutes something else inferred by the listener (addressee) that is not initially said by the speaker (addresser). The capacity of speakers to understand one another despite some missing elements often implicated is what Grice termed as implicature (Sadock, 1978).

To explain the processes underlying conversational implicature, Grice (1975) developed the following maxims: quality, quantity, relevance, and manner:

In the maxim of quality, there are two specific maxims: do not say what you believe to be false, and do not say that for which you lack evidence. The maxim of quality means that one should not tell lies for what he/she lacks adequate evidence (Fallis, 2012). What is needed here is the quality of the speaker's contribution to the interaction.

The maxim of quantity has two maxims: make your contribution as informative as required for the exchange's current purpose and do not make your contribution more informative than is required (Grundy, 2008). This conversational maxim is noticed in the quantity of information the speaker gives the hearer (Pan, 2012).

In the maxim of relevance, there should and ought to be a relation in all what is said 'Be relevant' (Wilson & Sperber, 2002). This maxim concerns participants' contribution to a conversation, which should be relevant based on the situation and condition (Thomas, 1995).

In the maxim of manner, one should be perspicuous, specifically, avoid obscurity, ambiguity, briefness, and orderliness (Grundy, 2008). Moreover, the interaction speakers are expected to speak or express themselves directly without obscurity. A speaker must communicate using words in an orderly way so that the interlocutor will not be confused when interpreting the speaker's words (Grice, 1975).

Grice (1975) brought about the idea of these maxims as a guide for effective communication. He thinks these maxims suggest that listeners and speakers are expected to know the context as they communicate.

1.3. Flouting Maxims and Context

We can see from the above discussion that the speaker followed the four maxims; however, sometimes, the speaker 'exploits it for communicative purposes (Levinson, 1983),' and Grice named it flouting maxims. We can see through some examples how the speaker exploits the maxims and how the context includes and works here:

1. She is a tough woman.

Here the maxim of Quality is flouting, and the meaning of this utterance (1) entirely depends on context. Firstly, some people who know her personally convey that she does not compromise with injustice but is a kind-hearted person. On the other hand, someone who does not know her personality may imply that she is a cold-hearted woman because of her strictness. So, the context of the utterance is crucial here.

To analyze the flouting Quantity, Levinson indicates that this (Quantity) requires that speakers be informative; asserting tautologies (see below 8 & 9) blatantly violates it. We can take two examples from Leech (1994) and Levinson (1983).

2. A hamburger is a hamburger.

3. War is war.

One implication might be that the speaker has no bad or good opinion for the first (2) utterance. According to another context, it can implicate from the speaker that all hamburgers are the same. So, we can see that the maxim of Quantity is flouting here. Similarly, in terms of utterance (3), it might be implicated as 'terrible things always happen in war, that's the nature,' and another implicature is 'it's no good lamenting that particular

disaster (Levinson, 1983).' So, from the above discussion, what is implicated will depend upon the particular context of the utterance.

In terms of Manner, Grundy provides an interesting example:

4. Brown is the new black as far as shoes are concerned.

It can be seen that the maxim of Manner is flouted. However, the speaker must intend to convey an implied meaning within the context. People might always prefer black shoes, and now they are giving importance to brown shoes like black ones.

1.4. Context and Generalized and Particularized Conversational Implicature

Grice discusses these two types of implicature with four maxims, where generalized conversational implicatures arise irrespective of the context of the utterance (Grundy, 2008). Grundy also provides an example:

1. I can swim a kilometer in twenty-five minutes.

It always implies that the speaker can swim for at least twenty-five minutes, whatever the context.

On the other hand, Yule (1996) states that our conversations mainly occur in particular contexts where locally recognized inferences are assumed; such inferences are required to work out the conveyed meanings resulting from particularized conversational implicatures. For example:

2.

A: Did you get the file ready?

B: It's on your table.

Here, B's response is irrelevant to whether the file was ready; however, from the particular context, we may assume that A was in the meeting when B got the file ready, and B left the file on the table. There may be another implicature in a different context, B was upset with A, and B did it purposely to avoid A.

1.5. Conversation Analysis

Conversation analysis originated in the early 1960s at the University of California, Los Angeles. It originates in the ethnomethodological tradition of sociology, particularly the work of Garfinkel (1967) and Goffman (1981). Following this work, Sacks (1974, 1992, 2007) and his colleagues Emanuel Schegloff (2007, 2000, 1984, 1974), and Gail Jefferson (1974, 2004b) developed a conversation analysis as an approach to the study of social action, which sought to investigate social order as it was produced through the practices of everyday talk. (Liddicoat 2011:4). Sacks was

particularly interested in the orderly nature of talk and how there might be systematic commonalities in spoken interactions across participants and contexts (Liddicoat, 2011). CA is a method through which talk-in-interaction is studied through audio and video-recorded naturally occurring data (Hutchby & Wooffitt, 2008).

Sequence organization is how turns at talk are ordered and combined to make actions take place in the conversation. Its scope is the organization of courses of action enacted through turns at talk—coherent, orderly, meaningful, or sequences of actions or moves (Schegloff, 2007). Liddicoat (2011) states that turns at talk are “clustered together” and ordered meaningfully in ‘sequence organization’.

As part of sequence organization, we will discuss turn-taking, adjacency pair, preference, and other key elements of CA here. After that, we will analyze the contextual relevance of these CA aspects in the data presentation and discussion section.

1.5.1. Turn-taking

Turn-taking is an organization in a conversation where participants speak one at a time in alternating turns. According to Sacks et al. (1974, as cited in Levinson, 1983), turn-taking is a set of rules with ordered options that operate on a turn-by-turn basis and that turns at talk are constructed through Turn Constructional Units (TCU), which include syntactic units (sentences, clauses, phrases, and so on), intonation, actions, and gaze (gaze is not implemented for radio conversation). In terms of TCU, we can say that as a part of a conversation, we do not always talk in sentences. for example:

Extract 1

1. J: what kind of work do you do?
2. M: food service.
3. J: at?
4. M: uh the post office cafeteria downtown

Here, in line 3, ‘at’ is the word length of TCU, whereas line 2 indicates the phrase length, and lines 1 and 4 are clause length TCU.

In a turn-taking process, speakers often begin where a TCU is complete not where the turn is actually complete; that is called transition relevance places (TRP). If we want to discuss the TRP, we have to take first a term called turn allocation (each time a turn is over, speakers also have to decide who can talk next, which is called turn allocation) or turn-allocational component techniques where rules are discussed. Levinson

(1983) (slightly simplified the rules of Sacks et al., 1978) explains that within these rules, C is the current speaker, N is the next speaker, and TRP is the recognizable end of a turn-constructive unit:

Rules

1. At the first TRP of a turn

- a) If C selects N to speak at the end of the current TCU (by name, gaze, or contextual aspects of what is said), then N, having been selected, is obliged to speak at the first TRP
- b) If C does not select a next speaker, any other party may self-select, the first speaker gaining rights to the next turn
- c) In the absence of a) and b) occurring, then C may continue with another TCU

2. Applies at all subsequent TRPs

If 1c) has operated, and C has continued to a further TRP, then rules 1a)-c) apply at each subsequent TRP until the transition to the next speaker.

From the above discussion of turn-taking, we can assume that gap and overlap are frequently used in conversation. Sacks et al. (1974), as cited in Hutchby (2001, p. 60), argue that there are three basic facts about conversation: turn-taking occurs, one participant tends to talk at a time, and turns are taken with as little gap (silence) or overlap between them as possible.

In terms of overlap, to interrupt is to start speaking at a place that is not a transition-relevance place. Sacks (2004), defines overlap as when a new speaker starts intentionally within the current speaker's turn (p. 40).

According to the turn-taking system, three types of silence may be distinguished (Levinson, 1983, pp. 299-302):

- a) Pause: a selected next speaker's significant silence or pause after applying rule 1(a). Such as during a speaker's turn when a sentence is not finished.
- b) Gap: a gap before a subsequent application of rules 1(b) or 1(c). In other words, a period of silence between turns, like after a question has been asked and not yet answered.
- c) Lapse: a lapse occurs in the environment of the non-application of turn-taking rules 1(a), (b), and (c). For example, the current speaker (C) stops talking, C does not select the next speaker, and no one self-selects.

We will look into these two phenomena in the discussion part to understand how gap and overlap make a difference in conversation in the various contexts of the situation.

1.5.2. *Adjacency Pair*

Adjacency pairs are a fundamental unit of conversational organization where meanings are communicated and interpreted in conversations. In other words, 'given a speaker's need to know whether his message has been understood, and if so, whether or not it has been passably understood, and given a recipient's need to show that he has received the message and correctly – given those very fundamental requirements of talk as a communication system – we have the essential rationale for the existence of adjacency pairs, that is, for the organization of talk into two-part exchanges' (Goffman, 1976, p. 263). Coulthard (1985) describes adjacency pairs as the primary structural units in conversation because they are used for opening and closing conversations. They operate a turn-taking system in which a speaker produces the first part of the utterance. The second part is expected (p. 69).

According to Levinson (1983, p. 303), Schegloff (2007, p. 13), and Clift (2016, p. 70), an adjacency pair is characterized by specific features, which are:

a) composed of two turns b) produced by different speakers c) adjacently placed; that is, one after the other d) these two turns are relatively ordered; that is, they are differentiated into "first pair parts" (FPP) utterance types such as a question, request, offer, invitation, announcement, etc.- types which initiate some exchange and "second pair parts" (SPP) utterance types such as answer, grant, reject, accept, decline, agree/disagree, acknowledge, etc- types which are responsive to the action of a prior turn.

The basic rule of operation of an adjacency pair is that after producing the first part of some pair, the current speaker must stop speaking, and the next speaker must then produce a second part of the same pair (Levinson, 1983, p. 303).

Besides these basic rules of adjacency pair, it has the vital sequence called insert expansion as a part of sequence expansion. An adjacency pair comes between the FPP and SPP of the base adjacency pair where insert expansions interrupt the activity underway but are still relevant to that action (Jefferson, 1972).

Extract 2

A: May I have a bottle of Mich?

B: Are you twenty-one?

A: No.

B: No.

(From Merritt, 1976; quoted in (Levinson, 1983)

So, there are numerous contexts like this where insert expansions are prevalent in daily conversation in any language.

1.5.3. Preference Organization

CA may reveal structural preferences in the conversation for some types of actions (within sequences of action) over others as responses in specific sequential environments (Pomerantz, 1978). For example, responsive actions that agree with or accept positions taken by a first action tend to be performed more straightforwardly and faster than actions that disagree with or decline those positions (Pomerantz, 1984, pp. 63-64).

Now, we can say that the basic rule for adjacency pairs is that when a speaker produces a first pair part, they should stop talking and allow the other speaker to produce a second pair part. For example, a question may be followed by an expected answer (the preferred second pair part) or an 'unexpected or non-answer' (the dis-preferred second pair part). When this happens, the dis-preferred second pair part is often preceded by a 'delay,' a 'preface,' and/or an 'account.' The following example illustrates this (Drew, 1990):

Extract 3

1A: This- chemotherapy (0.2) it won't have any lasting effects on having kids will it?

(2.2)→(Delay)

2A: It will?

3B: I'm afraid so →(Preface)

1A: Uh if you'd care to come and visit a little while this morning. I'll give you a cup of coffee

2B: hehh well that's awfully sweet of you, I don't think I can make it this morning. .hhuhm I'm running an ad in the paper and- and uh I have to stay near the phone → (Account)

(Levinson, 1983)

Here, from extract 2, we can get the dis-preferred structures produced with one or all of: a) Hehh, umm, and 2.2 seconds for pause: delay;

b) well: 'well' is an indicator of dis-preference; c) that is awfully sweet of you: appreciation; d) I do not think I can make it: declination; e) this morning: time reference; f) huum: dysfluency; and g) I am running an ad in the paper and- and uh I have to stay near the phone and there is someone I met a while back: account (making some stories).

1.5.4. Pre-sequence

In terms of preferred and dis-preferred sequence, one consequence of this is that agreement and acceptance are promoted over their alternatives and are more likely to be the outcome of the sequence where pre-sequences are also a component of preference organization and contribute to this outcome (Schegloff, 2007; Pomerantz, 1984). Pre-sequences are frequently used to discuss adjacency pairs in closing conversations or anywhere in the interaction. Such include making an arrangement, referring to something previously said in the conversation, initiating a new topic (which may not be responded to), good wishes, a restatement of the reason for calling, and thanks for calling. Furthermore, pre-sequences are crucial ways a speaker can assume a preferred response (Clift, 2016). For example:

Extract 4

Customer	You have coffee to go?
Server	Cream and sugar?
Customer	Yes, please.
Server	That'll be fifty cents
Customer	(pays fifty cents)

(From Merritt, 1976; quoted in Levinson, 1983)

From this extract, in line 1, the customer makes a pre-request in this context of the situation.

1.5.5. Repair

An essential strategy speakers use in interaction is repair; that is, the speaker corrects things they or someone else has said and checks what they have understood in a conversation. Repair is often done through self-repair or other repairs (Paltridge, 2007).

2. Methodology

To understand the differences between CA and CI in terms of contextual meaning, this study will use the theory of pragmatics (Grice's (1975) theory of conversational implicature) and the methods of conversational analysis. The data will be analyzed using the framework of CA (Levinson, 1983; Schegloff, 2007). For this research, we have selected

one Bangla conversation where we will examine how CA makes context-dependent interactions successful through sequence organization, like turn-taking, adjacency pair, preferences, and many other functions. In contrast, Grice's theory is restricted to effective conversation based on contextual meaning.

We have selected one video clip from online sources (e.g., Facebook), and that data will be available online. This Bangla conversation extract is taken from a Bangladeshi stand-up comedian, Navid Mahbub's Facebook page. The Bangla conversation is casual with Bangladeshi International chef Tommy Miah in New York, USA, on the 26th of November 2022.

For the reader's convenience, the Bangla script will be transliterated into English with the transcription system of Gail Jefferson (2004).

3. Result and Discussion

3.1. *The Significance of Contextual Meaning in CA Compared with CI*

In the previous discussion, we have seen that Grice brought the idea of four maxims as a guide for successful communication. However, he also mentioned the flouting maxims, where the speaker exploits them in the particular context of a situation. Then he added the generalized and particularized CI to explain that meaning can change according to the specific context. Therefore, it is evident that the CI theory only focuses on a single or pair of utterances, whatever the context; nevertheless, a complete and successful interaction does not always depend solely on a single or pair of utterances.

In the discussion of CA, we observed speakers take turns in a turn construction unit (TCU), with significant gaps and overlaps in interaction. These gaps or silence and the overlaps entirely build on the context of conversational sequences; it should be noted here that Grice's theory of implicature did not address this issue. Then the CA method emphasizes the adjacency pair where turns at talk are commonly organized in pairs, where the action performed by the first part of the pair makes the action accomplished in the second part of the pair the relevant next. In a long conversational sequence, speakers take turns within the adjacency pair in the context-dependent environment to finish the interaction. In conversation, the speaker makes a preference divided into two parts: preferred and dis-preferred, the structurally expected next act, while the dis-preferred is the structurally unexpected next act. Now, we will present the Bangla data to demonstrate the CA method in a context-oriented situation and examine how effective this method is in describing effective communication compared with CI theory.

3.1.1. Context in Turn-taking

In the following example of a Bangla ordinary conversation (appendix 1), both speakers take almost thirty-four turns to complete the conversation in the context of a program where speaker N (S1) Navid Mahbub asks speaker T (S2) master Chef Tommy Mia about the food, fitness, hospitality, and cooking in a casual and humorous way.

In lines 4 and 15, speaker N takes turns using phrases and clauses. In turn 4, Navid said, "DHur? Mia (.)"; here, speaker N expressed his disbelief through this turn when the chef (S2) said, "bhai (.) bura hoe gechi na: ha ha ha:". Then, in line 15, S1 took a new turn with the phrase "eta bole" to explain that 'even though you are vegetarian, you feed us your cooked fish and meat' through the next few turns. It is essential to mention that these two turns work in different contexts in the same interaction.

In this particular Bangla extract, there are some small gaps in various turns; however, no gap or silence is available here. In terms of overlap, in this sequence of turns (lines 23 to 25), both speakers overlapped several times to correct each other. At the end of the conversation, both speakers again overlapped to say 'thank you' and 'I love you' to finish the conversation. These two turns (where both speakers overlapped) occur in two different contexts in the interaction connected with the prior and the following turns.

It can be seen that every new turn creates a new contextual meaning that is connected with the main context of the conversation. In this Bangla extract, with the first few turns (lines 1 to 5), S1 & S2 talk about food and fitness, whereas, in the next turn in line 6, speaker N initiates the chef's exercise context, and speaker T finishes the turn in line 7. After that, S1 again takes a new turn to discuss whether the chef is vegetarian. In addition, three more new turns created new meaningful context from the conversational sequence.

It is readily apparent that in Bangla conversation, according to turn-taking rules, apart from the complete sentence phrases, clauses, gaps, and overlaps can be seen in the specific context. However, CI theory does not emphasize these vital aspects of the conversation. Conversation implicature only focuses on the implied meaning of the sentence, where phrases or clauses, silence, and overlaps play a role in creating the meaning according to the context of a conversation.

3.1.2. Context in Adjacency Pair

From the previous literature, we have seen that adjacency pairs where turns at talk are commonly organized in pairs, where the action performed

by the first part of the pair (such as a question, request, announcement, etc.) makes the action accomplished in the second part of the pair (answer, accept/decline, acknowledgment, etc.) the relevant next. In the following Bangla extract, it is noticeable from lines 1 to 2 and 3 to 4 that S1 asks the questions as an FPP and S2 answers as an SPP in two different contexts.

Bangla extract

Speaker N (S1), Speaker T (S2)

- a) 1. N: [apni bole pach mail haten daily (.)
Do you walk five miles daily?
2. T: ji ji: five miles in the morning (.)
Yes, yes, five miles in the morning.
3. N: a (.) apni bole vegetarian (.)
Are you a vegetarian?
4. T: yeah (.) last 35 years (.)
Yeah, for the last thirty-five years.

The insertion sequence through the Bangla data shows that in line 2, speaker T makes an insertion against the question of speaker N. Sometimes, insertion can also happen due to the relation between speakers and the context.

Bangla extract

- b) 1. N: eto fit fat kamne (.)
How are you so fit?
2. T: bhai (.) bura hoe gechina: ha haha::
Brother, I'm getting old. Ha haha

The four maxims of implicature theory do not permit an explanation of the meaning of such utterances. The maxim of quality, quantity, and manner can violate the utterance of S2. It can be shown that there is a lack of evidence or that the utterance is not as informative as is required for the answer to the question (line 1) through this utterance (line 2). Furthermore, in terms of manner, it can create ambiguity as it is not the straight answer to the question according to the context. However, as a part of the CA method, the insertion sequence is commonly used to complete the meaning with the subsequent few utterances in any particular context that is also a part of the main conversation context.

3.1.3. Context in Preferences

In the interaction, the speaker makes a preference that is divided into two parts, preferred and dis-preferred, where a question may be followed by

an expected answer (the preferred second pair part) or an 'unexpected or non-answer' (the dis-preferred second pair part). In the following Bangla extract, it is shown that in line 3, S2 gives an unexpected answer, that is, the dis-preferred pair part for S1. For that reason, S1 expresses disbelief in line 4

Bangla Extract

- c) 1. N: Khaoar nie sharajibon (.)
Whole life with food
2. N: eto fit fat kamne (.)
How are you so fit?
3. T: bhai (.) bura hoe gechina: ha haha::
Brother, I'm getting old. Ha haha
- 4 N: DHur? Mia (.)
Damn. You.

From the next part of the Bangla extract, according to the context of the long conversational sequence, there are some preferred answers available in almost every interaction:

Bangla extract

- d) 1. N: [apni bole pach mail haten daily (.)
Do you walk five miles daily?
2. T: ji ji: five miles in the morning (.)
Yes, yes, five miles in the morning.
3. N: a (.) apni bole vegetarian (.)
Are you a vegetarian?
4. T: yeah (.) last 35 years (.)
Yeah, for the last thirty-five years.

In the above example, both pairs of utterances are preferred as both answers (in lines 2 and 4) are expected from speaker T as per the questions in two different contexts.

Regarding the four maxims of CI, the dis-preferred answer of Bangla extract C (line 3) would not permit an explanation as an implied meaning in the context as a consequence of violating the maxim of quality, quantity, and manner. Nonetheless, in terms of the contextual meaning of language preferred and dis-preferred, both answers are equally responsible for producing an effective conversation with two or more two speakers.

3.1.4. Context in Pre-sequence

From the discussion of previous literature, it is evident that pre-sequences are frequently used in the discussion of adjacency pair, such as the making of an arrangement, referring back to something previously said in the conversation, initiation of a new topic (which may not be responded to), good wishes, a restatement of the reason for calling, and thanks for calling. In the following extract from the Bangla language, it is readily apparent that in line 1, Speaker N initiates the topic as a pre-sequence. In line 3, S1 refers back to the 'vegetarian' topic that he previously mentioned in the conversation. Therefore, Speaker N used the pre-sequence in both contexts as a part of the adjacency pair.

Bangla extract

- e) 1. N: Khaoar nie sharajibon (.)
Whole life with food
2. N: eto fit fat kamne (.)
How are you so fit?
3. N: accha taile apni vegetarian:
Okay, you are a vegetarian.
4. N: test to korben (.): na::
You have to test (test fish or meat as a chef), right?
5. N: taile Kibhabe ranna korben?
Otherwise, how do you cook?

According to Grice's theory of CI, there is no scope to produce pre-sequence to explain meaning, whereas pre-sequence is an indispensable part of the sequence organization of the CA method. In ordinary conversation, pre-sequences are a common phenomenon that specify the context with immediate sequential turns.

3.1.5. Context in Repair

In the following Bangla extract, it is clear that both self-repair and other repairs have been done here by speakers 1 & 2. In lines 3 and 5, speaker T repairs; when S1 said you gave us 'kala bhuna to eat,' S2 corrected the information and said, 'kala bhuna is finished.' Simultaneously, in the same context, S2 again takes other repairs to give the information in line 5, whereas, in line 4, S1 takes turns as self-repair when he knows the actual information in the same context.

Bangla extract

1. N: Amgore ekhon boisha boisha kala bhuna khaoiche:
He sat down and gave us kala bhuna.

2. N: ilish mach khaoiche (.)
He gave us Hilsha fish.
3. T: (laughing) kala bhuna shash (.)]
Kala bhuna is finished.
4. N: [eida shesh, amito:
It is finished! I
5. T: [ilish (.) ilish mach shash (.)
Hilsha fish is finished

In conversation implicature theory, there is no room for self or other repair. Regarding the four maxims, particularized and generalized implicature do not value this process to explain the meaning of the language.

After analyzing the Bangla data, we can differentiate the CI theory of Pragmatics and the CA method for successful conversation in many ways regarding contextual meaning.

From the data, it can be observed that we can get a relevant context every time a long conversation, the current speaker (S1) takes a new turn. In this particular Bangla data S1, more than four new turns are made in the same sequence organization to complete the utterance. In between turns through the words, phrases, clauses, gaps, and overlaps, they produce a successful interaction where context is the critical element of every turn. We have seen that with every new turn, contexts are relevant to finish that turn. However, the CI theory never discusses this issue as a part of the conversation, which plays a crucial role in effective communication.

Regarding adjacency pairs, the findings are present when S1 asks the question, greetings, and announcement as a first-pair part and S2 answers as a second-pair part in several contexts to complete the interaction with gradual information. In a recent study, Saptiyantoet al.(2022, pp. 463-466) discuss adjacency pairs, preferences, and the implicature of the conversation. Their study mentions that eight adjacency pairs were constructed through the interaction where FPP includes an invitation, announcement, question, request, command, greetings, etc. Then, the SPP patterns are about preferred and dis-preferred responses in the interaction. On the other hand, the authors argue that they found some conversational maxims in the utterances produced by the speakers, whereas the second speaker used the maxim of quantity to answer the question with too much information. The drawback of the study is that they discuss the adjacency pairs and implicature in a separate section; there is no link between these two phenomena in this study.

Conversational Implicature in Contextual Meaning

The data clearly show that insertion sequences are repeatedly used in conversations as part of an adjacency pair anywhere in the sequence. In ordinary conversation, these sequences occur according to the context and the relationship between the speakers, whereas there is no room for discussion of insertion sequence in CI theory.

According to preferences, the findings show that in different contexts, both preferred and dis-preferred sequences occur in conversation. CI theory does permit the preferred utterance, but this theory does not allow the dis-preferred answer based on four maxims. However, preferred and dis-preferred sequences are essential for a successful conversation in a specific situational context, whereas CI theory only focuses on the preferred answers according to their four maxims.

The findings regarding pre-sequences show that in Bangla, like in every other ordinary conversation, pre-sequences occur to initiate the turn or mention the speaker's previous turn with a new context to create a meaningful interaction. Nevertheless, according to the CI theory, there is no scope to discuss the pre-sequence.

It is worth mentioning that repair is a part of the CA method commonly used in any interaction; every speaker can repair his/her utterance in any part of the sequence organization, regardless of the context. However, Grice's theory only focuses on analyzing the implied meaning of sentences or utterances where there is no room to repair the utterance in a specific context.

In another recent study, Musa, R. E. I. & Mohammed, B. K. (2022, pp. 892-893) argue from their findings that context plays a vital role in interpreting utterances; however, there is no possibility of a complete correspondence of one utterance to one context, which shows the conversational implicature cannot be context-independent. The study's limitations are that they do not include the higher number of conversations and how a term is utilized in the conversation to imply multiple meanings.

Besides these CA methods, laughing and smiling make a new meaningful element in the conversation according to the relevant context. We have seen in the Bangla extract (appendix 1) lines 5, 22, 31, and 32 where both speakers exchange smiles or laughs to support their turn in the specific context of the situation. Additionally, in line 30, S1 makes a prominent action through hand and mouth to complete the utterance in the 'cook and test' context of the situation in this sequence organization. However, this study does not cover this part of the CA because of the length of this

research. It is evident that according to Grice's four maxims, this non-verbal communication is never mentioned in the discussion of conversation implicature.

4. Conclusion

At the end of the discussion, the findings manifest that the CA method is more practical than the CI theory regarding contextual meaning for a successful conversation. Although Grice's approach has been influential in discussing pragmatics from the beginning, the context is also relevant here. However, it has some constraints on discussing some vital sequential conversation issues. Here, conversation analysis overcomes those constraints and outlines how interaction can be accomplished within a specific context. Research shows that every time S1 takes a new turn in a long interaction, a relevant context can be found regarding turn-taking. S1 takes more than four new turns from this Bangla data in the same conversation sequence; between turns, the speakers produce words, phrases, clauses, gaps, and overlaps to complete the interaction, where context is the crucial element in every single turn. Findings present that the insertion sequence is a vital part of adjacency pair regarding contextual meaning; it is also placed through the relation between the speakers. This research also manifests that pre-sequence is a common phenomenon that initiates the topic and refers to something previously mentioned in a new context in the conversation as a part of an adjacency pair. This study also finds the repair in Bangla extract, where self-repair and other repairs occurred several times in different contexts.

In contrast, Grice's theory only focuses on analyzing the implied meaning of sentences or utterances where they do not include a higher number of conversations, which are common in every ordinary conversation in terms of countless contexts. Similarly, interaction can be complete with phrases, clauses, silences, and overlaps as a crucial part of conversation, which CI theory has never discussed. In addition, adjacency pair, pre-sequence, insertion sequence, and repair are the essential parts to complete the interaction in the contextual meaning; however, CI only focuses on the implied meaning of one or two utterances where there is no scope for repair or insertion sequences. In a conversation, context can change at every single turn despite the main context that the CA discusses through the framework. However, this study has some limitations, such as not including non-verbal communication, which should be considered in future research.

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Appendix 1

Bangla Extract

Video link

<https://fb.watch/IR93lrEBK5/?mibextid=83suud>

26 November 2022; speaker 1(N): Navid Mahbub

Speaker 2(T): Tommy Miah

1. N: Khaoar nie sharajibon (.)
Whole life with food
2. N: eto fit fat kamne (.)
How are you so fit?
3. T: bhai (.).bura hoe gechina: ha haha::
Brother, I'm getting old. Ha haha
4. N: DHur? Mia (.)
Damn. You.
5. T: ha hahaha :::
Ha haha
6. N: [apni bole pach mail haten daily (.)
Do you walk five miles daily?
7. T: jiji: five miles in the morning (.)
Yes, yes, five miles in the morning.
8. N: a (.). apni bole vegetarian (.)
Are you a vegetarian?
9. T: yeah (.). last 35 years (.)
Yeah, for the last thirty-five years.
10. N: AP?ni amgore Murgi r Goru Khaoilen (.)
You gave us beef and chicken to eat.
11. N: r apni: nije vegetarian(.)
And you are a vegetarian.
12. N: apnare kono haspatal paia boshche naki::
Are you affiliated with any hospital?
13. N: amgore heart e stroke koir pathia deben:: (0.1)
you want to send us there with a heart attack or stroke.
14. T: nie jabo nie jabo: hospitale (.).niejabo^{oo}
I will take it. I will take it. I will take you to the hospital.
15. N: eta bole (.)
I mean

16. N: it's not fair (.)
It is not fair.
17. N: nije vegetarian (.)
You are vegetarian.
18. N: uni vegetarian (.)
He is vegetarian.
19. N: Amgore ekhon boisha boisha kala bhuna khaoiche:
He sat down and gave us kala bhuna.
20. N: roast khaoiche:
He gave roast.
21. N: ilish mach khaoiche (.)
He gave us Hilsha fish.
22. T: (laughing) kala bhuna shash (.)]
Kala bhuna is finished.
23. N: [eidashesh, amito:
It is finished! I
24. T: [ilish (.) ilish mach shash (.)
Hilsha fish is finished
25. N: [pailamna (.)
Didn't get it.
26. N: accha taile apni vegetarian:
Okay, you are a vegetarian.
27. N: test to korben (.)na::
You have to test (fish or meat as a chef), right?
28. N: taile Kibhabe ranna korben?
Otherwise, how do you cook?
29. T: nana^{oo} when I'm judging I test it (.) but I don't eat it (.)
No, no, when I am judging (cooking), I test it, but I do not eat.
30. N: taile (.) THU::PHalaidan (.)
So, you spit it out.
31. T: ha (laughing) (.)
(laughing)
32. N: huhuhu::I love you:]
Hu huhu, I love you.
33. T: [thank you:
Thank you.
34. N: I love you man^{oo} (.)]
I love you, man.
35. T: [thank you (.)
Thank you.

Appendix 2

Transcription

Transcriptions are standardly in the monospaced Courier New font, which facilitates the alignment of characters. Line numbers are indicated for each line (not each turn) down the left-hand side of the transcript for reference purposes. Transcriptions are in Jefferson's modified standard orthography (Clift, 2016, p. 54).

Temporal and sequential relationships

a.

[Separate left square brackets, one above the other on two successive lines with utterances by different speakers, indicates a point of overlap onset, whether at the start of an utterance or later.] Separate right square brackets, one above the other on two successive lines with utterances by different speakers indicate a point at which two overlapping utterances both end where one ends while the other continues, or simultaneous moments in overlaps that continue.

//In some older transcripts, a double slash is used to indicate the point at which a current speaker's talk is overlapped by another.

b.

=Equal signs ordinarily come in pairs- one at the end of a line and another at the start of the next line or one shortly thereafter. They are used to indicate two things:

i. If the two lines connected by the equal signs are by the same speaker then there was a single, continuous utterance with no break or pause, which was broken up to accommodate the placement of the overlapping talk.

ii. If the lines connected by two equal signs are by different speakers, then the second followed the first with no discernible silence between them, or was 'latched' to it.

c.

(0.5) Numbers in parentheses indicate silence. Silences are standardly represented in the tenth of a second, so (0.5) indicates half a second's silence. Similarly, (0.2) suggests a two-tenth of a second pause.

(.) A dot in parentheses indicates a 'micropause,' ordinarily less than one-tenth of a second.

Aspects of Speech Delivery

Punctuation marks are not used in their usual sense to mark aspects of grammar but indicate intonation contours.

The period indicates a falling, or final, intonation contour, not necessarily at the end of a sentence.

A question mark indicates rising intonations but is not necessarily a question.

A comma indicates 'continuing' intonation, not.

Necessarily a clause boundary. An upside-down question mark indicates a low rise, i.e., more substantial than 'comma' intonation but weaker than that indicated by a question mark.

Colons are used to indicate the prolonged or stretching of the sound Just preceding them. The more colons, the longer the stretch

A hyphen after a word or part of a word indicates a cut-off or self-interruption, often done with a glottal stop.

Underlining is used to indicate some form of stress or emphasis, Word is either increased loudness or by higher pitch.

Word Particularly increased loudness relative to surrounding talk is indicated by capital letters.

The degree sign indicates that the talk following it is markedly quiet or soft. When there are two-degree signs, the talk between them is softer than the talk around it.

Incorporating Information and Communication Technology in EFL Classes: An Exploration on Higher Secondary Students' Perception in Haor Region of Bangladesh

Hafsa Akter*

Abstract

This research paper aims at investigating the EFL learners' perceptions on using different technology tools, the benefits of using them and the challenges they face while using technology in English language learning. The higher secondary students, studying in different colleges located in haor (wetland) region of Bangladesh are the target population. In this mixed-methods approach, both qualitative and quantitative instruments were used to collect data. The data was collected in two steps, in the first place, different colleges of haor region were directly observed and then a survey was conducted on 521 participants of 14 different colleges. The findings of the study show that the EFL learners at higher secondary level in haor area are enthusiastic in using ICT in learning English. They are well aware of the benefits of using technology in language learning. However, according to the EFL learners', the major constraints that interrupt the integration of technology in learning English are financial constraints, costly and poor internet, lack of technological skill and lack of proper motivation from the teachers.

Key words: ICT, EFL Classes, Learners' Perspective, Haor

Introduction

In recent times, the use of different technological tools in teaching and learning of English language has received utmost attention across the world as ICT offers a number of opportunities for English language learners. Integration of ICT in EFL classes offers access to the internet, multimedia facilities, email etc. to the teachers and students. ICT helps the students become quick learners by accelerating, facilitating, enriching

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and enhancing teaching and learning of basic language skills (Hammaou & Elfatih, 2019). Azmi (2017) mentions that the use of information technology in the language classroom boosts autonomous learning, maximizes targeted outcomes, motivates learners and helps them improve their performance in the EFL classroom. Akhter et. al. (2022) in their study found that the teachers and learners have positive attitude towards technology integration in EFL classes despite the challenges that they face. To sustain in this competitive world of knowledge and to reach the target of 'Digital Bangladesh', Bangladeshi EFL teaching learning setting has also accommodated ICT. Furthermore, the National Education Policy 2010, the National ICT Policy 2009 have emphasized the importance of ICT integration in education.

Objectives of the Study

The objectives of the research are to find out the EFL learners' perceptions on

- a. Using ICT in learning English
- b. The benefits of using ICT in English language learning perceived by the learners
- c. The challenges of using ICT in English language learning faced by the learners

Research Questions

For the purpose of the study, the following research questions were investigated:

1. What are the learners' perceptions about using ICT in EFL classes at higher secondary level in *haor* region of Bangladesh?
2. What are the benefits of using ICT in EFL classes perceived by the learners at higher secondary level in *haor* region?
3. What are the challenges of using ICT in EFL classes faced by the learners at higher secondary level in *haor* region?

Significance of the Study

The study aims to find out students' perspective on using ICT in learning English, including the benefits and challenges. The Government of Bangladesh has prioritized ICT integrated learning at all level of education. Unfortunately, not all the students are being facilitated with the ICT opportunities in their EFL classes mostly because of socio- economic situation (Mahfuz, 2015). The study is significant as it specifically inspects the perceptions of the students in the higher secondary level in the *haor* region of Bangladesh providing new insights into a topic that has

not been extensively researched before. Furthermore, as the study provides specific suggestions for increasing the integration of ICT in EFL classes in a culturally enriched and geographically important area of Bangladesh, this will eventually result in noticeable changes in the *haor* region which has been neglected for so long.

Limitations of the Study

One limitation of the present study is that it captures only the perspective of the learners. If the teachers' point of view regarding this issue could be captured, it could have been a conclusive study. Another limitation of the study is that it could not reach all the institutions of *haor* region. Including more institutions could have given a holistic picture of the *haor* region.

Literature Review

***Haor* Region in Bangladesh**

The *haor* basin is an internationally important wetland ecosystem. *Haors* with their unique hydro-ecological characteristics are large bowl shaped floodplain depressions located in the north-eastern region of Bangladesh covering about 1.99 million ha (19,998 sq km) of area and accommodating about 19.37 million people. There are 373 *Haor*/wetland located in the districts of Sunamganj, Sylhet, Habiganj, Maulvibazar, Netrakona, Kishoreganj and Brahmanbaria which cover around 43% of the total area of the *Haor* districts (Master Plan of *Haor* Area, 2012).

According to the Master Plan of *Haor* region (2012), the *haor* region has been lagging behind mainstream of the national development. The report mentions that the literacy rate of the population of the *haor* region is on an average 38%. The report says that due to their poor socio-economic condition, the primary school dropout is very high in the *haor* region (44%) and in secondary school (61%) and it is due to their poor socio-economic condition.

English in Higher Secondary Education

The prestige of English in Bangladesh has always been high. English has continued to be in constant use though the political and social changes have affected the importance, domains, and nature of English use in Bangladesh (Banu & Sussex, 2001). Other than its' importance as an international language, the importance of learning English is emphasized at different levels of education. English is taught as a compulsory subject up to the secondary level and also used as a medium of instruction in different subjects in higher studies (Milon & Iqbal, 2017).

Incorporating ICT in EFL Classes

In a brief, the term ICT as applied to education, are those technologies including computers, the Internet, broadcasting technologies (radio and television), and telephony that can facilitate not only delivery of instruction, but also learning processes itself (Khan et. al. 2012). Islam (2020) mentions that sound technology, pedagogy, and content knowledge had a strong and positive influence on ICT integration in teaching-learning processes and served as an important source of ICT self-efficacy. Mentioning technology as an inseparable part of education, Mallick et. al (2020) declared that the introduction of technological tools in teaching- learning system is changing and taking over the paradigms of conventional education rapidly. As we enter the 21st century, everyday language use is so tied to technology that "learning language through technology has become a fact of life" (Chapelle, 2001). In the same way, several studies established that the use of technology in EFL classes can motivate students (Hakim, 2021), boost up their technical skills (Mallick et. al 2020), create learner-centered environment (Meagre & Sabiri, 2020) and thus positively affect their overall proficiency level. Hakim (2021) indicated that students' academic achievements and their motivation levels were completely affected by ICT integration as learners' motivation level is boosted up and they feel enthusiastic to participate in the learning process if there is a proper ICT setting in the classroom. Khan and Kuddos (2020) believe that ICT makes the lessons interactive and lively, promotes teacher- student and student- student interaction. Khan and Kuddos (2020) further opine that even though the teachers have positive attitude towards ICT integration, due to some external factors, they do not become successful in using them. Another research, conducted on the female EFL students at Effatt college, Jeddah, pointed out that technology tools can clearly be effective in improving the students' language and communication skills (Alsulami, 2016). In a recent study on how Information and Communication Technology (ICT) could be integrated in the teaching of English Language in Botswana Junior Secondary Schools, it was recommended that teachers embrace the use of technology as times have changed and learners need to be stimulated to be eager and interested in learning using ICT (Mafuraga & Moremi, 2017).

However, whereas technology in education or particularly in language learning has received much attention as a research issue and taken into practice worldwide, in Bangladesh, the practice and the existing literature both seem inadequate. During the post- COVID context, the integration of

technology in education has been researched extensively with much care in Bangladesh (Khan et. al, 2021, Jahan et. al, 2022, Sultana et. al, 2022). Drawing on Bangladeshi context, Anwaruddin (2015) in his study elaborated on how Bangladeshi education sector is prioritizing ICT use in classrooms as well as in teacher development programs arguing that merely integration of ICT in the curricula would not *automatically* promote student learning. In a recent study on Bangladeshi EFL learners, Milon and Iqbal (2017) found that technology tools have positive impacts on and can be greatly effective in improving students' language skills. According to Fatema and Sultana (2020), though the Government of Bangladesh emphasizes on the use of technology in every sphere of life to achieve the vision of Digital Bangladesh, the results of this study indicate that there is a gap between the use of technology and CLT-based curriculum and material in Bangladesh. Ahmed and Asaduzzaman (2020) claim that institutions in rural areas have less facilities and therefore use ICT less to take classes. However, several research findings suggest that in a country like Bangladesh incorporating ICT in education does not become always possible. Khan et. al. (2012) listed a number of barriers like ICT supported infrastructure and lack of resources, insufficient funds, vision and plan, political factors, social and cultural factors, corruption, teachers' attitudes and beliefs about ICT, lack of knowledge and skill, lack of time encountered when introducing ICT into classrooms, especially in a developing country like Bangladesh. Mahfuz (2015) considers that to build up an authentic digital Bangladesh, it is mandatory to promote the proper use of ICT in education. Milon and Iqbal (2017) recommend that it is high time to revitalize English language education across the country through technology.

Research Methodology

The study aims to find out students' perspective on using ICT in learning English, including the benefits and challenges. For that purpose, a mixed-methods approach was thought to be best suited as it provides a better understanding of the research problem than either type by itself. When qualitative data tends to be open-ended without predetermined responses, quantitative data usually includes closed-ended responses such as found on questionnaires or psychological instruments. "Mixed methods involves combining or integration of qualitative and quantitative research and data in a research study" (Creswell & Creswell, 2018, pp 51).

Population of the Study

A group of individuals who have the same characteristics is called the population of the study. 'A target population (or the sampling frame) is a group of individuals (or a group of organizations with some common defining characteristic that the researcher can identify and study'(Creswell, 2015). The population for this study were the higher secondary level students from different institutions in *haor* region of Bangladesh.

Sample of the Study

From the target population, the sample of the study were selected who are the representative of the entire group of population. 'Representative refers to the selection of individuals from a sample of a population such that the individuals selected are typical of the population under study, enabling the researcher to draw conclusions from the sample about the population as a whole'(Creswell, 2015). Total 521 students from fourteen different colleges participated in the survey. They were from different upazillas of Sunamganj, Netrokona and Sylhet district. For ethical issues, the names of the colleges have been kept anonymous. There were 101 male students and 420 female students. All these participants were between 16 to 21 years of age.

Sampling Techniques

The sample of the study was selected through purposive sampling. In purposive sampling, the researchers assemble the sample to meet their specific needs (Cohen et. al, 2018). Because, in this way the sample can best help to understand the phenomenon, and to get useful information. From all the colleges situated in *haor* regions of Bangladesh, students were selected from different institutions of each of the district.

Research Instruments

As this is a mixed- methods study, both qualitative and quantitative instruments were used to collect data, because one type of research is not enough to answer the research questions. Classroom observation and survey both were used to collect data for the study. For the purpose of survey, a questionnaire was given to the participants. The questionnaire used for this survey purpose was based on the questionnaire developed by Alsulami (2016) and Milon and Iqbal (2017). Alsulami (2016) conducted a study on the female EFL students at Effat College, Jeddah, Saudi Arabia where she wanted to explore the effects of technology on learning English as a Foreign language. Besides, Milon and Iqbal (2017) in a case study on

the higher secondary level students of Pabna, investigated students' perception towards technology in EFL learning. However, as contexts are different, the researcher adjusted the questionnaire to focus on the research topic and to retrieve the maximum level of information. The survey questionnaire contains both open-ended and close-ended questions. The survey questionnaire targeted both the demographic information and the specific questions related to the research purpose.

Data Collection

For the purpose of the study, both qualitative and quantitative data were collected. For the present study, initially, fourteen colleges were purposively selected from four districts of *haor* region. With permission from the gatekeepers, the EFL classes were observed through an observation checklist for understanding the real scenario of the use of technology in EFL classes. For the survey, a questionnaire was given to the participants. The questionnaire used for the survey was developed based on the questionnaire used by Alsulami (2016) and Milon and Iqbal (2017). The questionnaire started with the general questions where the name, age, gender, institution name and location of the institution were asked. Then there were four specific questions regarding the use of technology tools in EFL classes. These questions were designed in Likert scale format.

Data Analysis Procedure

The data collected from the participants were organized for data analysis. The observation checklists were rechecked if any data was missing. Moreover, the questionnaires that have any missing information were not considered for data analysis.

The data were presented in both tables and graphs. Likert -type scale was used to figure out the data collected from survey questionnaire. Originally developed by Likert (1932), likert- type scale helps to measure the attitudes or opinions on a topic by asking the participants to respond to a series of statements. The survey results were analyzed using the Microsoft Excel Software. To increase the validity and reliability of the research, this research has employed the qualitative method of observations. The class room observations are analyzed based on content analysis and in relation to the research questions.

Results and Discussion

As this is a mixed-methods research, the results are analyzed based on both quantitative and qualitative data. This section in the first part presents the observation analysis while the survey results are discussed in the second part.

a. Observation Analysis

Incorporating direct observations into the study enhances the survey findings by offering significant context and greater insight. Total fourteen different colleges situated in Netrokona, Sylhet and Sunamganj were directly observed to understand the authentic picture of ICT use in EFL classes. An observation checklist was followed during the direct classroom observation. The observation checklist focused on seven items including the use of videos, audio, web materials was appropriate in delivering the class content, the creativity in using technology, impact of audio visual materials on the classes, about the active participation of the learners in the classes and the overall atmosphere of the classroom.

Five different colleges of Sunamganj district were observed for the purpose of this research. Among them, two colleges were facilitated with ICT. It was observed that in these two institutions video, audio materials are used in the EFL classrooms for delivering content. Teachers sometimes also take help of ICT for making class content and writing emails. In both the institutions the learners were active, sensitive and lively. However, one college was found having large class size and also not having any ICT facilities. Another college situated in further remote area of Sunamganj did not have any touch of technology in the classroom.

In Netrokona, four colleges were observed. Here, the colleges located in sadar upazilla found to have ICT facilities including microphone, speaker, projector. However, it was found that the use of audio/ videos for better understanding of the content is not satisfactory enough, though the class seemed interactive and lively. The colleges situated far from the town had different scenario with no use of technology. In those classes, the learners were rather passive and less participating in the class.

Four classrooms of four different colleges of Sylhet were observed. All the colleges showed the same scenario of not being well equipped with the facilities of ICT, therefore the learners are not aware of using ICT in EFL learning.

The findings of the classroom observation reveal that most of the colleges situated at *haor* areas of Bangladesh, are not well equipped with ICT tools. The facilities remain at low in the colleges which are situated in different upazillas. Though some colleges which are situated in the town, have some facilities of ICT but these facilities are hardly used in EFL classes for improving English language skills.

b. Survey Results

Findings of the survey show that the higher secondary level students in *haor* areas have positive attitude towards technology integration in EFL classes. They occasionally take the aid of technology, for example, videos and audios for learning English. However, a good ratio of the students has 'never' used technological means for improving their English language.

	Usage	Always	Sometimes	Never
1	Watching TV/ videos/ films	108(21%)	363(70%)	47(9%)
2	Listening to radio/ broadcasts/ news/ lectures	65(12%)	317(61%)	132(25%)
3	Communicating with friends/classmates/ relatives	128(25%)	310(60%)	79(15%)
4	Reading story books/ newspapers	115(22%)	250(48%)	151(29%)
5	Searching for information on websites	252(48%)	185(36%)	77(15%)
6	Writing assignments/ emails	138(26%)	225(43%)	154(30%)

Table: 1 Using technology items to improve English language

Gilakjani (2012) mentions the use of video to effectively develop listening skills and grammar. However, the frequency of their using the technology tools for improving English is not satisfactory either.

	Frequency of using Technology	Always	Sometimes	Never
1	Social networking sites (i.e. Facebook, twitter, WhatsApp, and blogs)	258 (50%)	200(38%)	62(12%)
2	Online audio and video tools (i.e. You Tube, Skype, MP3 players)	202(39%)	251(48%)	67(13%)
3	Smartphone or tablet apps (i.e. Learn English Grammar, Dictionary.com, Dictionaries, and Thesauri)	274(53%)	196(38%)	50(10%)
4	Word processing (i.e., Google Docs and Microsoft word)	98(19%)	173(33%)	249(48%)

Table 2: Frequency of Using Technologies

Findings show that the EFL learners time occasionally use Facebook or twitter or What's app for learning English. The mostly used technology tools for improving English are different smartphone apps for example, different grammar learning or dictionary apps. In addition, the use of any word processing software like MS word or Google docs is significantly low (n=249, 48%).

Regarding the benefits of using technology tools for learning English, nearly all of the participants agreed that technology can help them to improve English language

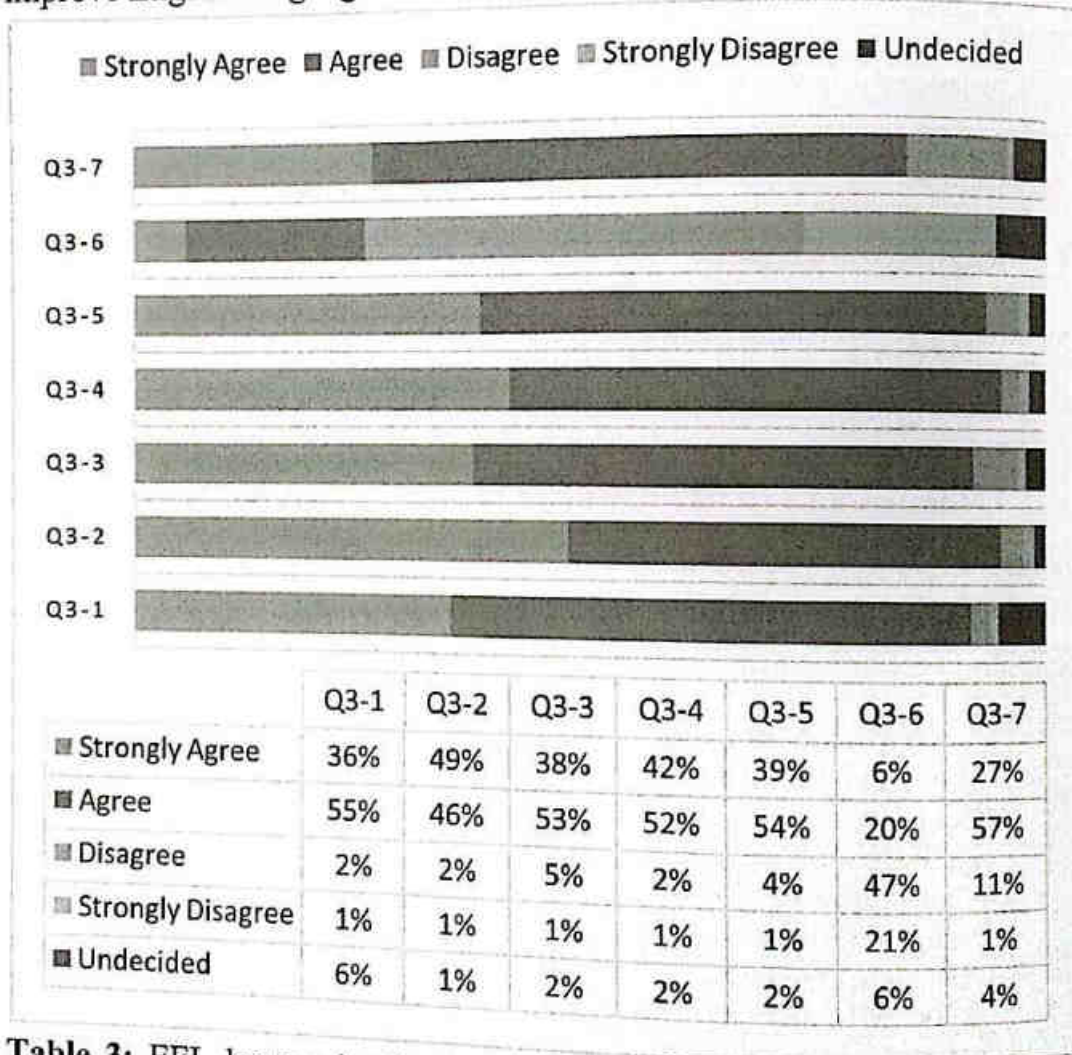


Table 3: EFL learners' attitude towards using the technology tools for learning English

It is found that 53% (276 students) of the total participants preferred using different technology to enhance the basic language skills of listening, speaking, reading and writing. Maximum participants state that watching online videos in English motivates them to learn more vocabulary. Almost all the participants (39% strongly agreed and 54% agreed) agreed that using multimedia for example, computers and You Tube is an excellent technique to learn English.

Regarding the difficulties and challenges, financial constraints, costly internet packages, lack of basic ICT skills, problem of internet connectivity, high cost of technological items, lack of strong ICT policy, lack of proper guidance and motivation from teachers, no use of technology based teaching materials in the classes and also the lack of students' interest and motivation are identified as major obstacles in technology integration in EFL classes.

	Items	Strongly Agree	Agree	Disagree	Strongly disagree	Undecided
1	Financial constraints	119(23%)	286(55%)	91(17%)	7(1%)	13(2%)
2	Costly internet packages	151(29%)	297(57%)	59(11%)	2(0%)	9(2%)
3	Lack of basic ICT skills	75(14%)	286(55%)	117(22%)	14(3%)	14(3%)
4	Problem of internet connectivity	199(38%)	241(46%)	55(11%)	8(2%)	14(3%)
5	High cost of technological items	145(28%)	282(54%)	70(13%)	5(1%)	15(3%)
6	Lack of strong ICT policy	64(12%)	344(66%)	63(12%)	6(1%)	42(8%)
7	Lack of proper guidance and motivation from teachers.	74(14%)	163(51%)	231(44%)	27(5%)	23(4%)
8	No use of technology based teaching materials in college classroom.	112(21%)	268(51%)	122(23%)	14(3%)	4(1%)
9	Lack of students' interest and willingness	45(9%)	300(58%)	120(23%)	31(6%)	21(4%)

Table 4: Difficulties and challenges learners face while using technology in learning English

The findings align with the previous studies (Khan et. al. 2012, Alsulami, 2016 and Milon & Iqbal, 2017) which revealed that socio economic factors hinder the way of getting the maximum benefit from using the technologies in the EFL classes.

Recommendations

Based on the findings of the survey and direct observation of the study, the following recommendations are made to be considered for the improvement of overall EFL learning teaching set up in the *haor* region of Bangladesh.

1. All the higher secondary level institutions situated in the *haor* region should be facilitated with ICT equipment, for example; computers, multimedia, speaker, projector and a good internet connection to be used.
2. The EFL teachers should be first trained properly about the integration of ICT in EFL classes. Teachers should develop a tendency to use ICT integrated materials in EFL classes and learn the use of technology to teach the basic language skills. They should be determined to create a positive environment in the classroom.
3. EFL learners should be properly motivated and trained with basic computer literacy so that they can make the best use of technology in learning English.
4. Above all, to achieve the target of digital Bangladesh, the Government can provide subsidy on technological tools offering convenient packages for the students. At the same time, to reduce the expenses, it is important to manage cost effective technologies.

Conclusion

The findings of this mixed method research imply that the EFL learners at higher secondary level studying in different colleges of *haor* region have positive attitude towards using technology in improving English language. This is an encouraging indication that if the classes are well equipped and the students are given sufficient opportunities, then a maximum level of output can be drawn from using technology in EFL classes. This research can be called a representative of the unprivileged students of Bangladesh as this research has captured the perspective of the higher secondary level students of a backward but geographically important area of Bangladesh. If the findings are considered by the stakeholders and policy makers, it can boost up students' performance regarding ICT competence in language learning and thus contribute to further academic success.

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Classroom Observation Form

Name of the Institution:

Class:

Number of Students:

Date:

No.	Use of Technology	Outstanding	Good	Fair	Poor
1.	Use of video, audio, web materials was appropriate in delivering the class content				
2.	Use of technology was particularly creative i.e. it accomplished something that could not have been done as easily with other media				
3.	Use of technology is limited in the classroom, but used appropriately outside the class (e.g. for email, drilling, background)				
4.	The use of audio- visual & tech materials was effective				
5.	Student participation was active and lively				
6.	The class atmosphere was warm, open and accepting				
7.	The instructor was sensitive to students' difficulties and abilities				

Comment:

*The information retrieved through this observation form will be used for research purpose only. Thank you for your co-operation.

Research Questionnaire

Name of the participant:

Age:

College:

District:

Male

Female

Q1: From the following items which do you use to improve your English language? Please indicate with a (√) which word indicates your answer.

	Usage	Always	Sometimes	Never
1	Watching TV/ videos/ films			
2	Listening to radio/ broadcasts/ news/ lectures			
3	Communicating with friends/classmates/ relatives			
4	Reading story books/ newspapers			
5	Searching for information on websites			
6	Writing assignments/ emails			

Q2: How often do you use the following technologies for enhancing or improving your knowledge and skills in learning the English language?

	Technology	Always	Sometimes	Never
1	Social networking sites (i.e. Facebook, twitter, WhatsApp, and blogs)			
2	Online audio and video tools (i.e. You Tube, Skype, MP3 players)			
3	Smartphone or tablet apps (i.e. Learn English Grammar, Dictionary.com, Dictionaries, and Thesauri)			
4	Word processing (i.e., Google Docs and Microsoft word)			

Q. 3: How do you feel about using the technology tools for learning English?

	Attitudes of technology	Strongly agree	Agree	Disagree	Strongly disagree	Undecided
1	I enjoy using technology while learning the English Language					
2	I know that technology can help me improve my English language learning					

3	I prefer using technology to enhance my speaking, reading, writing, and listening skills.					
4	I think watching online videos in English motivates me to learn more vocabulary.					
5	I believe that multimedia (i.e., computers and YouTube) is an excellent technique to learn English.					
6	I think using technology in mastering the English language is not necessary.					
7	I use chatting on social networking sites improve my writing skills.					

Q.4: What difficulties and challenges do you face while using technology in learning English?

	Items	Strongly Agree	Agree	Disagree	Strongly disagree	Undecided
1	Financial constraints					
2	Costly internet packages					
3	Lack of basic ICT skills					
4	Problem of internet connectivity					
5	High cost of technological items					
6	Lack of strong ICT policy					
7	Lack of proper guidance and motivation from teachers.					
8	No use of technology based teaching materials in college classroom.					
9	Lack of students' interest and willingness					

This is for the purpose of research only, no information provided here will be used anywhere else.

Understanding Challenges Faced by EFL Students for Sustainable Online Education

Zakia Ahmad, Ph.D*

Abstract

This study was undertaken to understand the challenges faced by students while participating in online classes during the COVID 19 pandemic. Teachers expressed deep concern over students' impassiveness in online classes. Attempt was made to get an in-depth understanding of the problems and complex situations students faced in online classes through a case study approach. The research procedure comprised of collecting narratives from students where they expressed their opinions and feelings about online classes. The participants were 53 undergraduate EFL students studying in different semesters at a private university in Dhaka, Bangladesh. The paper aimed to find out the challenges which confronted students during online classes and why they remained unresponsive in these classes. The findings of the study have important implications as the blended mode of instruction has become a regular feature in the field of education. Conclusion has been drawn by emphasizing the necessity of helping students overcome their inhibitions and adjust to the new normal situation of hybrid and blended learning. Suggestions have been made to adopt techniques to make online classes more interactive and engaging, in order to create a sustainable, conducive, virtual teaching-learning environment.

Key Words: Students' Perceptions, Challenges, Technological Issues, Blended Learning, Sustainable Online Education,

Introduction

This research was initiated by the COVID 19 pandemic, caused by the SARS-CoV-2 which led to significant changes globally. The pandemic has had a global impact affecting millions of people in all spheres of life starting from health to work, business, education, global economies, social interactions and much more. It has introduced a new direction in pedagogy all over the world highlighting the importance of the UN goals of sustainable development specifically in education. Due to the

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lockdown during the pandemic the traditional concept of the classroom changed and transformed teaching and learning into a virtual space globally (Bashir et al., 2021; Khan et al., 2021). Technological advancement of the 21st century supported the shift in this new direction. In order to make education sustainable it has become essential to comprehend the impact of this global phenomenon on the lives of students and in the field of education as well. To achieve sustainability in education new technologies have to be utilized and innovative approaches need to be adopted. Being able to transfer learning adapting to changing contexts and situations in adverse and complex conditions makes education and learning sustainable (Ahmad, 2020; Almajali et al., 2022). This study was designed to investigate the challenges students had to confront due to this change in the mode of academic instruction and what impact the change had on students' perceptions and behavior, and how online instruction can be globally sustainable in the field of education.

The SARS-CoV-2 virus was first identified in Wuhan, China in November 2019. The first official cases were recorded on 31st December 2019 and on January 30, 2020 the World Health Organization (WHO) declared the outbreak as an International Public Health Emergency. On the 11th of February, 2020 this virus got its official name COVID 19. As COVID 19 was spreading rapidly across the globe and the cases were rapidly increasing on 11th March 2020 the WHO declared it as a Pandemic. Following this Declaration a lockdown was imposed on all normal activities worldwide. Educational institutions were left with no option but to close down. Due to this closure all educational institutions globally had to adopt a mandatory online mode of instruction making a shift towards a new direction of digital education.

In Bangladesh the spread of the virus was confirmed in March 2020. The Bangladesh Government declared a countrywide "Lockdown" from 23.3.2020 to 30.5.2020 (TBS Report, 2020). It was expected that this would control the spread of the disease but on June 13, 2020 the number of reported cases exceeded the number of cases in China. Closure of educational institutions had to be extended many times and continued uptill 2021. On 30th April 2020 the government directed all public and private universities to start their academic activities online. The University Grants Commission of Bangladesh declared that in order to face the difficult times appropriate measures should be taken to engage students in fruitful and effective ways (Abdullah, 2020). Private institutions started taking preparations for online classes. Towards the end of June 2020 public universities also decided to take up the online mode of instruction (Kamol, 2020). Transformation of pedagogical instruction

to a digital platform required extensive planning and cooperation of all the parties involved. Most public and private educational institutions found a solution in the Learning Management Systems. The Google Classroom was chosen at most places as the platform for delivering and receiving educational instruction since it was a convenient and user-friendly learning platform. There are several advantages of online learning and this mode of education was adopted to overcome the problems caused by the lockdown and also to maintain the regularity of the academic calendar (Adodoyin & Soykan, 2023). Though the online platforms were provided by the respective institutions the transition was not very smooth for the teachers and even less so for students. They were not well equipped and did not have the digital competence to attend classes online initially (Khan et al., 2021) There were issues of privacy and peer interaction which concerned students and instructors (Kumar et al., 2020). Most developing countries do not have the infrastructure and skilled professionals to conduct online classes. Thus a transition to online instruction posed many difficulties for both teachers and students. Even after the lockdown was withdrawn educational institutions had to modify their mode of instruction and adjust to the new normal situation by introducing blended and hybrid classes. Blended classes became the new reality to which students had to adjust.

The study aimed to find out what challenges students faced in coping with online classes and why they remained unresponsive during these classes. The objective of the study was to get an in-depth understanding of these in order to be able to create a sustainable environment of learning especially for the future since the blended and hybrid mode of education has become an undeniable part of education. Innovative and proactive measures need to be adopted to adjust with a post Covid-19 world (Jacques et al., 2023).

Research Questions

The research questions which guided the study were:

1. What challenges did EFL students face in attending online classes?
2. What were the reasons for EFL students' impassiveness in online classes?

Literature Review

The pandemic lockdown imposed a mandatory digital mode of education globally initiating exploration and research into the effectiveness and impact of online education. Digital disadvantages, pedagogical challenges, lack of access to online instructional materials and also

psychological issues encountered by learners have become explicit in studies conducted around the world on the effectiveness of online education (Bashir et al., 2021; Khan et al., 2021; Paschal & Mkulu, 2020; Selwyn, 2016).

Access to internet and digital technology posed a major obstacle to online instruction. Paschal and Mkulu (2020) aimed to explore the effectiveness and challenges of online education in a study conducted at five universities in Africa. They also wanted to find possible solutions to the problems of online education. The researchers found that online education was very effective and the students liked online classes even though accessing the E-learning system was not very convenient. The problem of internet connectivity was acute and it was one of the main problems as revealed in this study. The outbreak of the Corona virus was a "great catalyst for the expansion of online education in higher learning institutions around the world" (p.3). The researchers aimed to inspire students and make them realise how fortunate they were in being able to access education during the pandemic lockdown. The study was based on the Constructivist Theory which emphasizes the importance of peer interaction. However, the shortage of computers and low proficiency of English caused students' lack of participation (Raja, 2012 cited in Paschal & Mkulu, 2020).

Conducting research on online learning Adodoyin and Soykan (2023) have found several challenges faced by both teachers and students during COVID 19 pandemic. Some of these challenges were lack of technological facilities and digital competence, socio-economic factors, intrusions at home, assessment and supervision of work. Since online learning is fully dependent on having good internet connection and advanced digital devices students and teachers who do not have these will be deprived of successful learning. In Indonesia poor internet connectivity made online classes difficult (Hamid, SENTRYO & HASA, 2020). Students had to search for places where the internet connection was good. They complained that they found online learning to be ineffective and uninteresting as there was less interaction with the teacher.

Yadav et al. (2020) studied the efficacy of online instruction on different communities in India, namely, rural, urban and metropolitan. Most of the students used smart phones for engaging in online classes in urban and metropolitan areas but students in rural areas preferred conventional learning. The researchers suggested that educational institutions, faculty and policy makers should be aware of the problems faced by the students in digital learning. Jamalifar and Chalak (2014) investigated use of the internet by undergraduate students for English language learning.

Their findings reveal that 93% of their participants found the internet useful for language learning. However, they had to be provided with the necessary equipment and infrastructure to support their online learning.

There are also some students who prefer not to be seen by their tutors and peers so they would not switch on their cameras (Peimani & Kamalipour, 2021). It is essential to have knowledge of students' attitudes help institutions to develop appropriate modes of online instruction which can make classroom learning and teaching effective (Peytcheva-Forsyth et al., 2020). Language learning in cyberspace may be successful for independent learners who are motivated both in formal and informal environments (Meskill et al., (2012). These learners can develop their language proficiency and also acquire cultural knowledge and understanding through the internet.

Khan et al. (2021) found that both teachers and students at public universities in Bangladesh approved of online classes even though there were many problems associated with this mode of learning. Finding that interaction with their instructors provided students with major satisfaction. Fedynich et al. (2015) suggest that teachers can conduct classes with an active sense of humour, they can personalize the online classroom environment to improve students' interaction. Interaction is an extremely important part of the teaching and learning environment (Moore, 1993). Online learning lacks interactivity compared to face-to-face learning mainly due to want of social presence, social interaction and students' satisfaction. Bali and Liu (2018) argue that along with social presence and interaction, students' satisfaction is also crucial for effective learning and students tend to be more satisfied in face-to-face classes than in online classes. Students in some studies also complained that they could not focus during online classes and this caused them anxiety. They were bored in online classes and got frustrated easily because online classes could not create focus like face to face classes (Simamora, 2020).

Researchers (Adodoyin and Soykan, 2023) suggested the necessity for teachers to help students recognize the values of learning through blended discussions. They have also emphasised the importance of integrating online discussion and traditional face-to-face learning.

The literature reviewed in this section reveals the challenges confronted by educationists, students, stake-holders, societies and governments at large. The present study intends to address the gap in the field regarding the viability of online education to achieve a sustainable future in the field of education.

Methodology

The research was conducted using a case study approach which helps to give meaning to real life activities instead of just abstract theorizing (Cohen, Manion & Morrison, 2017). A case study contributes to the understanding of both causes and effects in real contexts (Cohen et al., 2017). The case study approach was undertaken to investigate real life situations and generate understanding of new, complex educational circumstances created by the transference from the physical mode of education to the virtual mode. Attempt was made to get an in-depth understanding of the challenges students faced in attending and interacting in online classes.

Site

This research study took place at a private university in Dhaka, Bangladesh. The university started conducting the online mode of education in June 2020 and continued all academic activities virtually till December 2021. Several strategies were implemented to make the online mode of education as effective as possible. Shifting to the online mode of instruction was a challenge for teachers as well as students. The Google Meet virtual platform was chosen to deliver classes and examinations. A training session and engaging workshop was arranged for all faculty members to demonstrate and familiarize them with all the different features of Google Meet and Google Classroom. All faculty members and students were provided with manuals to help them understand the procedures of using Google Classroom. The faculty members and advisors met the students regularly providing them with additional assistance. The university also set up three hotlines through which faculty members could get all technical assistance whenever necessary. All necessary steps were adopted to make the online mode of instruction fully effective. This initial training assisted faculty members to carry on virtual classes both during and after the lockdown.

Participants

Samples of the study were 53 undergraduate students of the first semester studying in the Department of English at a private university in Dhaka, Bangladesh. Sampling was done on a convenient and purposive basis from a site where access was easy and convenient. Participants were informed of what they were expected to do and verbal consent was taken from them before the research began. It was made clear to them that their participation would be treated with absolute confidentiality and anonymity. These participants had all gone through three semesters of

online classes and when they were taking part in this research they were having blended classes. None of them had any online learning experience before the pandemic.

Data Collection

Data were collected through narrative writings. Narratives are a popular and useful technique of data collection often advocated in the field of education, they help researchers to gain an in-depth understanding of the situation (Gay et.al., 2009; Golombek and Johnson, 2008; Johnson and Golombek, 2011).). The participants were asked to write short narratives about their experience of online classes mainly elaborating the challenges they faced in attending these classes. They were also asked to write about the causes of their reluctance to participate in online classes. Most of the participants used mobile phone for attending their classes, participating in examinations and submitting assignments. They were given one-month time to finish their narratives consisting of at least 1000 words. They did this at home after their classes were over. I constantly kept in touch with the participants and kept reminding them of the importance of their role in the research. The narratives made up for any lack of eloquence or nervousness the students might have felt in a face to face discussion or interview. The participants could express their feelings without any reservations and fear in their narratives. Researchers (Clandinin and Connelly, 2000; Elbaz, 1983; Golombek, 1998; Golombek and Johnson, 2008) endorse the use of narratives as a holistic approach for examining emotional and interpersonal understandings. Data collected through narratives were analysed qualitatively.

Data Analysis and Findings

A qualitative approach was used to analyze the data which emerged from the narratives. Content analysis was used to analyze the narratives and to detect core consistencies and meanings (Patton,2002). The themes which emerged were assigned codes and marked in the texts, data was viewed and analyzed as objectively as possible using the exact words of the participants. As Somekh et.al. (2005) state that the most creative part of research is data analysis. The whole research started to become meaningful through analysis. The major themes which emerged from the narrative data have been categorized as the following:

- i. Technological
- ii. Psychological
- iii. Physiological
- iv. Environmental

Table 1: The major themes and sub-themes of students' perceptions

Major Themes	Sub-themes
Technological	<ol style="list-style-type: none"> 1. Network problem 2. Digital Distractions: Fb, games, movies
Psychological	<ol style="list-style-type: none"> 1. Not confident / not wanting to create a bad impression 2. Shyness / introvert / not fluent in English 3. Fear of peers/ embarrassment / making fun in messenger 4. Expecting others to answer 5. Anxiety for answering 6. Stress for Covid 19
Physiological	<ol style="list-style-type: none"> 1. Lazy, inertia, boredom 2. Trouble using device, strain on eyes 3. Not sincere and attentive
Environmental	<ol style="list-style-type: none"> 1. Distractions: at home / house work 2. Home environment, lack of classroom environment

Technological Problems and Issues

Network problems, poor internet connectivity and technological issues were major problems for most of the students. Majority of the participants had complaints about this issue but there did not seem to be any solution as the situation was beyond their control. Data derived from narratives make this evident. Following are some extracts from students' narratives:

Network issue is a key factor behind this problem. Some of us are doing classes from remote areas so it becomes difficult for us to interact in class.

In our Bangladeshi circumstance, network problem is the main cause to obstruct students to give reply.

Electricity and WiFi disturbed us so all the time we keep data in our mobile phone which is too expensive

Due to bad internet connectivity we cannot understand the questions so we do not answer.

We don't hear because of network problem, which is why we do not answer.

Digital distractions such as Facebook, games and movies were a major deterrent for students in engaging in online classes. Students professed

that they often used to get distracted by social media and all other digital applications which were at their fingertips while attending classes online. They used to become inattentive in class and start scrolling Facebook or YouTube, play games, watch movies or chat with friends on Messenger. Poor network was not an impediment for these distractions but concentrating in an English class was very difficult as they got frequently disconnected.

Psychological Problems and Issues

Attending English classes online posed a major problem for students. Covid 19 caused them a lot of anxiety, stress and depression (Moawad, 2020). This in turn made them nervous in their English class and they found it "*hard to pay attention to study*". Some of the students had never met their teachers physically so felt shy to answer in English. They expect others to answer and remain quiet and this results in no one answering. Lack of peer support increased their anxiety. They felt the need to communicate physically with their teachers and friends for a more conducive learning atmosphere. Peer support and interaction became a vital necessity for the learners. (Vygotsky, 1986). Participants expressed their anxiety in the following words:

In online classes there is no connection with friends so it affects us mentally and emotionally.

Offline classes are more helpful, if we don't understand in class we try to understand from other students present in class.

If my answer is wrong how will the teacher react or what will my classmates think?

Even if we know the answer we feel shy and it has become more acute in online classes for the physical absence of the faculty.

Physiological Issues

Physiological issues emerged as another theme regarding students' perceptions of attending their EFL classes in a blended mode. Students professed that having classes online has made them "*us lazier than before and we can't be as active as we used to be*". Some of them said they had trouble using devices as too much use caused them to have headaches and eye problems. They feel too comfortable at home and feel too sleepy to interact in class or they are busy doing other activities at home. Due to these reasons they do not interact in online classes. They are not attentive and sincere about their classes. They missed a congenial teaching-learning atmosphere. They acknowledged that:

Many students like face to face classes but they don't get any benefit online. So they sometimes feel sleepy and miss some important part of the class.

Online classes make life dull and boring. There is no interest in class, we do not feel like participating.

Topics seem harder when learnt from online classes so we cannot answer.

Environmental Issues

During online classes students faced environmental issues at home. Home environment was not conducive to learning. There were various distractions at home, such as housework, noisy environment, lack of classroom setting and discipline which made it difficult for students to concentrate in online classes. Students kept their cameras switched off as they did not want to expose their home environment. They used to take advantage of being at home and do other chores instead of engaging in their classes. So when the teacher questioned them they left the class or remained silent. Students expressed their opinions and concerns regarding attending classes from home and gave reasons as to why they did not interact in class in their narratives. They conveyed their concerns in the following words:

Sometimes people roaming around us, that makes us uncomfortable to answer in the classes.

When we are doing classes at the same time we are doing other activities this is also reason for not replying.

Everyone is at home so there is a lot of chaos and we have to keep our camera and mic off.

We need a classroom and proper discipline to learn and in the house this is not possible. It is very easy to get distracted and miss the concept.

Conclusion and Pedagogical Implications

This study examined the challenges faced by students while taking part in online classes during the Covid 19 pandemic lockdown. After the withdrawal of the lockdown educational institutions still conducted classes through the blended mode of instruction for more than a year. The study has revealed that students faced various challenges and constraints ranging from technological to very personal issues. They did not find online classes conducive to learning. However, conclusion has been drawn by emphasizing the necessity of helping students overcome their

Understanding Challenges Faced by EFL Students

inhibitions and adjust to the *new normal* situation of blended learning. They need to be made aware of the advantages that the online mode of instruction provided. They did not have to sustain any loss in their academic careers.

The findings of the study have important implications for educational institutions, teachers, students and policy makers. Researchers (Jacques et al., 2023) have found several challenges in making education sustainable in a post Covid-19 world, such as, educating professionals in digital literacy is of prime importance; secondly challenges of learners from all socio-economic levels should be kept in view; and thirdly the importance of digital inclusivity should be taken into consideration by educating and promoting digital competency. Online education presents several sustainability benefits. It provides opportunities for students worldwide, including those in remote or underserved areas, it promotes inclusive and equitable quality education. The flexible learning schedules offered by this mode of instruction can be more inclusive for students with different needs and can lessen the gap between different socio-economic groups.

Relevance of the findings of the present study to teacher education and development programmes can also be explored. Affective factors of students have become crucial which teachers need to take into account and adopt techniques to make online classes more interactive and engaging. It is only by creating a conducive virtual teaching-learning environment that educational outcomes can be achieved fully. Blended EFL classrooms can provide sustainable education in this rapidly changing new digitalized world.

The limitations of the study rest in the fact that it was conducted on a small group of participants. Further research may be carried out to examine the sustainability of online mode of instruction and how human behavior is impacted by emerging technologies (Bao, 2020). Attempt may be made to understand whether students' perceptions have undergone any change regarding the benefits of online classes.

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Unidirectionality of Grammaticalization: Evidence from Bangla (Bengali)

Dr. Md. Shaheduzzaman*

Abstract

This essay has made an attempt to reach an answer to the problem concerning the directionality of grammaticalization. In doing this, the productivity of compound verbs in a South-East Asian language of Indo-European origin named Bangla has been taken as an evidence. This essay agrees with some linguists' observation that this tendency towards grammaticalization is indeed very productive. It is argued that productivity of the process, and also the fact that no evidence in the opposite direction has been reported in Bangla yet, indicates a tendency that can be seen as an evidence supporting the unidirectional claim for the process.

Key Words: Grammaticalization, Unidirectionality, Tendency, Language Change, Bangla, Compound Verb.

1. Introduction

Languages tend to change and this phenomenon is universal. One of the manifestations of language change is the creation of new class of linguistic elements from another class through a process of evolution within the language concerned, though some other elements inevitably die out in this process. Grammaticalization is one kind of language change which "involves the creation of new grammatical morphemes" (Roberts, 2007 p.142) from the lexical items of the same language.

One question concerning grammaticalization revolves around the directionality of this process. There is an ongoing debate on whether grammaticalization takes only a one-way path, i.e. grammatical items of a language never give birth to lexical items. In this essay, an attempt has been made to reach an answer to this question with the support of an evidence from a South-East Asian language of Indo-European origin

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named Bangla (famously "Bengali"). The essay will try to show that one tendency towards grammaticalization in Bangla is very productive and unidirectional. It has been argued that productivity of the process points to a tendency that should be taken as a strong suggestion for a unidirectional view of the process.

2. The Definitions

2.1. The Elements Concerned

Broadly two types of categories can be distinguished in any given language, namely, the lexical or content words or categories (e.g. nouns, verbs, adjectives) and function or grammatical words or categories (e.g. auxiliaries, determiners, coordinators, complementizers, particles, clitics, markers of case, tense and agreement). They have distinguishing characteristics with regard to different linguistic criteria such as morphemic status, phonological size, stress and semantic size. Lexical categories are unbound, generally comparatively larger, often stressed and more complex with reference to these criteria, and conversely the grammatical categories are bound, generally smaller, unstressed and simpler (Givón, 2001 p.44). Furthermore, lexical words belong to a large and open linguistic class as opposed to a small and closed class that function or grammatical words are the member of. Lexical words convey the "world-view" when grammatical words or morphemes function to derive words and sentences of a language (Givón, 2001 p.45).

2.2. The Process

A range of definitions have been offered for grammaticalization from different points of view. One definition takes into account the pragmatics or discursive functions of verbal elements to explain the process (Harder and Boye, 2011), which is, for them, a linguistic change occurring in time through which "discursively secondary" categories evolve. Another definition (Nicolle, 2012) that views it from the perspective of semantics, holds that grammaticalization involves evolution of linguistic elements with "procedural information" from those with "conceptual information", thus contributing "procedural information to the semantics of an expression" (Narrog and Heine, 2011). A third definition, however, generalizes the process to include every grammatically functioning element of a language (Frajzyngier, 2011), and extends its scope even to the prosodic domains.

Despite the existence of this diversity of interpretations of the process, grammaticalization¹ is mostly and fundamentally held by linguists (Wischer, 2006; Heine, Claudi and Hünnemeyer, 1991, for example) as a diachronic process of language change through which the lexical categories of a language evolve into the functional or grammatical categories, and existing grammatical items evolve into more grammatical items. In other words, Grammaticalization is not “confined to the development from lexical to grammatical forms” (Heine and Kuteva, 2002 p.4), grammatical elements also give rise to more or “stronger” grammatical morphemes. The term was first coined by Meillet (1912, cited by Roberts, 2007 p.141), and the process in action has long been noticed by linguists (Humboldt 1985 [1822], cited by Haspelmath, 1999 p.1047). Some linguists have put this more abstractly, that is, grammaticalization is “evolution of substance from the more specific to the more general and abstract” (Bybee et al., 1994 p.13).

During grammaticalization, the speaker’s tendency to be maximally economical in expression results in phonetic attrition on the speaker’s side and rule extraction from the listener’s side. Thus, “certain inferences frequently associated with the use of the grammaticalizing expression become conventionalized” Nicolle (2007, p.47). The formal processes are accompanied by semantic change or ‘bleaching’ that makes the target element able to be used more generally. Metonymy induces a morpho-syntactic reanalysis that, through analogy, results in generalization and spread of the new rule across the language.

On the morphological level, this rule, this rule generalization and spread thanks to analogy is evidenced by the following example cited from Sen (1957, p.35):

¹ There is serious debate around the phenomenon of grammaticalization as a theory rather than a collection of distinct processes of language change brought under a single cover term (Newmeyer, 1998), the motives and mechanisms behind it (Gelderen, 2011b) along with its directionality (Newmeyer, 1998; Norde, 2001). Since a grammaticalization theory appears to challenge the notion of discreteness of linguistic elements which are the building blocks of the theories in the generative framework, the heaviest criticisms have come from that school (Janda, 2001; Newmeyer, 2001; Joseph, 2001; Campbell, 2001; Campbell and Janda, 2001). However, within the scope of this essay, unidirectionality, at least as a manifest tendency, rather than grammaticalization itself has been taken as the central topic of discussion. Therefore, details of the other conceptual definitions and debates including those around grammaticalization as a theory have been avoided here.

- (1) Sanskrit *Devata* (*Deva* + *-ta*) 'divinity' *Bondhuta* (*Bondhu*+ *-ta*) 'friendliness/friendship'

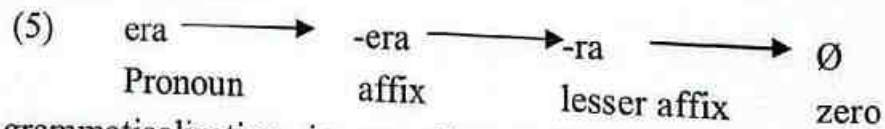
The affix *-ta* is separated and combined with many other word stems, such as, *mama* 'my/mine' to form a new noun *mamata* 'compassion' in Sanskrit itself and its daughter languages, such as, Bangla and Hindi. This is an example of grammaticalization in that an affix has lost its existence in the final phase of its evolution.

Thus, the entire process, in reality, occurs as a series of changes in the semantic and formal properties of a linguistic element, in other words, a continuum on which an event of change moves forward unidirectionally in time. This line of change is called a 'cline'.

Here one illustration of grammaticalization cline can be drawn from Bangla. The pronoun *era* originally means 'these persons/people' like in the sentence "Era bhalo lok" meaning "These are good people". It then becomes a plural affix *-era* like in the word *manush-era* 'humans'/'people'. The affix then changes into a lesser affix *-ra* as appears with the word *manush-ra* meaning the same as *manush-era* does. Finally, this affix becomes zero as it is no longer obligatory in the same context, i.e., the syntax and semantics, and even the pragmatics of the sentence remain the same across sentences (2)–(4) that mean "Humans/people talk", and all the usages are simultaneously in use in modern Bangla:

(2)	Manush-era	kotha	bole.
	Human-s	speech	say-3-PRES
(3)	Manush-ra	kotha	bole.
	Human-s	speech	say-3-PRES
(4)	Manush-Ø	kotha	bole.
	Human-s	speech	say-3-PRES

Thus, the change of the original pronoun *era* moves on along a grammaticalization cline:



Since grammaticalization is an all-pervading process of change that involves every linguistic component, namely phonology, morphology, syntax, semantics and pragmatics), it is defined as 'cross-componential'.

The process of grammaticalization can be illustrated by the following classic example, in which one movement verbs of English undergoes semantic bleaching to lose its sense of physical motion

and direction; and becomes phonologically reduced:

(6) I am going to school.

(7) I am going to miss the school > I am gonna miss the school.

In (6), 'going' is a lexical main verb in present progressive form that denotes movement and that towards a certain direction, but in (7) 'going' acts as a modal auxiliary denoting the sense of near-futurity or probability. At the same time, it acquires the ability to reduce phonologically.

3. The Directionality of Grammaticalization

3.1. The Unidirectional View of the Process

However theorized, the grammaticalization process, as observed and argued by linguists, occurs "in time" (Wischer, 2006 p.129), or in "space and time" (Heine and Kuteva, 2002 p.2), i.e., it is a one-way process, namely "unidirectional" (Hopper and Traugott, 2003; Gelderen, 2011a; Bybee et. al, 1994), that is, this change can move in time, and never against. At one point, the changes in usage, meaning and form "necessitate renewal" (Gelderen, 2011a pp.5-6) and the path "begins with concrete, lexical forms and constructions and ideally ends in zero" (Heine and Kuteva, 2002 p.4). The path can be simply schematized in the following way:

(8) Lexical → Grammatical → More Grammatical → Zero

We can visualise one actualization of a section of this path in the examples of the diachronic change in the Indo-Aryan affixes where an Old Indo-Aryan (OIA) affix *-man* implicating 'possessing', like in the word *ayushman* (*ayush* + *-man*) 'long-lived' or 'possessing long life', partly survives through the New Indo-Aryan (NIA) stage as *-m*, an accusative case-marker like in the noun *anumatim* (*anumati* + *-m*) 'permission', and then forms "integral and indivisible parts of the words" (Chatterji, 1926 p.651), such as *kam* 'work', of the modern Indo-Aryan language Bangla (Bengali) at a later point of time:

(9) OIA affix *-man* → NIA affix *-m* → Bangla *kam*
(adapted from Chatterji, 1926 p.651)

The words like *kam* (and similarly, *cham* 'skin') are indivisible Bangla noun words from which the suffix is no more able to be separated at all. In other words, the original OIA affix has completely lost its existence at the final phase of change.

3.2. *The Arguments against Unidirectionality: The "Counterexamples" and the Path*

There is a process called lexicalization² – reversal of grammaticalization observed by linguists in the domain of language change. It is a process by which a grammatical item of a language changes into a lexical one.

The claim against unidirectionality has been made by putting counterexamples (Newmeyer, 1998; Ramat, 1992), that is, lexicalization, forward. Newmeyer (1998) argues that there is no statistical evidence in support of the claim as he considers the counterexamples as "rampant" (Newmeyer, 1998 p.263). Even though Newmeyer accepts the fact that "complete reversals of grammaticalization are extremely rare, perhaps nonexistent" (Newmeyer, 1998 p.263), he supports Janda (1995, 2001) who attributes this fact to some other factors that play a role there, i.e. the arbitrary nature of the sign-signified association prevents some once-grammaticalized linguistic element to return to its original form as it used to be.

3.3. *The Statistical Debate*

In reality, examples occurring in the opposite direction (such as, the often-cited instance of OE genitive suffix -s that has become genitive clitic's in ME) have been found (Joseph and Janda, 1988; Campbell, 1991; Ramat, 1992; Frajzyngier, 1996; Newmeyer, 1998). There is a point of debate with regard to whether these examples can be counted as sufficient as an evidence. For the advocates of unidirectionality, they are "few exceptions" (Heine and Kuteva, 2002 p.4), and "extremely rare" (Haspelmath, 1999 p.1046) as opposed to the "plentiful" (Haspelmath, 2000 p.248) examples of grammaticalization, whereas for the critics they are "widespread in the languages of the world" (Newmeyer, 1998 p.264).

Some "legitimate counterexamples" of degrammaticalization (e.g. the change of *to* as a complementizer to an infinitive tense marker which

² In linguistics, the term is used to denote a variety of concepts, distinct but related (Bakken, 2006 P.106): a. In one sense of it, novel concepts take verbal forms and are incorporated in the lexicon of a language, loan words and their meanings are integrated, and idioms are conventionalized; b. Another meaning refers to the process opposite to grammaticalization as discussed above; c. The third sense of the term "refers to the process when morphosyntactic, syntactic, or pragmatic means of conveying information are taken over by lexical forms" (Bakken, 2006 P.106). We are using the term to denote the process inverse of grammaticalization, that is, (b).

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is argued to be “less grammatical”) have been listed in Traugott (2001). The reuse or “regrammaticalization” of some already-marginalized elements such as the Indo-European suffix *-sk* is cited by Greenberg (1991). Burridge (1998) shows the following change of a Pennsylvanian German preterite subjunctive “welle” to a full lexical verb “wotte” which is a clear case of degrammaticalization:

- (10) *welle* ‘wanted’ \longrightarrow *wotte* ‘to wish’
Grammatical (modal) lexical (verb)

Newmeyer argues that the examples of lexicalization illustrate “an alternative developmental possibility for an affix than to weaken to zero” (Newmeyer, 1998 p.264). Heine and Kuteva (2002, p.4) also recognise “a number of examples contradicting the unidirectionality principle” found by Frajzyngier (1996), Joseph and Janda (1988), Campbell (1991), Ramat (1992) and Newmeyer (1998), but they consider them too “few compared to the large number of cases that conform to the principle” to take them into account as an evidence for any process in the opposite direction. Besides, they support the observation that those instances also can be attributed to some “specific sociocultural factors” (Burridge, 1995).

4. Instances of Grammaticalization Indicating Unidirectionality

4.1. From Grammatical to “more” Grammatical in English

The rise of supportive *do* in modern English, as described in Barber, Beal and Shaw (2009), can be argued as one instance of unidirectional grammaticalization in the sense that grammatical elements become more grammatical.

In one Shakespeare’s character Hal’s sentence, “I do assure you”, the use of *do* is not emphatic and therefore semantically non-obligatory. Therefore, this is not equivalent to the sentence “I will assure you”. “So, auxiliary *do* was used in early modern English, but its use was not restricted as it is today” (Barber, Beal and Shaw, 2009 p.199, italics added). In a modern English sentence, the use of the “dummy auxiliary” *do* is as restricted (one salient quality of function morphemes) as that of the auxiliaries and modals.

Do was used in a causative sense in middle English (ME) like in the sentence “a kastle he did reyse” meaning “he caused a castle to be built” which was semantically equivalent to “he built a castle”. Here *did* has lost its semantic content which is “a small step” (Barber, Beal and Shaw, 2009 p.201) towards a non-causative use. Having been used in poetry for the sake of rhyming for a period it spread to prose. By the

end of the 16th century it lost its causative sense and started to be used as an empty auxiliary. During the 17th century it stopped to be used in affirmative declarative sentences (an emphatic use is the only exception) and by the end of the same century it has assumed the restricted use much like a typical auxiliary.

This path of gradual change of *do* depicts the one-way progression of events of semantic bleaching and acquiring a relatively more restricted syntactic status, the typical string of change seen on a grammaticalization continuum.

4.2. Evidence from Bangla: one-way Movement and Productivity of one Process

Grammaticalization occurs in many languages in the world. In the south-east Asian language Bangla belonging to the Indo-European language family, this process operates in a very productive way. One manifestation of this productivity can be seen in the formation of Bangla compound verbs³ though there are constructions that may be defined as serial verbs:

(11)	Ja	bhag	ekhan	theke.
	Go.2-PRES	run away.2-PRES	here	from

“Run away from here.”

A compound verb construction denotes a single act or event. Bangla compound verbs — one of the two kinds of “complex predicates” (Bhattacharja, 2011) — are two-verb constructions interpreted as one single verb denoting one single event. The first verb (V1) takes a conjunctive participle marker *-e* (like in (12) - (20), or *-te* (like in (21), (22))), and the second verb (V2) takes the inflection for person, tense and aspect (Paul, 2004). Besides, as McGregor and Hook (1974, cited by

³ I prefer — following the practice in Bangla (and Hindi) linguistics literature (Dasgupta, 1977; Bhattacharja, 2011; Paul, 2004; Hook, 1974, cited by Mukhopadhyay, Dasgupta, Sinha and Basu, 2012) — to call these constructions “compound verbs” rather than “serial verbs”. Usually, a serial verb is “not overtly joined by conjunctions” (Li, 1991 p.103). However, there is an element of subordination or coordination overtly attached with V1s — in the form of a conjunctive participle (CP) *-e* or *-te* — in Bangla compound verb constructions that is unlikely to be present as a feature of a serial verb as described in Ansaldo (2006, p.260). In reality, it is debated that if most of Bangla complex predicates or compound verbs can be defined as serial verbs (Bhattacharja, 2011) at all, though some of them can indeed be interpreted as serial verbs (Dasgupta, 1977).

Mukhopadhyay, Dasgupta, Sinha and Basu, 2012) observed in Hindi, the vector of Bangla compound verbs can also express the aspect and modality of the whole construction. Furthermore, in some cases of Bangla compound verbs V1 takes the main semantic role of the construction whereas in some other V2 acts as the main verb, such as, in (12) V2 forms the base, and in (14) V1 plays as the main verb with the other verb acting as a particle in a phrasal verb.

There are other verb-verb constructions in Bangla that must be distinguished from compound verbs. For an example, in (13) the two verbs denote separate events with a single subject marked on for them, but in (14) the verbs combine to convey a single event.

The compound verbs in Bangla, as Paul (2004, p.102) observes, are “periphrastic compounds” in which the vector verb has not been as sufficiently grammaticalized as an auxiliary. But in the compound verb constructions, these verbs often play a role of a particle like a part of an English phrasal verb which is clear from the following examples (12) and (14) though not (13):

- | | | | | |
|------|---|---------|------------|-----------|
| (12) | Kamal | chole | gælo | |
| | Kamal | move-CP | go.2-PT | |
| | “Kamal went away.” | | | |
| (13) | Kalam | eshe | khabe | |
| | Kamal | come-CP | eat.3-FUT | |
| | “Kamal will come and then eat.” | | | |
| (14) | Kamal | eshe | poRbe | |
| | Kamal | come-CP | fall.3-FUT | |
| | “Kamal will arrive shortly.” | | | |
| (15) | Kamal | cup-ta | tule | nilo |
| | Kamal | cup-Det | pick-CP | take.3-PT |
| | “Kamal picked up the cup.” | | | |
| (16) | Kamal/Bæthata | chole | Gæche | |
| | Kamal/The pain | move-CP | go.3-PT | |
| | “Kamal went away.”/ “The pain is gone.” | | | |

4.2.1. Grammaticalization in Formation of Bangla Compound Verbs

Interestingly, the native speaker of Bangla knows very well that (18) and (19) also convey one single event as do (15) – (17) even though the former can be temporally separated (“go and then get”, “tell and then go”)⁴ and the latter cannot. Therefore, it can be concluded that

⁴ Temporally separable compound verbs have the property of iconicity in that they are “iconic in the ordering of their event arguments” (Larson, 1991 p.194; Li, 95

some Bangla compound verbs seem to have become more grammaticalized – i.e., syntactically more restricted – like in (15) – (17) compared to those in (18) and (19):

- | | | | |
|------|--------------------------|-------------|------------|
| (17) | Tumi | chole | esho |
| | You | move-CP | come.2-FUT |
| | “(You) come along.” | | |
| (18) | nao | giye | |
| | Go.2-CP | take/get-CP | |
| | “Go get.” | | |
| (19) | bole | jao | |
| | tell-CP | go.2-PERS | |
| | “Tell me before you go.” | | |

Similarly, even though (19) and (20) are completely alike in form, (20) is obviously more grammaticalized compared to (19).

The V2, and sometimes the V1, in the compound verb construction in Bangla is grammaticalized as a phrasal verb particle. Thus, they fail to retain their source meaning as much as the verbs in a construction like go get. Therefore, these verbs can be concluded to have gone further down the grammaticalization cline compared the verbs in (18) and (19).

- | | | | |
|------|--|-----------|-------------|
| (20) | bole | jao | |
| | tell-CP | go.2-PERS | |
| | “Keep telling” (Implicating “I am listening.”) | | |
| (21) | Kamal | harte | choleche |
| | Kamal | lose-CP | move.3-PROG |
| | “Kamal is going to lose.” | | |
| (22) | Kamal | dubte | bosheche |
| | Kamal | drown-CP | sit.3-PERF |
| | “Kamal is about to drown.” | | |

(Usually the idiom “dubte bosheche” is used to mean “about to be bankrupt”)

- | | | | | |
|------|---------------------------------------|---------|-------|--------|
| (23) | Kamal | chole | giye | thakbe |
| | Kamal | Move-CP | go-CP | stay.3 |
| | FUT “Kamal may have gone (off/away).” | | | |

While most compound verbs in Bangla comprise two constituent verbs, (23) shows a construction consisting of three of which V3 acts

1991 p.111), i.e., “go” must precede “get” in “go get”. This is not the case in the temporally inseparable verbs. In this sense, two types of compound verbs can be postulated.

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like a modal auxiliary in the form of a main verb construction with future tense inflection though not implicating futurity but possibility. In this sense, V1, V2, and V3 in (23) are in different relative positions on the grammaticalization cline, i.e. V3 is more grammaticalized than V1 and V2 in that the latter ones still retain some properties of a verb while the earlier one, which has completely lost its lexical meaning in that it has become a modal, does not. This can be shown in (24):



This observation points to a one-way movement of the process in action on the grammaticalization cline.

4.2.2. A Universal Unidirectional Tendency

In the instances of the grammaticalization of Bangla compound verbs, the observation by Heine and Kuteva (2002 p.3) is justified: grammaticalization is a phenomenon that essentially involves semantics in that lexical words acquire, often in addition to their original lexical meaning, more abstract meanings and become increasingly able to be used predictably and frequently. This line of change illustrates a one-directional motion of the process of grammaticalization in general.

From the above sections, it is obvious that the process of grammaticalization is much more productive cross-linguistically than any process in the opposite direction. Besides, the counterexamples can be accounted for as a result of some extra-linguistic factors. Additionally, no evidence is reported to date to support the claim for lexicalization in many languages like Bangla in which grammaticalization is abundantly operating.

However, it is argued that any counterexample is enough to disprove a tendency towards grammaticalization (Lightfoot 2006, p. 38). This seems to be a weak argument given the fact that tendency is a statistical concept that allows exceptions. Statistical facts cannot be ignored in this regard because 1. It signals some natural force, namely "less effort effect" (Newmeyer, 1998 p.276) – behind the statistical abundance of a process, and 2. Frequency depicts certain directionality.

Conclusion

It is true that phenomena like language change "are observed tendencies rather than theoretical absolutes" (Hopper and Traugott, 2003, p.17) and the process of grammaticalization is not "strictly" (Harris and Campbell,

1995 p.338) working.

However, as we have seen in this discussion, grammaticalization process in Bangla is robust and it does not have any reported instance of degrammaticalization⁵. The counterexamples drawn from other languages are observed to amount to only one-tenth of the examples reported in support of grammaticalization (Newmeyer, 1998 pp.275-6, 278). It is evident that unidirectionality of grammaticalization is significantly stronger compared to degrammaticalization. These statistics allow us to consider that the rare instances of "demorphologization" (Joseph and Janda, 1988 p.198) or the "anomalous development[s]" (Hopper and Traugott, 2003 p.138) are far from being statistically significant (Heine, Claudi and Hünnemeyer, 1991 pp.4-5) even though they can sometimes be "interesting" (Ramat, 1992 p.553). Therefore, an essentially unidirectional view of grammaticalization in general can be held in this sense.

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⁵ It should be kept in mind that the data presented and analysed within this paper is very limited in that the examples have been drawn only by introspection of the writer, and may not be representative of the entire scenario, and even of any given corpus, to exhaustively corroborate the unidirectionality claim. For more definitive conclusions, more inclusive and extensive historical studies are required.

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