



Exploring the Perceptions of the Teachers and Students on English Language Learning at Junior Secondary Level in Rangamati

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DECLARATION

This is to certify that, except to the extent stated in the acknowledgements and leave out what is plainly included in the text to other sources, the work attributed in this thesis is a result of the candidate's own investigation.

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I hereby say that, this work has not already been accepted in substance for any degree. I also certify that, this is not coincidentally being submitted for candidature for any degree other than the one for which it is now submitted, namely Master of Philosophy (in English Language Education) of the University of Dhaka.

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Md. Abdullah Al Mamun

DEDICATION

This thesis is dedicated to the children who are not privileged enough getting minimum support and opportunity to realize their full potential in society

ABSTRACT

This study explored both teachers and students' perception, views, motivation and attitude on English language learning as a foreign language at junior secondary level in Rangamati; a hilly area of Bangladesh. To achieve the objectives of the study, a mixed method approach has been applied where variety of methods and data collection strategies such as FGD, Questionnaire and Interview have been used. Data of the study were collected from 6 English in Action intervention (a DFID funded English language development programme implemented in Bangladesh) secondary schools in Rangamati Sadar upazilla. Data were collected from 359 junior secondary students through an adapted 5-point Likert scale questionnaire and focus group discussion. An in depth interview was used to collect data from 6 English language teachers of 6 secondary schools. Collected data were analysed both statistically and narratively. Findings of the study revealed that both traditional and communicative approaches are simultaneously practiced in English language classroom though curriculum recommends the use of communicative approach only. In most of the cases, the teachers' and students' perceptions toward teaching-learning activities of English language contradict with communicative approach. On the other hand, in the process of teaching-learning English language in comparison to plain land both the teachers and students of this area are struggling more because of their ethnic identity, language, culture, school and residential environment and geographical nature. At the same time, different types of integrative and instrumental motivations are working as stimulus for learning English as an international language. Finally, the study shed some light on teachers and students' perception on learning English that are very important to know to get desired outcomes. Findings of the study led to some important implications for different aspects and practice of English language education that will help the educators, concerned authorities to take proper initiatives to develop teaching-learning process in Bangladesh and other developing countries.

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LIST OF ABBREVIATION

AMTB	Attitude Motivation Test Battery
BANBEIS	Bangladesh Bureau of Educational Information and Statistics
BBS	Bangladesh Bureau of Statistics
CBI	Content-Based Institution
CHT	Chittagong Hills Tracks
CLT	Communicative Language Teaching
DFID	Department for International Development
DU	University of Dhaka
EFL	English as a Foreign Language
EFT	English for Today
EIA	English in Action
ELT	English Language Teaching
ESL	English as a Second Language
FGD	Focus Group Discussion
JSC	Junior School Certificate
L1	Language One (First/Native Language)
L2	Language Two (Second/Non-native Language)
IDI	In-depth Interview
IER	Institute of Education and Research
LLM	Language Learning Motivation
MCQ	Multiple Choice Answer
MLR	Minority Language Rights
MoPME	Ministry of Primary and Mass Education
NCTB	National Curriculum and Textbook Board
SLA	Second Language Acquisition
SPSS	Statistical Package for the Social Science
SRI	Stimulated Recall Interview
TPR	Total Physical Response
UK	United Kingdom
UNESCO	United Nations Educational, Scientific and Cultural Organization

CHAPTER ONE

PERSPECTIVES OF THE PROBLEM

1.1 Introduction

Language is a social construct that is learned through interaction with others, with social structures and with social forces. It allows one to communicate with others and it plays a vital role in the development and the maintenance of culture (Avison and Kunkel, 1987: 51). Language is as integral to culture, as culture is to a person's sense of being; it is the principal vehicle for the transmission of cultural knowledge. Just as language rationalizes one's environment and its culture, the environment in which one lives greatly influences his language and cultural habits (Marland, 1980; Whorf, 1969). Hence, language enables a person to put across his individuality. Today, the world has become a global village where people of a language have to be in contact with the speakers of other languages. However, in this age of accelerated globalization, language, specifically the English language, has also become an instrument in the evolution of various cultures. It has become imperative to learn English for the second language learners in order to deal with economic matters, to acquire information, to facilitate learning, and to deal with different social and global citizenship concerns (Basiga, 2009).

Learning a foreign language increases range of communication, it also helps to enrich one's own language (Rahman, et.al, 2010). A foreign language is a key to unlocking the vast field of new knowledge (Crystal, 1995). Even though, people are not interested in learning any of the foreign languages. There must be some reasons, rational and motivations behind learning a specific foreign language. Among all the languages exist in the present world, English is viewed as the most demanding language that can bring maximum prosperity by ensuring one's access to quality education, international business, science and technology (Crystal, 1997; Bruthiaux, 2002; Graddol, 1997; Lysandrou & Lysandrou, 2003; Pegrum, 2004; Park & Abelmann, 2004; McKay & Bokhorst-Heng, 2008). Align with the globe, Bangladesh, as a developing country cannot deny the importance of learning English for bringing progression.

Dornyei and Cle'ment (2001) emphasize the importance of considering the role of geographical and/or macro contextual (geopolitical) factors in shaping language attitudes and language learning motivation. These researchers allow for the influence of contextual variables by pointing out that even in a very small country, individuals may vary in terms of language attitudes depending on their geographic region, the political presence of the language, or both. According to this view, it may be meaningful to examine the influence of these contextual factors.

To enjoy privileges of the knowledge of English language in this global world, it is important to investigate students' and teachers' attitude toward learning English as the most demanding language. This study aimed at investigating perception of students and teachers of Rangamati; a hilly area of Bangladesh toward learning English language.

1.2 Objective of the Study

Overall objective of the study is to explore motivation, attitude and perception of teachers and students from a remote hilly district of Bangladesh toward learning English language. In this regard, the specific objectives of the study are to –

- find out students' opinion on English language learning
- identify students' preferences for classroom practices in English
- ascertain students' reason behind learning English and
- establish teachers' views on English language learning.

1.3 Rationale of the Study

There are plenty of reasons for researching students' and teachers' perception and attitude toward language learning.

In recent years, advocacy of minority language rights (MLR) has become increasingly well established in the sociology of language, sociolinguistics, language policy and planning, and the wider human rights literature. To ensure learning through mother tongue of every child latest Education policy, 2010 of Bangladesh suggested arranging primary education for all the children in their own mother tongue (MoPME, 2013) thought no such initiative has been found yet to implement it. Although there are 46 different languages of Bangladesh, Bengali

is by far the most widely spoken language in the country; an estimated 98% of the population can speak it, and it enjoys the status of official language and the lingua franca of the nation (UNESCO, 2007). Though nothing is mentioned about the status of English language in the constitution, it is considered to be the country's second language and is widely used in government, law, business, media and education. There are numerous indigenous minority languages and most of these minority language communities live in Chittagong Hills Tracts (CHT) area which is located in southeast side of Bangladesh and covers about one-tenth of country's land area. Perception of the teachers and students of this area on English language learning is not supposed to be same as that of the mainstream. As dreaming for development of the whole country neglecting this large proportion is not rationale it is important knowing their perception on and attitude toward learning the most dominating international language; English.

English is taught as a foreign language and a compulsory subject in schools of Bangladesh, both at primary and secondary level. It is taught as a required subject with the same weight as the mother tongue; Bangla. While the national 'English for Today (EFT)' stresses textbook activities for communicative use of the language, this does not appear to be effectively implemented as widespread concerns have been expressed about the ability of the students to communicate in English. In this case, teachers' and students' positive attitude and perceptions toward learning English are very important. It is evident that students perform better when their preferences are taken into account (Lannes, et al, 2002, Chen, 1996; Walker, et al, 1988). While learning a second language the motivated individual exhibits many favourable behaviours, feelings, cognitive, etc. toward the learning situation that the individual who is unmotivated does not (Masgoret & Gardner, 2003). Positive attitude and perceptions may play a vital role in maximising learning and teaching outcome.

Motivation has long been regarded as one of the most influential forces on a person's ability to learn, or not learn, a foreign language (Baker & MacIntyre, 2003; Doˆrnyei, 2003; Gardner, 1985; Gardner & Cleˆment, 1990; Klein, 1986; Masgoret & Gardner, 2003; Noels, 2003; Noels, et al, 2003). Lack of motivation can result in incomplete language acquisition or fossilization (Klein, 1986). Robert Gardner (1985), Gardner and Lambert (1972), Gardner and Cleˆment (1990), Wolfgang Klein (1986), Zoltaˆn Doˆrnyei (1998, 2003), and Doˆrnyei,

Csize'r, and Ne'meth (2006); all discuss the importance of motivation and how educational systems should work to increase student motivation by providing students with engaging and interesting experiences that immerse students into a new language, thereby leading to more complete acquisition of their target language. As part of his six dimensions of language learning, Wolfgang Klein (1986) discussed the importance of motivation, what he calls "propensity," on the language learner. Klein, Gardner, and other researchers in this field have shown that learners' motivation can determine how and to what extent they acquire a language.

Though the English language syllabus aims to focus on all four skills of language (NCTB, 1995) reality in the context of Bangladesh is, when English is used in a class the teachers are more focused on teaching reading, translation and writing as these are the exam-oriented skills (Hoque et al. 1997). In traditional teaching system of Bangladesh, two language skills; reading and writing have been emphasized while other two skills; listening and speaking are neglected. However, to be proficient in a language all the four skills are necessary. There is an English language development programme going on in Bangladesh namely English in Action (EIA). This programme is funded by Department for International Development (DFID) of United Kingdom (UK) which is emphasizing these two skills because EIA programme's purpose is to increase the number of people able to communicate in English. Goal of EIA programme is to "contribute to the economic growth of Bangladesh by providing English language as a tool for better access to the world economy". EIA is applying some techniques and interventions to apply communicative approach in the classroom. Thus, it is necessary to know teachers' and students' perceptions of those techniques and know the effectiveness of EIA techniques in learning English language in Bangladesh context. In this study the researcher tried to explore teachers and students' attitudes to and perceptions of learning English language. It is expected that, findings of the study lead to some important implications for different aspects and practice of English language education that will help the educators, concerned authorities to take the proper initiatives to develop teaching-learning process in Bangladesh and other developing countries.

1.4 Theoretical Framework

This study portrays mainly on Gardner's socio-educational model. Gardner started developing his socio-educational model depicting the attitudes and motivation in second language learning in the 1960s and has continued revising it. As a result of many empirical studies, Gardner's initial finished model was presented in 1979, revised in 1985 and again in 2001. Gardner states that second language acquisition takes place in many different contexts and the first thing that he believes that must be considered is the nature of context itself. It indicates that the learner's cultural setting has also an influence in acquiring another language and can influence the one's motivation in learning it.

Gardner's model presented four variables that are interrelated in acquiring the second language, as social milieu, that includes the individual's culture and environment; the second variable is individual differences, that includes sub variables as intelligence, aptitude, motivation (effort, desire and affect) and anxiety, which could be seen in most of the cases as an inhibited factor in the individual learning; the third variable, second language acquisition contexts includes the settings where the language is being learned (formal and informal settings) and the fourth, outcomes, includes linguistic knowledge and language skills and non-linguistics skills.

Gardner (1985) modified the model by introducing the concept of integrative motive within the individual differences variable. This concept is divided into three components: a) Integrativeness, attitudes toward the learning situation and motivation. Integrativeness is seen as an interest, identification with the second language community, with their culture and beliefs; b) Attitudes toward the learning situation involve attitudes toward the school, reactions to the textbooks, etc. c) Motivation is the effort exerted to learn the material, desire plus positive attitudes in learning the material.

The model proposes that there are two primary individual differences variables in language learning: ability and motivation. It is proposed that individuals with higher levels of ability (intelligence and language aptitude) will tend to be more successful at learning the language than the students who are less "endowed". Similarly, students with higher levels of motivation will do better than the students with lower levels, because they will expend more

effort, will be more persistent, will be more attentive, will enjoy the experience more, will be goal directed, will want more to learn the material. Finally it is shown that the educational setting and cultural context influences the motivation, but not the ability. As a part of socio-educational model, Gardner developed a measurement system; the Attitude Motivation Test Battery (AMTB), in order to measure the individual's affective variables and motivation in learning a second language.

1.5 Definition of Terms

1.5.1 Language

According to Finocchiaro (1964; p-8) "Language is a system of arbitrary, vocal symbols which permit all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact".

If we analyse the above mentioned definition of language then we recognize that language is a set of arbitrary symbols and those are primarily vocal, related to culture and is used to interact with each other.

1.5.2 Learning

To define learning in a sentence we can say "Learning is a relatively permanent change in a behavioural tendency and is the result of reinforced practice" (Kimble and Garmezy, 1963: 133). Hence, it can be said that learning is a change in knowledge, beliefs, behaviours or attitudes.

1.5.3 Learning language

Learning a new language involves learning how to use words, rules and knowledge about language and its use in order to communicate with speakers of the language (Scarino & Liddicoat, 2009).

1.5.4 Learning foreign/second language

Learning a foreign or second language is a complex process and different from the process of first language acquisition. In the process of second/foreign language learning, many

influential factors are involved. Learning supportive environment where the learner enjoys enough opportunity to interact is too important in learning a foreign/second language. However, some give importance to learner's innate capacity for language acquisition while learning a foreign/second language (Lightbown, 2006).

1.5.5 Language Learning Motivation

Many studies evidence and most of the researchers believe that motivation is crucial in students' successful learning of language (Baker & MacIntyre, 2003; Dörnyei, 2003; Gardner, 1985; Gardner & Clement, 1990; Klein, 1986; Masgoret & Gardner, 2003; Noels, 2003; Noels, et al, 2003). Though research on language learning motivation (LLM) has been treated as one of the interest areas in recent years (Spolsky, 2000) knowledge on this issue is still uneven and inconsistent (Dörnyei, 2003). Social psychologists first initiated serious research on motivation in language learning because of their awareness of the social and cultural effects on L2 learning (Dörnyei, 2003). As a result, a number of models appeared which stressed the affective aspects of language learning including Krashen's (1981) *Monitor Model* and Schumann's (1986) *Acculturation Model*. However, the most influential model of LLM in the early sixties through the eighties of the previous century was developed by Gardner, which was known as the *Socioeducational Model* (Gardner, 1985).

1.5.6 Perception

Regrettably, the exact nature of perception has never been adequately defined or conceptualized. Perception is human's primary form of cognitive contact with the world around. It is the way we interpret the information we sense. The way we interpret the world in many ways dictates our sense of reality. Perception leads to decision making and action taking. Our perception toward any particular thing is greatly influenced by many factors including our past experiences, feelings, imagination, values, memories, beliefs and cultural setting. That is why; our perception on same thing may vary from each other.

1.5.7 Junior Secondary Level in Bangladesh

In education system of Bangladesh junior secondary level means grade VI to VIII. Though the latest national education policy of Bangladesh has been published in 2010 which

proposed integrating these grades with primary level (Ministry of Education, 2010, p. 51) these 3 grades are still known to the general people as junior secondary level.

1.6 Limitation of the Study

Firstly, the sample size was too small to represent such a large area. Secondly, the study has been conducted in EIA intervention schools only. A greater and comparative scenario could be revealed if the study could include some schools out of EIA intervention. Thus, it will not be wise to generalize the findings of the study.

1.7 Overview of Chapters

There are total seven chapters in this report. The first chapter deals with introduction where backgrounds of this study with rationale, as well as objectives are explored. In chapter 2, social; specifically educational and language context of Bangladesh as well as the study area of Rangamati are explored. Chapter 3 deals with the review of studies related to secondary documents and literature. The fourth chapter of the report provides methodology and strategies taken for this study. Chapter 5 and 6 deal with data analysis of the study, chapter 5 discusses quantitative data and chapter 6 presents qualitative data. Chapter 7 is the last chapter where major findings, discussion, and conclusion are presented. After the reference section, the annex provides copy of research tools used in the study and additional tables of the study.

1.8 Conclusion

In conclusion a brief summary of the study has been presented. There is also indication of future research to be conducted in this field.

CHAPTER TWO

SOCIAL PERSPECTIVES: BANGLADESH AND RANGAMATI

2.1 Introduction

This chapter describes the social context of the study that includes educational and language perspectives along with the geographical overview. At first, historical background and status of English language in Bangladesh in different time period have been explored. Educational structure of Bangladesh has also been discussed in this chapter to clarify the junior secondary level. Finally, the chapter presents the condition of education, cultural and language diversity in Rangamati including its Sadar upazilla (study area).

2.2 Bangladesh

Bangladesh is one of the most densely-populated countries in the world situated in South Asia. About 150 million people live in its total 147,570 square kilometres area (BBS, 2013). In 1757, Bangladesh fell under the British rule as the East India Company, a mercantile company of England, took over the region of Bengal defeating the then ruler Nawab Siraj-ud Daulah through conspiracy. In the long run, the British rule in South Asia contributed to the transformation of the traditional society in various ways. English language and a modern education system opened new horizons for development in various spheres of life. However, British rule over the South Asian region, including Bangladesh, lasted only till 1947 when India gained its independence. Soon after, Pakistan got separated from India because of religious differences. As Muslims predominantly populated Bangladesh, it only seemed fair for it join Pakistan as the state of East Pakistan. Nevertheless, the people of the province of East Pakistan declared their independence as the nation of Bangladesh on March 26, 1971, after fighting a savage war against the central Pakistani government for basic rights like language and culture Bangladesh achieved independence on 16th December, 1971.

2.2.1 Historical Background of English language in Bangladesh

The beginning of the introduction of English in this subcontinent can be treated back to 31 December 1600, when Queen Elizabeth-I granted a charter to a few merchants in London, giving them a monopoly of trade with India (Kachru, 1983). The study of English in

Bangladesh has a history of about two hundred years. As a legacy of the British rule, English became the official language of British India. It was introduced as the medium of education in the Indian sub-continent. During the Pakistan period, English was taught as a second language (L2). After Bangladesh became independent the government of Awami League decided to replace English with Bangla in administrative works and English lost its official status. However, after the death of Bangabandhu Sheikh Mujibur Rahman this process came to a halt and English continued to remain as the dominant language. It was during the rule of President Ershad, “Bangla Procholon Aeen” of 1987 was created and implemented. From that time English started to lose its significance in administration. However, it has to be mentioned that all the international communication of Bangladesh government is carried out through English. Considering its importance in our social life, English is studied as a compulsory subject in our curriculum. It is still the medium of education in institutes such as medical colleges, engineering universities and technical institutes. It is also used as the medium for international trade and commercial transactions, English, thus serves as our window of the world. Often knowledge of English is considered an essential prerequisite for many job seekers. Moreover, as an international library language, English plays a significant role in the fields of higher education and research in Bangladesh.

2.2.2 Status and Importance of English language in Bangladesh

The question of language has resulted into many conflicts and discontentment. The prime example of such discontentment is the Language Movement of 1952 in Bangladesh. Bangladesh is the only country in the world whose people sacrificed their lives for their native language. “Languages are sensitive and sentimental issues in Bangladesh, which has a near-unique history of sacrificing lives for protecting its national language, Bangla” (Hamid: 2006; Mohsin: 2003; Musa: 1996 in Hamid: 2008-2009: 57). After the emergence of Bangladesh as an independent nation, English suffered a serious setback. One of the reasons of this was a strong nationalistic sentiment for the mother tongue, Bangla. The Bangla Introduction Law, promulgated in 1983 by Bangladesh Government, made it compulsory for employees of government, semi-government and autonomous institutions to use Bangla in interoffice memos, legal documents and correspondences except in case of communication with foreign governments, countries and organizations. As a result of the enforcement of this

law, Bangla was being used in almost all sectors, especially in the field of national life. Thus English lost its previous status as a second language and came to be treated as a foreign language. According to the constitution state language of Bangladesh is Bangla¹ but nothing is mentioned about the status of English. English is not mentioned as a second language or official language. Though still there is a debate whether English is a foreign or second language in Bangladesh (British Council: 1986; Yasmin: 2005; Kachru: 2005 in Hamid: 2008-2009: 61), there is no doubt that “English is increasingly penetrating the society and becoming widely popular” (Hamid: 2008-2009: 61). English is usually accepted as a global language of communication as it is dominant in most international corporations as well as in bodies such as the United Nations and the World Trade Organization (Nieber: 2010: 5). The supremacy of English as a world language entails that English will be the medium of higher studies across the world and particularly in the Indian subcontinent where English plays a foremost role in opening the door of employment opportunities as well as get into a prestigious class of society (Sarwar: 2008-2009: 43).

2.2.3 English Language in Education System of Bangladesh

Bangladesh has gone through various phases of education systems since its inception. From the time of the English rule to Pakistani regime and finally Bangladeshi system, education has evolved not only in methods but also in fundamental aspects like language and governance. During the British rule, education was mainly reserved for the wealthy class. The language of pedagogy was English as schools were run by religious nuns and other British people. The few natives who were fortunate to receive education were either from wealthy families (Nawabs) or whose family had ties with the British governing body. As native people were treated as second-class citizens, education was largely deprived from the general population. After the British had left the Indian Subcontinent, the territory presently known as Bangladesh came under Pakistani regime as the state of East Pakistan. Education during this period was still very scarce but those who had the means of acquiring it were no longer considered second-class citizens. The state language, however, was Urdu: the mother tongue of Pakistan. In the region of East Pakistan, the native language was Bangla and not Urdu. Hence, a conflict over language was eminent. School systems were still largely

¹<http://www.pmo.gov.bd/constitution/consti2.htm#3>

functioned in the English language as few schools, such as the Holy Cross and numerous Cadet Colleges, were still taught by the British and the nuns. However, in order to obtain government jobs, one had to know Urdu as it was the state language. Bengalis did not want to learn Urdu as they felt obliged to submit their rights to the Pakistanis. As such, after a long and bloody language movement, Bengalis established Bangla as state language in their own homeland. As a result, to recap, during the Pakistani era, the educational system was mainly to indoctrinate students to the Urdu language. After the liberation war of Bangladesh in 1971, the People's Republic of Bangladesh became an independent nation free to choose its own educational destiny. As Bangladesh was, and still is, a secular state, many forms of education were permitted to co-exist. Status of English language in different commissions and education policies; and in national curriculum is discussed below-

2.2.3.1 English in different Commissions and Education Policy

After liberation different education committees and commissions were formed in Bangladesh. Qudrat-e-Khuda Education Commission was the first which was formed in 1972, headed by the leading educationist and scientist Dr. Qudrat-e-Khuda. The commission submitted its report to the Government in May 1974. The report was formulated and is based on the socio-economic and political state and cultural heritage of the country. The perspectives and this scenario of the education system of the contemporary world were also taken into consideration. In fact, Qudrat-e-Khuda Commission report reflected the fundamentals of the newly framed constitution of Bangladesh. The report made the following recommendations:

- Instruction through the medium of national language is more readily intelligible to the pupils as it helps them to develop their original thinking and imagination. **We must therefore use Bangla as the medium of instruction at all levels of education** to make our educational schemes successful.
- **Bengali must be used as a compulsory language up to class XII. Textbooks at the higher stages of education must be written in Bengali** especially in the field of science and technical, professional and vocational education.
- Even after the introduction of Bengali as the medium of instruction at the all levels of education, the necessity will remain for **English to be learnt as a second language**.

It is not necessary to learn any language other than Bengali up to class VI. **From class VI to XII, however, a modern and developed foreign language must be learnt compulsorily.** For historical reasons and for the sake of reality, English will continue as a second compulsory language.

Although the report acknowledged the importance of English for higher studies, it did not make any recommendations for the teaching of English at this level (Ministry of Education, 1974).

In the year of 1975 an English Language Teaching Task Force was set up by the Ministry of Education which aimed to assess the situation of English language teaching in Bangladesh and to suggest ways of improving the condition of teaching. Some of the major findings of the Task Force were as follow-

- The English proficiency of students in class IX was two years and in class XII four years behind the level assumed in their textbooks.
- At least 70% of the trainees at the teacher training college were not proficient in material beyond that use in class VII textbooks, yet they were expected to teach up to class X.
- All the levels there were a grave shortage of trained teachers of English. In private high schools about 50% of teachers were not trained and in college almost no teachers were trained.

The Task Force recommended making English Compulsory from either class III or class VI. Task Force also recommended introducing compulsory English Teaching course at each Primary Training Institute. Long term training was suggested for the secondary school teachers. Inclusion of appropriately graded syllabus at each level relating to new textbooks was another recommendation. Finally the Task Force recommended in case of SSC and HSC examinations to assess students' comprehension and writing skills in meaningful contexts and to discourage rote-learning (Ministry of Education, 1976).

In July of 1976, the National Curriculum Committee was formed by the government to prepare syllabuses for different subjects. The **committee recommended teaching English from class III.** They argued that a strong foundation of English was needed for the students

(Ministry of Education, 1978). English was made compulsory from **class III in 1980**. Textbooks were written according to the new syllabuses prepared by National Curriculum Committee for classes III to X and introduced gradually (Rahman, 1996).

After the publication of the Qudrat-e-Khuda Education commission report, some of the recommendations were implemented. In 1979 the Government felt the necessity of reviewing the report. Advisory Council for National Education styled Interim Education Policy recommendations were published and the reports of the Mofiz uddin Commission were brought to light in February, 1988.

A baseline survey was undertaken by National Curriculum and Textbook Board (NCTB) in 1990 in connection with a British Government Overseas Development Administration project for the improvement of English language teaching at the secondary level. The study identified some terrible pictures. These were:

- The majority of students were not attaining satisfactory levels of proficiency, as measured against the requirement of the syllabus and textbooks.
- The situation was particularly serious in non-government rural schools, where over 95% students at class VI and VIII were failing to reach the expected standards of proficiency.
- The situation was little better in the government schools, but even here, over 50% students were failing to reach the supposed standard at class VI and at VIII, 75% appear to be failing behind.
- In the Teacher Training Colleges, the majority of trainers (80%) cannot be considered proficient as teachers in material taught at class VIII, yet they were expected to teach up to class X. (NCTB, 1990)

The decline of the students in English at various levels was not the only picture of the report of National Curriculum and Textbook Board published in 1990 but from the early years as well. Successive governments took different steps. An attempt to introduce English at class II and Arabic in class I in 1983 failed because of strong opposition from the intelligentsia, students' bodies and political leaders on the ground that teaching of two exogenous languages at the primary level would be unscientific (Musa, 1987).

However the Government introduced English as a compulsory subject from **class I in 1990**. Accordingly syllabuses for class I and II were prepared; books were written and piloted in 1991, the scheme was implemented in 1992.

Later on the National Education Policy Committee of 1997 suggested teaching English **from class III** (Ministry of Education, 1997: 43). In case of *Ebtedayee*² level English was not included in the syllabus. For secondary level Bangla was proposed as medium of instruction but for foreigner the medium of instruction would be English. In *Dakhil*³ level English was made compulsory for the students of all streams. The committee emphasized on the importance of English in higher education, particularly in the field of Engineering, Medical, Health and Agriculture education.

Latest Education Policy of 2010 recommended teaching English as a compulsory subject in **every level of education**. The committee mentioned that considering the quality writing and speaking skills of English language steps should be taken to teach English from the very beginning of student life. In case of secondary education the committee proposed to keep Bangla as the medium of instruction, at the same time they also mentioned that different subjects could be taught in English according to the ability of the educational institutions. English will be taught as a compulsory subject in Madrasha education. The Committee proposed to teach **Compulsory English of 100 marks in class I to VIII and to teach English as compulsory subject with 200 marks in class IX to XII** (Ministry of Education, 2010).

2.2.3.2 English Language for Junior Secondary Level in National Curriculum of Bangladesh

English is mandatory in academic curriculum in Bangladesh and carries heavy weight age at both primary and secondary levels. This study particularly focuses on perception towards English language learning of teachers and students of grades VI, VII & VIII. The following part of the discussion will clarify the place of English in National curriculum for those particular grades. Currently in Bangladesh the curriculum provided by NCTB (1995) is being

²Primary level of Madrasha (muslim) education system

³Secondary level of Madrasha (muslim) education system

followed. The Curriculum was developed in a style of Communicative Language Teaching Approach which provided a communicative syllabus for the teaching and learning of English at Secondary level. The English Language syllabus aimed to focus on the four skills of listening, speaking, reading and writing as learner-centred activities within communicative contexts. To define Communicative Language Teaching Approach the curriculum report said that English is not a content based subject but a skill based one. It is about practising language skills rather memorizing subject contents. English classrooms should be an interactive one. The style of interaction will be multi-way; teacher with students, students with teachers and most importantly among students themselves.

2.2.4 Educational Structure of Bangladesh

According to BANBEIS, currently Bangladesh Education system has six stages. These are,

- Pre-primary Education of 3 years
- Primary Education of 5 years (Grade I to Grade V)
- **Junior Secondary Education of 3 years (Grade VI to Grade VIII)**
- Secondary Education of 2 years (Grade IX to Grade X)
- Higher Secondary Education of 2 years (Grade XI to Grade XII)
- Higher Education of 3 to 5 years (Honours 1st year to Post Graduate) (Maleque, 2009)

According to BANBEIS (2008) The Education Structure of Bangladesh is given below

THE PRESENT EDUCATIONAL STRUCTURE OF BANGLADESH																	
Age	Grade																
26+																	
25+	XX					Ph. D(Engr)	Ph.D(Medical)										
24+	XIX			Ph. D	PostMBBSDipl				Ph. D (Education)								
23+	XVIII		M.Phil		M.Phil(Medical)												
22+	XVII	MA/MSc/MCom/MSS/MBA			LLM	M B B S BDS	MSc(Engr)	MSc.(Agr)		MBA	M.Ed& M A(Edn)	MFA	MA(LSc)				
21+	XVI	Bachelor (Hons)	Masters (Prel)	LLB(Hons)		BSc.EngBSc. AgrBSc.Text BSc.Leath	BSc.Eng	BSc (Tech.Edn)	BBA	B.EdDip.Ed& BP ED	MFA	Dip.(LSc)	Kamil				
20+	XV		Bachelor														
19+	XIV		(Pass)					Diploma (Engineering)									
18+	XIII																Diploma in Nursing
17+	XII	Secondary	Examination			HSC			HSC	C in Edu.	Pre-Degree	Diploma in Comm		Alim			
16+	XI		HIGHER SECONDARY EDUCATION						HSC Voc, C in Ag		BFA						
15+	X						TRADE	ARTISAN COURSE e.g. CERAMICS						Dakhil			
14+	IX		SECONDARY EDUCATION				Certificate/ SSC Vocational										
13+	VIII		JUNIOR SECONDARY EDUCATION														
12+	VII																
11+	VI																
10+	V	PRIMARY EDUCATION											Ebtedayee				
9+	IV																
8+	III																
7+	II																
6+	I																
5+	PRE-PRIMARY EDUCATION																
4+																	
3+																	

Table 2.1: Education Structure of Bangladesh

According to the above structure, junior secondary level means **Grade VI-VIII**.

2.2.5 Structure of junior secondary level in National Education Policy

Latest national education policy of Bangladesh has been published in 2010, before the publication of it the junior secondary level meant class VI, VII and VIII. However, in the new education policy of 2010 there is no existence of Junior Secondary Level. It has been

integrated with the primary level of education. The duration of primary education will be eight years and it is supposed to be started from 2011-2012. This means primary level of education will include class I, II, III, IV, V, VI, VII and VIII. English will be taught as a compulsory subject at this level (National Education Policy, 2010, p. 51).

2.2.6 Examination and evaluation for junior secondary Level

A public examination is held after completion of class VIII. The name of the examination is Junior School Certificate (JSC) and this examination is conducted by the adjacent education board for the time being. Memorizing is discouraged in all examinations and creative examination method is to be started. At the end of class VIII, division based scholarship will be given up to class X according to the result of public examination. Those students who will not sit for the public examination, the school authority will give them a course completion certificate and the result of students' inter-examination and formative evaluation including the date of birth will be written in that certificate (Translated from National Education Policy, 2010, p. 51).

2.3 Rangamati

The Chittagong Hill Tracts (CHT) consists of three districts Rangamati, Khagrachari and Bandarban. These districts are located in the south-east of the country, near Myanmar and Indian border (between 21°25'N to 23°45'N latitude and 91°25'E to 92°50'E longitude) and make up 10 per cent of the total land area of the country (covering an area of 13,295 Sq km) but only 1 per cent of the country's population. The estimated population in the CHT is 1.3 million, of which 90 per cent lives in the rural areas. At least 11 different indigenous ethnic groups live here, this is a unique part of the country, both in terms of landscape and its people. Over the last 30 years, Bengali settlers from other parts of Bangladesh have been allocated land in the CHT districts and now represent approximately 50 per cent of the CHT population. The CHT districts are post conflict areas that have been disadvantaged and isolated in the past decades. These districts were ravaged by over 25 years of civil unrest, which officially ended in 1997 with the signing of the Peace Accord. One of the elements of the Peace Accord was to recognize the rights of indigenous communities to land and other

sovereign issues, which are yet to be fully realized and remain a source of tension in the CHT (UNICEF, undated).



Figure 2.1: Map of Rangamati Hill District

Rangamati Hill District; one of the districts of CHT – a queen of beauty is located in the south-eastern part of Bangladesh. Total area of Rangamati district is about 6116.13 km². It is bounded in the north by Tripura state of India, in the east by Mizoram state of India, in the south by Bandarban Hill District and in the west by Khagrachhari Hill District and Chittagong

District. It lies between $22^{\circ} 27'$ and $23^{\circ} 44'$ north latitudes and between $91^{\circ} 56'$ & $92^{\circ} 33'$ east longitudes. Rangamati is different from other areas of Bangladesh due to its unique geographic and social structures, which is characterized by hilly topography and inhabited by different indigenous communities. Different ethnic minorities groups like Chakma, Marma, Tanchangya, Tripura, Pankua, Lushai & khiang live here. It is a part of the Chittagong Hill Tracts and the town of Rangamati serves as the headquarters of this area. In terms of area, Rangamati is the largest district of the country.

Rangamati Hill District consists of 10 Upazilas (sub-districts) and the Sadar upazilla; area of the study is the administrative headquarter of this district.

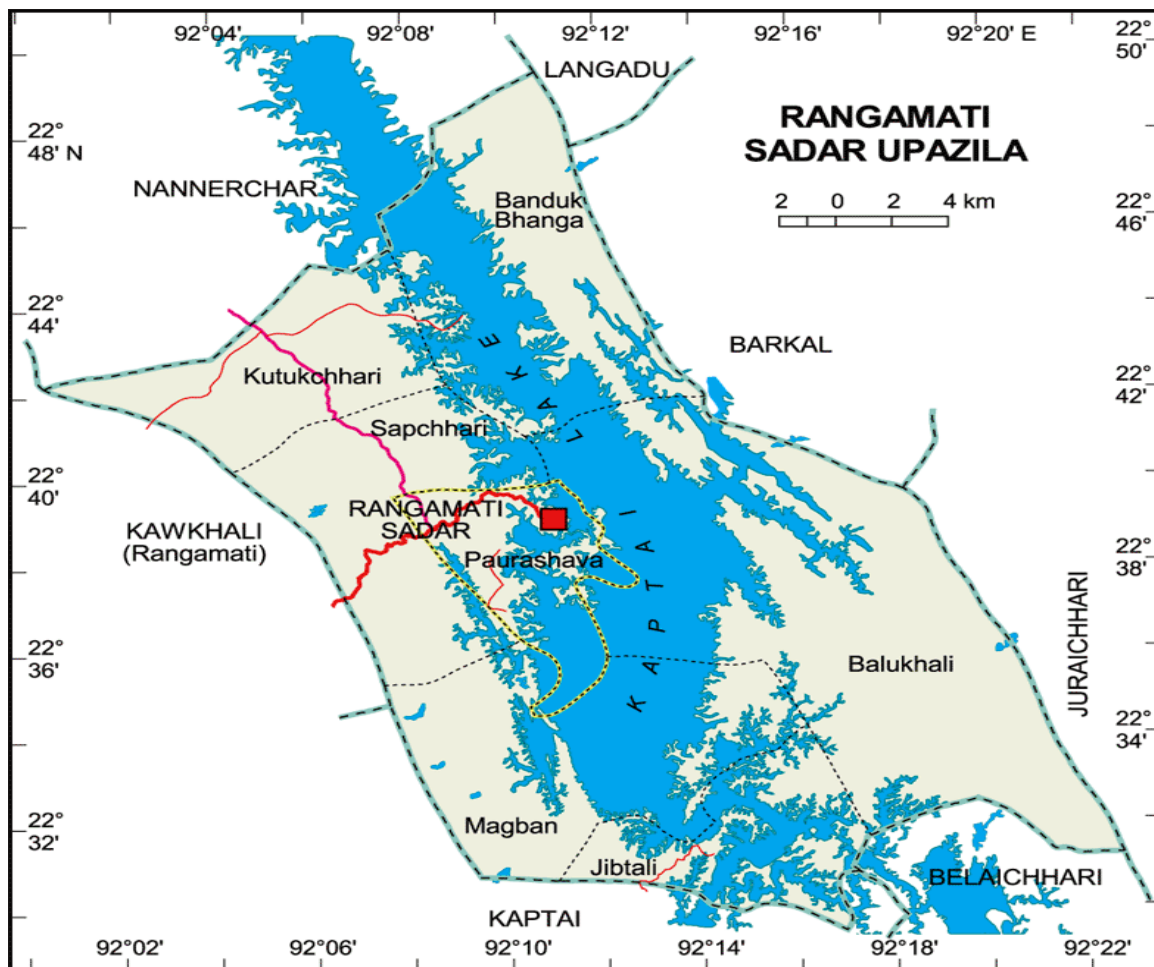


Figure 2.2: Map of Rangamati Sadar Upazilla (study area)

Rangamati Sadar upazilla is bounded in the north by Naniyarchor and Langodu upazilla, in the east by Barkol and Jurachori upazilla, in the south by Kaptai and Bilaichori upazilla and

in the west by Kaptai and Kawkhali upazilla of Rangamati hill district. It is located at 22°30' and 22°49' north latitudes and between 92°04' & 92°22' east longitudes. Total area of Sadar upazilla of Rangamati is about 546.49 km².

2.3.1 Education in Rangamati

Education is the key determinant of the lifestyle and status an individual enjoys in a society. Educational attainment has strong effects on almost all the aspects of life. However, literacy rate of Rangamati Sadar Upazilla is 49.7% while the rate is 56.09% for overall Bangladesh (Population Census, 2001) though the Literacy Assessment Survey, 2013 shows the rate much lower (53.7%). Despite considerable improvement in the spread of education in Bangladesh, levels of educational attainment is still very low amongst the tribal people, with a strong differential persisting between males and females. Generally, educational attainment is higher for males than for females, although this varies substantially by age, 54 percent of men and 62.6 percent of women age six years and above have not received any formal education. In almost every age group, there are smaller proportions of men than women with no education and more men than women with secondary & higher education. However, over time, the sex differential is narrowing (Mullah et. al, 2007).

2.3.2 Cultural diversity in Rangamati

Rangamati is the home of 11 (eleven) tribes, the most beautiful indigenous people of Bangladesh. Ethnic groups of Chakma, Marma, Tripura, Tanchangya, Lushai, Pankhua, Bawm, Mro, Kheyang, Khumi and Chak live in the land of immense beauty in harmony with nature. Their appearance, language and cultural traditions are markedly different from those of Bangali speaking people living in the plain land of Bangladesh. A good number of mainstream Bangalee also live in this area.

2.3.3 Language situation in Rangamati

Each of the tribal communities living in this area has their own language. Many of them have both verbal and written form with different alphabet where some of them have verbal only. Each of the tribal community uses their own language within their family and community. Thus, they hardly use Bangla; sometimes as lingua franca while communicating with other

community including other tribal community. In this case, the state language: Bangla is used as second language for them. As a result, the students who are from different tribal community struggle more in their education journey as in many cases they are like alien in the classroom as they find most of their classmates and teachers Bangali. On the other hand, if the scenario is reversed where most of the students and teachers are from tribal community the Bangali students face challenges as a mentionable time they use their local language even in English language lesson.

2.4 Conclusion

The present chapter has shed light on social perspective of Bangladesh and Ragamati with social perspectives and historical background of status of English. It is found that status of English language in education and office of Bangladesh has been changed over period of time. The next chapter will present review of literature related to the present study.

CHAPTER THREE

REVIEW OF RELATED LITERATURE

3.1 Introduction

Review of related literature is an inseparable part of a research work because research is a systematic way of investigation and related literature is a guideline to this way. Before embarking on any research study, to avoid repetitions it is necessary to ascertain whether same study has been done elsewhere. Review of related literature gives the researcher necessary information required to conduct his/her research in a proper manner. (Tithi 2003: 10). Literature review helps a researcher in two ways; by gleaning the ideas of others interested in a particular research questions and by knowing the results of other (similar or related) studies of the question have been (Fraenkel & Wallen 1996: 65). “Reading the literature also helps a researcher to learn how other educators compose their research studies and it also helps in finding useful examples and models in the literature for a researcher’s own research.” (Creswell 2008: 89, Gay 1996: 40). Moreover, it helps a researcher to be informed what has already been done related to a research problem and what should one do with avoiding other researcher’s mistakes (Gay 1996: 40, Cottrel & Mckenzie 2011). To conduct this study, some related literature on the view of research title and objectives have been reviewed which is described in the present chapter. Related literature such as books, journals, articles, other documents and many web pages were consulted so that it may enrich, establish the theme as well as put the researcher on the right track to conduct the study.

3.2 Methods, Approaches and Techniques of English Language Teaching-Learning

According to Brock-Utne (2007) “to want to give education without considering the medium of instruction is like wanting to give water to a village but not considering the pipes”. Similarly, considering methods, approaches and techniques while teaching a foreign language is too important (Freeman, 2004). Students are not only motivated by what aspects of English they see as important to them but also by the learning method. The mostly used methods and techniques for English language teaching-learning are described below:

3.2.1 The Grammar-Translation method

The Grammar-Translation method was first used in the teaching of the classical languages, Latin and Greek and at that time it was called the classical method (Chastain, 1988). This method dominated in European for teaching foreign language from the 1840s to the 1940s (Richards and Rodgers: 2002). This method was used earlier for the purpose of helping learners read and appreciate foreign language literature (Larsen-Freeman, 2000: 11). It emphasizes on memorizing the rules of the target language and translating sentences and texts into and out of the target language. The meaning of the target language is made clear by translating it into learners' native language. Mother tongue is the medium of instruction. Grammar is deductively taught and accuracy gets priority in this method (Richards and Rodgers: 2002: 6).

3.2.2 The Direct method

The Direct Method became popular when it has been realized that the Grammar-Translation method is not very effective in preparing learners to use the target language communicatively (Larsen-Freeman, 2000: 23). Direct Method is also known as Natural Method. In this method no translation is allowed (Diller, 1978) where target language is used exclusively as the medium of instruction. The purpose of language learning is communication and vocabulary is acquired more naturally by using it in full sentences, rather than memorizing isolated words. Native language is not allowed to use in this method. The Natural Method argued that foreign language could be taught without translation or the use of the learner's native language if meaning was conveyed directly through demonstration and action (Richards & Rodgers, 2002: 12). In this method grammar is learned inductively.

3.2.3 The Audio-Lingual Method

The Audio-Lingual Method has been emerged at end of the 1950s in the United States. The process of teaching involves extensive oral instruction. Attention is paid to correct students' pronunciation, intonation and fluency (Richards & Rodgers, 2002: 64). In this method teachers are considered as an orchestra leader who direct and control students' language behaviour. Teacher is responsible for providing the students with a good model for imitation. Students are imitators of the teacher's model or the tapes they supply of model speakers.

Techniques associated with this method are dialog memorization, repetition drill, chain drill, single-slot submission drill, multiple-slot submission drill, transformation drill, question and answer drill, complete the dialog, grammar game etc. (Larsen-Freeman, 2000: 40).

3.2.4 Task-Based Language Teaching

A task-Based approach aims to provide learners with a natural context of language use. As learners work to complete a task, they have abundant opportunity to interact. Such interaction is thought to facilitate language acquisition as learners have to work to understand each other and to express their own meaning (Freeman, 2004). It recommends the notion of ‘task’ as a central unit of planning and teaching. A task can be defined as an activity or goal which is carried out using language. For example, making a telephone call or writing a letter (Richards and Rodgers: 2002).

Task-Based Language Teaching approach recommends the notion of ‘task’ as a central unit of planning and teaching. A task can be defined as an activity or goal which is carried out using language. For example, making a telephone call or writing a letter (Richards and Rodgers: 2002: 224).

3.2.5 Competency-Based Language Teaching

Competency-Based language learning emerged in the United States in the 1970s and refers to an educational movement that advocates defining educational goals. This method is different from others ELT methods in a particular point. The other methods are closely related to the syllabus, materials, activities and the role of learners and teachers. On the other hand the Competency-Based language learning focuses on the outcomes or outputs of learning in the development of language programme (Richards & Rodgers, 2002).

3.2.6 Total Physical Response

Total Physical Response (TPR) is a language teaching method which attempts to teach language through physical activities with a combination of speech and action. This method was developed by James Asher, a professor of psychology at San Jose State University, California. The general objective of TPR is to teach oral proficiency at a beginning level. Learners in TPR have the primary roles of listener and performer. They listen attentively and

respond physically to commands given by the teachers (Richards & Rodgers, 2002). Vocabulary and grammatical structures are emphasized over other language areas. TPR is usually introduced in the students' native language and meaning is made clear through body movements. Techniques involved in TPR are using command to direct behaviour, role reversal, action sequence etc. (Freeman, 2004).

3.2.7 The Silent Way

The silent way is the name of a method of language teaching devised by Caleb Gattegno. The soul message of this method is that teacher should be silent as much as possible in the classrooms but the learners should be encouraged to produce as much language as possible (Richards & Rodgers, 2002). In this method the teachers set up situations that focus student attention on the structure of the language. The situation provides a vehicle for students to perceive meaning. Meaning is made clear by focusing the students' perceptions, not by translation. The students' native language can, however, be used to give instructions when necessary and during the feedback session. The materials and the techniques related to this method are sound-colour chart, teacher's silence, peer correction, rods, self-correction gestures, word chart, field charts, structured feedback (Freeman, 2004).

3.2.8 Content-Based Instruction

Using content from other disciplines in language courses is not a new idea (Freeman, 2004). Content-Based Instruction (CBI) refers to an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus. This approach is grounded on the following two central principles:

- People learn a second language more successfully when they use the language as a means of acquiring information, rather than as an end in it.
- Content-Based Instruction better reflects learners' need for learning a second language.

Content-based Instructions say that language is used for specific purpose and the role of language is like a vehicle for learning content (Richards & Rodgers, 2002).

3.2.9 Communicative English Teaching

Current approach of English Language Teaching (ELT) all over the world is communicative (The Communicative Language Teaching or CLT). Very recently, the academicians of Bangladeshi ELT context with the backing of the Government have founded CLT in the general education. CLT requires interactive classroom activities with the integration of the four language skills of reading, writing, listening and speaking. Nevertheless, for the construction of sufficient interaction and quadruple skilled integration in classrooms there await some barriers for the Bangladeshi teachers. There is considerable pressure on local ELT practitioners from both institutions and guardians alike to focus on exam-oriented teaching. Teachers report being repeatedly prompted to focus on exam completing the syllabus. Given these limitations, the scope for application of some of the aspects of “communicative competence” in the classrooms is limited. Teachers report that there is a conflict between the curricula and the examination system regarding the receptive skills of speaking and listening proficiency. Although these are integral and vital parts of the communicative approach, there is no provision for testing them in the examination system. This results in lack of student motivation in acquiring these skills.

3.3 Teachers’ and Students’ Perception on Learning English as a foreign/second language

Hawkey (2006) pointed out, “Research on the differences between the views of language learners and teachers focus both on the conflicting perceptions they may have of what helps or hinders language learning, and on how differently they may actually perceive what is happening in their shared classrooms”. Not only teachers’ perception but also learners’ perceptions have vital role in determining the methods and techniques that should be undertaken in a foreign language classroom. If teachers are aware of which activities their learners might possibly enjoy, which are most effective and which would provide learners with skills that they could use for academic and communicative purposes, they can plan and implement appropriate practices in classroom. However, the more teachers know about what is perceived by the students, the better chances are of improving the quality of language teaching-learning and use. On the other hand, teacher’s views, attitude and beliefs have strong influence on teaching-learning activities of a foreign language class.

3.4 Rational of using the word ‘Perception’ instead of ‘Attitude’ or ‘Motivation’ in this study

This research explores the views, opinion, attitudes and motivation, as non-linguistic outcomes of ESL teachers and learners in the classroom language learning and teaching activities in which they participated in classrooms at junior secondary level. Instead of views, opinion, attitudes or motivation, the researcher calls them *perceptions*; reasons are discussed in below-

Asking learners to relate their thoughts about their language learning experiences gives rise to some confusion as to whether they are being asked about their perceptions (e.g., Block, 1994, 1996; Leki, 1995), their attitudes (e.g., Gardner, 1983; Harley et al., 1990; Smit, 1994), or their evaluations (Murphy, 1993; Sharp, 1990) or motivation. In this study the researcher used *perception* to mean a “process of apprehending through sensory input” (Holahan, 1982, p. 24) the teaching/learning situation in which learners find themselves, particularly the language teaching/learning activities that they encounter. Once learners have experienced certain activities and made sense of what they have perceived, there are a number of things they can do (Barkhuizen, 1998) (see Figure 3.1 below).

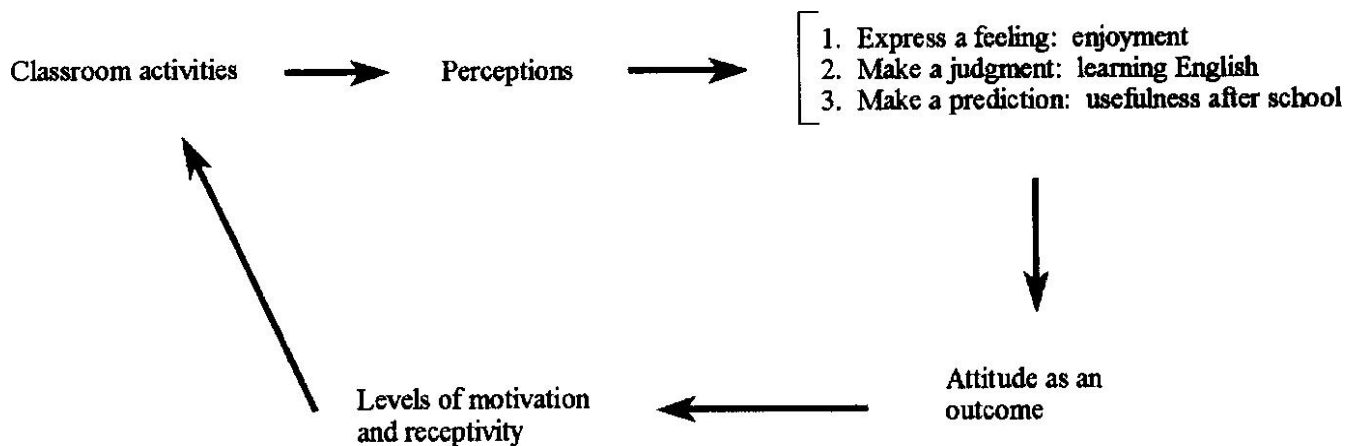


Figure3.1: Learners’ Actions on Their Perceptions of Classroom Activities

These three actions displayed in the above figure do not operate in isolation from one another. They are instead very much interrelated. As a result of doing all three (and no doubt countless others), learners develop either a negative or a positive attitude towards any language teaching/learning activity. This broad attitude, as an outcome of the learning

process, then has significant implications for levels of motivation (Gardner, 1983; Green, 1993) and receptivity (Allwright & Bailey, 1991).

3.5 Importance of considering Learners' Perception on English Language Learning

Comparatively little research has been done on the perspective of the learners themselves. So far, little is known about how children perceive their learning activities and how they conceptualize the process of learning a foreign language in Bangladesh.

Cray and Currie (1996; p. 114) point out, “to deal effectively with individual language classrooms, they should be able to take into account not only the pedagogical but also the social and personal complexities influencing classroom processes”. Nunan (1989; p. 177) claims, “no curriculum can claim to be truly learner centred unless the learner’s subjective needs and perceptions relating to the processes of learning are taken into account”. Learners therefore interpret tasks and other classroom events from their own perspectives. L2 teachers should be encouraged to explore and examine the perceptions of the learners in their classes. There is also a large body of research on language learners’ attitudes, especially within the field of second language acquisition (SLA) (see Gardner & MacIntyre, 1993, for a review and, for an example, the large scale study of Portuguese-Canadian students by Harley, Allen, Cummins & Swain, 1990). In Gardener’s socio-education model of SLA (Gardner, 1983; Gardner & MacIntyre, 1993) he discusses language attitudes and motivation under individual learners’ differences. He argues that language attitudes (to the target language group, to the target language, to learning the language, and to the language learning situation) determine the level of motivation, which in turn leads to various linguistic and non-linguistic outcomes as a result of acquiring language in formal and informal contexts. One of the non-linguistic outcomes is the learners’ attitude to the language learning situation: what and how they learned and how they were taught, including classroom activities, materials, and the teacher’s presentation. Gardner and MacIntyre (1993) conclude in their review of the research literature as following-

Teachers, instructional aids, curricula, and the like clearly have an effect on what is learned and how students react to the experience. . . . Non-linguistic outcomes are expected in turn to have direct effects on language attitudes, motivation and language anxiety. (p. 9)

Kumaravadivelu (1991; p. 107) says that “the more we know about the learner’s personal approaches and personal concepts, the better and more productive our intervention will be”. By this he means that if the teachers are aware of where their learners are coming from (how they approach language learning, what they feel about their language learning experiences, and how they act upon these feelings), they will be able to facilitate desired learning outcomes in the classroom (Barkhuizen, 1998. p 18). Once teachers are aware of their students’ perceptions, they can, if necessary, plan and implement alternative behaviours and activities in their classes (Breen, 1989; Fanselow, 1992; Nunan, 1988).

3.6 Review of Journals, Articles and Books Related to the Present Study

The first study consulted for the study was by Chang (2011) who conducted a study on teachers' attitude toward Communicative Language Teaching in Taiwan. The main purpose of this study was to examine Taiwanese college teachers’ attitudes toward CLT and the rationales underlying their attitudes toward CLT. An explanatory mixed method was used in this study. Researcher designed the study in two-phase, starting with quantitative data collection and analysis, followed by qualitative data collection and analysis. The qualitative phase was used to explain the results of the quantitative phase. The study aimed to identify the types of questions asked by three pre-service secondary English teachers and also to focus on exploring the effects of the types of questions teachers asked on the students' discourse patterns. Participants in the first phase of the study were fifty five English teachers from some Taiwanese colleges who were selected randomly. A five-point Likert scale was used in this phase. In the second phase, eight teachers were interviewed to get in-depth thoughts and experiences of the teacher attitude toward CLT. Findings of the study show that the teachers support CLT because they have found it helpful to develop the students’ communicative competence as well as linguistic knowledge. It is also found that the teachers are in favour of CLT because CLT focuses on the development of the students’ abilities to use the target language. The study suggests that the teachers preferred CLT to traditional teaching methods because CLT creates a safe and engaged learning environment which creates an atmosphere that encourages risk-taking and cooperative relationship in groups. According to Creswell & Plano Clark (2007), researcher executed two phases of the research sequentially where the qualitative data were used to explain quantitative data. To measure attitude, Likert

scale is an effective tool. Researcher of the study used it in her study which helped to explore attitude of the teachers toward ELT.

In line with this another similar study was done by Ma (2011). She carried out a research on ESL learners' perception about what they learn in an English lesson. Main focus of the study was learners' perceptions of their learning, the purpose of the main task, and their conception of difficulties in the lesson. The study was qualitative in nature and data were captured by a cycle of teacher-researcher pre-lesson interview, lesson observation, and post-lesson stimulated recall interview (SRI) and reflections. The pre-lesson interview was unstructured to give the teacher more space to explain lesson objectives and procedures which was conducted a day before the lesson. The post-lesson SRI was done immediately after the lesson was observed. From the findings it was revealed that what the teacher perceives as prominent in the lesson may not be best remembered by the learners, learners may also perceive purposes in the learning activities different from their teachers and encounter difficulties not anticipated by the teacher. It is also found that young learners are quite capable of verbalizing their thoughts about what is learned. The study suggested that learners' ability to understand their own learning should not be underestimated. As the study was a case study so sample of the study was too small. Researcher took help from the class teacher to select pupil from each of the high, mid and low achieving groups which helped to represent the whole class.

In this regards the study conducted by Gupta and Woldemariam (2011) was on Influence of motivation and attitude on writing strategy use. Main focus of the study was to examine the influence of motivation and attitude on the writing strategy use of undergraduate EFL students at Jimma University, Ethiopia. Both qualitative and quantitative approaches were used in this study. Data were collected from 680 2nd-year students of Jimma University about their motivation and attitude, writing ability and writing strategy use using questionnaires, proficiency test and interviews, analysis and summaries of the collected data were done using both qualitative and quantitative techniques. Findings of the study indicate that undergraduate students with strong motivation demonstrated high level of enjoyment, confidence, perceived ability, and positive attitude towards effective teaching methods of

writing, and they were found to have employed writing strategies most frequently. Highly motivated students were found to use more writing strategies than less motivated ones. Moreover, students who frequently practiced writing, exerted adequate effort, scored expected grades, and obtained early support and encouragement from significant others were also found to be high writing strategy users. The study also revealed that the majority of the undergraduate students were instrumentally motivated when learning writing. This motive has been found to be one of the main driving forces in developing writing skills of learners in the EFL context.

Kim's (2009) study on the other hand focused on teachers' and students' attitudes to the use of L1 in EFL classrooms. Researcher collected data from 6 native English speaking teachers, 6 Korean native speaking teachers and 30 secondary students (three different settings, beginners, intermediate and advanced students) of a Korean school in Vietnam. To collect data, researcher of this study used both qualitative and quantitative tools. As data collection tools, two sets of questionnaires and interview schedules were employed on teachers and students. To support the findings from the questionnaires and interviews, 6 classes were observed. Findings of the study showed that L1 plays a supportive role in the language classroom, especially in the early stages, and more significantly in reading and writing. This study suggested students, teachers and administrators to work collaboratively towards the improvement of the curriculum and teaching.

Rabbani (1999) conducted a study titled 'Different Attitudes among ESL Learners in Bangladesh'. Objectives of the study were to investigate the attitude of the learners towards the use of English in different domains, causes that may have influenced the effect of English learning and perceptions of English learning among non-major English learners in Bangladesh. A total of 238 students of five different institutes participated in the study. The researcher used a questionnaire consisting of 19 multiple-choice questions. According to the researcher, there is a favourable atmosphere of learning and teaching English in Bangladesh. Students are more likely to adapt to the Bilingualism that is likely to be the result of English learning. Many students marked the ways of classroom instruction and fear of examination as a source of unpleasant feeling in this study. Researcher mentioned high teacher-student ratio

as a reason behind that. The researcher suggested making quick decisions about the teacher-student ratio, more classrooms and more teachers training. Another suggestion was to broadcast some programmes on T.V. what can supplement classroom instruction. The research also suggested to develop 'Self-Access Centres' in schools and colleges and to create the post of teaching-Assistants, who can help the students in solving their problems. The study showed that most of the students want an all-English teaching environment and they think Communicative Language Teaching method as the best. The overall attitude of the learners is motivated more by integrative force rather than by instrumental one. Incorporating listening or speaking skill to the general school and college syllabus, the research suggested to include additional textbooks, electrical equipment and trained teachers. The researcher believes that T.V. programmes can help in rebuilding the curriculum.

In the study by Lei and Quin (2009) on EFL learners in China, they note that one of the three variables contributing to failure as identified by their study students was the lack of confidence. It is perhaps a hopeful sign that Chinese students are confident in their English skills. Having said this, many students believe English is difficult to learn because they see it as a foreign language for study only and unrelated to their practical communications. If this perception continues it is unlikely that most students will ever feel wholly comfortable with their use of English.

Uddin (1999) studied on deliberation of education and culture of the Tribal. The objectives of this study were to get acquainted with the life style and their exceptional cultural treasury of the tribal population of Rangmati hill district, aware of the overall education history of this hilly area people and discusses advantages and disadvantages in this respect and identify different problems of education and culture and give necessary recommendation for solving the problems. For gathering data the researcher developed two different questionnaires; one for the learners and another one for the administrators. To collect realistic information and take advantage of preparing necessary information, Interview was conducted with the help of questions relating to the research work and have collected comprehensive information from ten guardians, ten education administrators and cultural workers and ten tribal students. The researcher found that the literacy rate of the tribal population in Rangamati hill tracts area is

40%. There is no separate educational institution to teach their own language, the teachers are not well trained, the boys are more advantageous than the girls.

In line with this, Rahman (2005) has conducted a study on “Orientations and Motivation in English Language Learning: A Study of Bangladeshi Students at Undergraduate Level”. In this study the researcher explored various socio-psychological orientations of the undergraduate students of private universities of Bangladesh towards learning English. Findings of the study demonstrate that the learners learn English for ‘instrumental’ reasons as opposed to previous research conducted in Bangladesh, which concluded that ‘integrative motivation’ as being the dominant motivational orientation for the students to learn English.

3.7 Conclusion

This chapter has presented review of some literatures related to the present study where findings of previous researches have been explored. Research design and methodology of the present study is discussed in the next chapter.

CHAPTER FOUR

RESEARCH DESIGN AND METHODOLOGY

4.1 Introduction

Research is carried out in order to get a result with scientific methods (Nunan 2008). Purpose of this study was to explore students' perception on English language learning at grade six to eight in Rangamati Sadar upazilla of Bangladesh. The previous chapter represented the review of related literature. This chapter presents the research design and methodology of the study. It has been designed to attain the goal of this study, and this includes nature of the study, its population, sampling technique and data collection tools and techniques, techniques of data analysis, triangulation used for data collection and ethical consideration of the study.

To explore perceptions of the teachers and students on English language learning a mixed-method approach was adopted to collect both quantitative and qualitative data. This study incorporated both questionnaires and interviews to achieve a real picture of perceptions. To collect necessary data for exploring students' perception on English language learning a five-point Likert Scale questionnaire was applied which was adopted from the questionnaire used in Savignon and Wang (2003) and a questionnaire used by English in Action (EIA) (2011) in 2b_3b study. For the necessity of this present study some questions were included by the researcher in the students' questionnaire. Data from 359 students were collected through this questionnaire. To triangulate those data collected by the students' questionnaire and to get more insightful data six Focus Group Discussion (FGD)s were conducted with the students. In each grade (grade six, seven and eight) two FGDs were conducted. In each FGD eight students have been participated. The researcher used a FGD guideline to conduct the FGD in proper manner. Moreover, to collect necessary data from teachers, a semi-structured interview schedule was used.

4.2 Nature of the Study

This is a mixed method study where both qualitative and quantitative data were collected and analysed simultaneously.

4.2.1 About Mixed method

The mixed method approach is a new paradigm of research emerged in the 1990s, which is being progressively more used in social and educational research presently.

4.2.2 Rationale for using mixed method in the study

Mixed method research is a class of research in which researcher collects and analyses data, integrates research findings and draws inferences using both quantitative and qualitative methods in a single study in order to present a more detailed and insightful understanding of complex social or educational phenomena (Johnson & Onwuegbuzie, 2004; Johnson, Onwuegbuzie & Turner, 2007; Greene, 2007; Teddlie, Tashakkori & Johnson, 2008). To achieve the objectives of the study of in depth understanding, the researcher applied a variety of methods and data collection strategies such as FGD, Questionnaire and Interview. Besides this, collected data were analysed numerically and narratively, which is presented in chapter five and six respectively. Information is also analysed statistically in order to understand their implications more clearly.

4.3 Area of the Study

Sadar upazilla of Rangamati district was area of the study.

4.4 Population

A population is any group of individuals who have one or more characteristics in common that are of interest to the researcher. The population may be all the individuals of a particular type or a more restricted part of that group (Best, 2005). Regardless of the technique to be used in selecting a sample, the first step in sampling is definition of the population. The population is the group of interest to the researcher, the group to which he or she would like the results of the study to be generalizable (Gay, 1996). In this sequence, the population of this study is the entire junior secondary and secondary schools of Rangamati, all the students studying at grade six to eight, their facilitators/teachers, guardians and all the stakeholders associated with junior secondary level of education in Rangamati of Bangladesh.

4.5 Sample and Sampling Techniques

The primary purpose of research is to discover principles that have universal application, but to study a whole population to arrive at generalizations would be impracticable, if not possible. Some populations are so large that their characteristics cannot be measured; before the measurement could be completed, the population would have changed (Best, 2005).

As the population is very wide, the researcher decreased the area of population to conduct the study. For this, the researcher has used the purposive sampling (Non-probability Sampling) to select the sample schools to collect data for the study. In this type of sampling, the items for the sample are selected deliberately by the researcher, his choice concerning the item remains supreme (Kothari, 2005). According to this sampling technique sample were selected in purposive way to fulfil objectives of the study. Here the researcher selected 6 EIA intervention secondary schools purposively from Rangamati Sadar upazilla; 3 of those from urban, 1 from semi-urban and rest 2 schools have selected from rural area. 6 EIA trained up English teachers (1 from each school) were also selected purposively to conduct in-depth interview; 4 of them were Bangali and 2 of them were tribal.

The researcher planned to collect data through questionnaire from 360 junior secondary level students. According to plan, number of students from each school could be 60 where 20 students from each grade (grade 6 to 8). Although number of present students in a sample rural school was too little that the researcher did not get his desired number of sample. As a result, he had to adjust the sample increasing the number of sample of other schools. Finally, data have been collected from 359 students; among them 248 students (69%) were from different tribal community and rest 111 students (31%) were Bangali. All the students were selected using simple random sampling technique. To conduct Focus Group Discussion (FGD), 8 students who were also respondents of the questionnaire were selected from each sample school using purposive sampling. As the participants of FGD were young aged students of junior secondary level the researcher had to very thoughtful in selecting sample. The sample teachers helped the researcher in selecting extrovert students for participating in FGDs.

The total sample size is three hundred sixty six (365). The distribution of sample is shown in the following table-

Sample area		Sample size		
Area	School	Student	Teacher	Total
Urban	Urban School-1	60	1	189
	Urban School-2	67	1	
	Urban School-3	59	1	
Semi-urban	Semi-urban School-1	62	1	63
Rural	Rural School-1	48	1	113
	Rural School-2	63	1	
Total		359	6	365

Table4.1: Sampling area and Sample size

That means the sample was –

1. 6 secondary schools of Rangamati
2. 60 students from each school (with some exceptions) = 359 students
3. 1 English teacher from each school = (1x6) = 6 teachers

Total = 365

4.6 Data Collection Tools

To collect data for the study, three types of tools were used. These were –

- Questionnaire for the students
- FGD with students
- In-depth Interview with Teachers

In order to discover the perceptions of the students and teachers, researcher employed a multi-method approach to data collection and analysis (Agar, 1985; Smith, 1992; Watson-Gegeo, 1988). The data collection tools used for the study are described below-

4.6.1 Questionnaire

This method of data collection is quite popular, particularly in case of big inquiries. In this method a questionnaire is sent (usually by post) to the persons concerned with a request to answer the questions and return the questionnaire. A questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms (Kothari, 2005. p.100). Questionnaires are commonly used in second or foreign language research to investigate learner beliefs and motivation in relation to classroom instruction from a large number of participants (Mackey and Gass 2005).

As questionnaire is an important medium of communication between the investigator and the respondents, the researcher has prepared it with maximum care and caution. For data collection, a five-point likert scale questionnaire was developed. Most of the items of the questionnaire have been adopted from Savignon and Wang (2003) and English in Action(2011). For the demand of the study and keeping in line with the qualitative data collection tools, some items in the questionnaire have been included.

The guidance of supervisor helped the researcher to construct the questionnaire. He also consulted with some specialists in this field. According to their suggestions and guidance the questionnaires were prepared. Finally the questions were checked very carefully and the unnecessary questions were excluded. After that a pilot test was made on the questionnaire. The researcher personally went to an EIA intervention high school of Monohordi upazilla of Narshindi district and collected data from 60 samples (20 students from each grade; 6-8). After the pilot test was made on the questionnaires, the final set was developed with some minor changes according to the information received from the pilot test. The questionnaire comprised of 41 items (Appendix-1). The respondents were asked to respond to a series of statements using a Likert scale from 1 to 5, as follows:

1 (strongly disagree) - 2 (disagree) - 3 (neutral) - 4 (agree) - 5 (strongly agree)

The questionnaire items were organized into four sections, as follows:

1. **English in my class:** This section consisted of 9 statements that addressed students' perceptions of their teacher's practice - for example, whether this is grammar-focused,

whether the teacher employs pair and group work, or whether the teacher uses songs and games in class, and so on.

2. **Learning English and me: what I like:** 8 statements that addressed students' attitudes to their teacher's practices - for example, whether they enjoyed lessons on grammar, participating in pair or group work, or singing or playing games in class.
3. **What learning English means to me:** 16 statements that addressed students' beliefs about ELT in general, the role of the teacher, and the importance of various practices. Statements also addressed beliefs about the importance of English as a language to students.
4. **My English Language Skill:** This section consisted of 8 statements that addressed the students' idea about their speaking, listening, writing and reading skill of English.

After the final sets of questionnaires were prepared, these were then printed and made ready for data collection.

4.6.2 Focus Group Discussion (FGD)

According to Gay (1996),

FGD, which are often used in evaluation efforts, involve a small number of people who have something of interest in common, e.g. participation in a particular program. They generally meet informally with an 'Interviewer' for several hours and respond to open-ended questions such as "What do you think you got out of the program?" and "What would have made the experience more positive for you?" The participants share their opinions and hear those of others. The objective is not debate or consensus, but rather expression of ideas and feelings.

The FGD was designed to obtain more in-depth information on students' views of what is happening in their language practices and what their attitude is in this regard. The FGDs were undertaken in part to see whether students' perceptions of their learning matched with their teachers. The study also explored students' attitudes and beliefs about their teachers' classes and English learning in general. To achieve the objectives of the study of in-depth understanding, the researcher utilized FGD with the students, because FGD is an effective method to collect qualitative data. Total 6 Groups; 1 from each school was formed with 8

students (gender balanced) in each group to apply FGD. To keep the FGD on track and to ensure collecting required information aligned with the study objectives, a sheet of guideline was used while conducting the FGD (Appendix-2).

4.6.3 Interview Schedule

The purpose of interviewing is to find out what is in or on someone else's mind (Best, 2005). An in-depth interview was conducted with the English language teachers to gain a deeper understanding of issues that questionnaires may not be able to investigate in detail. The teacher interview was designed to obtain more in-depth information on teachers' views of their ELT practices, their use of English in the classroom, their perceptions on their students' responses to the changes of the practice of English lesson, and their perceptions of EIA. Through the interviews, the researcher wanted to gather more information from the English language teachers about their students' attitude toward learning English, existing English language classroom practices, their perception about learning and teaching English, and the best way of learning and teaching English etc.

Considering all these things the interview schedule was prepared for attaining the objectives of the study. This Interview schedule has been developed based on some ideas from Savignon and Wang (2003), Nguyen and Hudson (2010) and English in Action (2011). For the demand of the study and keeping in line with the quantitative data collection tool, some items in the interview schedule was included. Then a pilot test was done to check what type of data comes from. For that purpose, the researcher conducted an interview using the in-depth interview schedule with an English language teacher who teaches in an EIA pilot secondary school situated Monohordi Upazilla of Narsindi district. After the pilot test, some minor changes were required in the interview schedule. Then the interview schedule was finalized with 20 items (Appendix-3).

Total number of teachers interviewed was 6; 3 of them was from urban schools, 1 from a semi-urban school and the rest 2 teachers were selected from 2 remote schools. Out of 6 teachers, 5 of them have BA and B.Ed. All of them have many years of teaching experience in the study area. Along with academic background they have experience of attending training and workshop on teaching English.

4.7 Data Gathering Process

To gather students' opinion on English language learning a 5-point likert scale questionnaire was used. To get more qualitative data, 6 FGDs were conducted with students. 8 students who have filled up questionnaire were selected purposively for each group to conduct FGD. In-depth Interview was conducted to collect data from English Teachers. Data gathering process using the above mentioned data collection tools are described below-

4.7.1 Questionnaire

For collecting data, at first the researcher had taken permission from the school authorities. Getting permission was not a very hard work as the researcher was well known to the teachers and head teachers of the sample schools as he worked with them for a long time. The researcher applied simple random sampling to select students for applying questionnaire. He tried to select students equally from class six to eight with gender balanced. However, it was not possible maintaining all those in each school. While administering the questionnaire, the students were gathered in a large classroom and were given necessary instructions for filling up the questionnaire. The students were free to ask question to the researcher for any clarification of the questionnaire. The researcher himself went for collecting data that helped to get all the questionnaires filled up from the required sample.

4.7.2 Focus Group Discussion (FGD)

At first, the selected participants of FGD were taken to an empty classroom. To ensure better interaction among the participants in the discussion, sitting was arranged in rectangular shape. The researcher raised some issues and tried to ensure everyone's participation. Some of the participants were so introvert; they were hardly participating in FGD. The researcher tried to ensure each of the participant's participation in the discussions. Besides taking notes the researcher also used a digital voice recorder to record the FGDs with the consent of the FGD participants. The FGDs were conducted in Bangla. The FGDs were typed up at a later stage in English (Bangla being translated into English) and the records were at great help.

4.7.3 Interview Schedule

The researcher himself was involved in conducting all the interviews. He talked to everyone with due respect. Before interviewing, the researcher gave his identity and described the

objectives of the present study. Thus rapport was built up with the interviewees. The researcher recorded interview responses as hand-written field notes in both English and Bangla. He also used a digital voice recorder to record the interview with the consent of the interviewees. The interviews were conducted in Bangla. The interviews were typed up at a later stage in English (any Bangla question was translated into English) and the records were at great help.

4.8 Techniques of Data Analysis

The data collected from students through questionnaires were analysed descriptively using SPSS software. In particular, frequency counts were used to consider trends of perceptions and beliefs. As every question/statement of the questionnaire required a response on Likert scale, the percentage of respondents who gave each response was calculated. In most cases 'strongly agree' and 'agree', and 'strongly disagree' and 'disagree' were collapsed. On the other hand, data collected by teacher interview and FGD were analysed thematically. Following a grounded approach, an initial analysis was conducted which identified the key themes emerging from the data. The data were then further analysed to refine emergent themes and sub-themes.

4.9 Ensuring validity and reliability of data

The validity of this study is maintained through both quantitative and qualitative data collection and analysis methods, and using the data collected to supplement each other. The questionnaire instrument drew on Savignon and Wong (2003) and 2b3b study of English in Action (2011). The questionnaire was piloted in a similar context (EIA pilot school of Monohordi Upazilla) to maintain its validity. The researcher who is experienced in conducting educational researches was involved personally in all the process of data collection which had helped to ensure correct administration of the questionnaire and conduction of the interviews and FGDs, therefore increased reliability and validity. All the respondents of the study were assured that their answers were for the researcher only and were encouraged to be as honest as possible.

The interview data were based on not only the researchers' field notes but also audio recordings. The field notes were typed up shortly after the interview with transcription of the

recorded audio files, the researcher tried to keep recording of the interviews as accurate as possible. The validity and reliability of the analysis was maximized through the use of two research analysts. The researcher applied triangulation from different sources while collecting data for this study to enhance the reliability and validity of data. All the questionnaires were properly checked by the researcher.

4.10 Ethical Consideration

Before collecting data, permission was obtained from the head masters, the teachers and the students. Each teacher and student was again asked for their consent to be involved in the study. Permission was obtained from the teachers and students to use digital audio recorder to record the interviews and FGDs. All information is held under strict confidentiality within study and all respondents are anonymous in this report. The researcher completed the work with his full confidence and faithfulness but without any bias.

There is nothing in the study which might be harmful for the respondents. No respondent was forced to provide information. The research objectives were clearly explained to both teacher and students before gathering data. Verbal consent from each of the respondents was taken before collecting data. The researcher was highly committed to the respondents to keep the privacy of their information and source of data as well as put heartiest endeavour to be unbiased in collecting data. The research report is not revealing the identity of the respondents. A promise of maintaining confidentiality was done at the top of each questionnaire.

4.11 Conclusion

This chapter presented in detail research design and methodology applied for the study. The study selected a mixed method design which is appropriate to explore perception of learners and teachers toward learning English as a foreign language. This chapter has also described the data collection process in details and the ethical issues followed. The next chapter will present the analysis of findings of quantitative data of the study.

CHAPTER FIVE

QUANTITATIVE DATA ANALYSIS AND INTERPRETATION

5.1 Introduction

This chapter presents the analysis of the quantitative data of the present study. Quantitative data of the present study were collected through a 5-point Likert scale questionnaire from the junior secondary students. Data were collected from 359 students; among them around 42% (151) were boys and 58% (208) were girls. In terms of ethnic identity, 69% (228) were from different tribal community and rest 31% (111) were from Bangali community living in this area. Around 52% (186) of the student respondents were from urban, 17% (62) were from semi-urban and rest 31% (111) of the students from rural schools. In terms of the grades of the students almost equal representation were from grade 6, 7 and 8. (see table number 5.1, 5.2, 5.3 and 5.4 in Appendix-4 for more details).

The results of the analysis of quantitative data gathered from students through likert scale questionnaire are presented in this section. The quantitative data are organized into 4 different sections; 1. Existing classroom practices, 2. Attitude to language learning, 3. Beliefs about language learning and 4. Students' English language skill. The first 3 sections are discussed into 2 categorizes; (i) traditional English language learning practices, and (ii) communicative language learning practices. The 4th section is presented under 4 language skills; reading, writing, listening and speaking.

5.2 Existing Classroom Practices

This section reports on the data relating to existing classroom practices in the English language classes as experienced by the students surveyed. It is evident from the data that both traditional English language learning activities and communicative language learning activities are being simultaneously practiced in the English language classes. Thus, the results are reported in terms of the traditional English language learning practices and communicative language learning practices.

5.2.1 *Existing Traditional English Language Learning Practices*

5.2.1.1 *Grammar*

Grammar is often considered central to learning a foreign language although how it is described may vary (DeCarrico and Larsen-Freeman 2002). In particular, knowledge of grammatical rules is the focus of language learning in traditional approaches to English language learning such as grammar translation methods which are still practiced in many parts of the world (Purpura 2004, p.2). Therefore, it was worth investigating the students' views on grammar.

The questionnaire asked students to rate the statement “My English teacher mainly explains and practices grammar”; responses to this statement showed that the overwhelming majority of the students (91.7%) either strongly agreed or agreed, whilst only 4.7% either disagreed or strongly disagreed. This suggests that learning grammar rules is still a major activity in most students' English lessons.

The students were asked to rate another statement “I Memorize grammar rules without understanding”; responses to this statement showed that only 21.1% of the students either strongly agreed or agreed, while about two-third of them disagreed.

5.2.1.2 *Repetition*

Repetition is a common technique employed in learning a second language (e.g. repeating the pronunciation of words/sentences), especially in traditional language learning approaches. Such repetitions tend to take the form of copying the teacher in the language classroom. To explore if it is used in the surveyed schools, the students were asked in the questionnaire to rate the statement “My English teacher often asks us to repeat sentences after him/her”. About two thirds of the students (65.8%) agreed with the statement; while 26.4% disagreed.

5.2.1.3 *Use of Local Language*

In traditional methods, students' mother tongue is heavily used to translate the target language. Therefore, the questionnaire explored the students' experience of how much Bangla was used in their English lessons. In response to the statement “My teacher usually speaks Bangla in our English lessons”, more than two thirds (67.4%) of the students surveyed

thought that their English teacher usually spoke Bangla in their English lessons, while a fourth (24.2%) of them disagreed.

The students were asked to rate another statement “I hardly speak English in my English classroom”. In response to this statement, 53.5% of the students strongly agreed or agreed with this statement where nearly one third (34.8%) of them disagreed.

5.2.1.4 Correcting Errors

Error correction generally refers to steps taken by the teacher to improve students' language skills. Traditionally, it often means the teacher correcting students' grammatical or structural errors. However, it has a more formative role in communicative approaches to language learning (Ferris 2010; Hall 2007). In this study, error correction is associated with a more traditional approach to language learning.

In the questionnaire, the students were presented with the statement: 'My English teacher often corrects my errors in class.' An overwhelming majority of the students (89.5%) agreed that their teacher often corrects their errors in class. Only 5.8% students did not agree with this statement. This result may not be surprising as error correction by teachers is a normal practice in any subject; however, it may be more commonly used in foreign language learning.

5.2.2 Existing Communicative Language Learning Practices

5.2.2.1 Focus of English class

The students surveyed were asked to comment on the focus of their English class through the statement “Focus of my English class is communication, but the teacher would explain grammar when necessary”. About 65% of the students agreed with the statement and 23.7% disagreed. In replying this statement, 11.1% of the students were neutral. This contradicts with their response in previous section (5.2.1.1.) where majority of them opined that their teachers mainly explain grammar in English language class.

5.2.2.2 Speaking in English (Target Language)

The students were asked to say whether they have chance of speaking in English in their

English class. They had to rate the statement “My teacher often gets us to talk with each other in English” and about three fourths (74.1%) of the students strongly agreed or agreed with this statement. Only 20.6% of the students strongly disagreed or disagreed with this statement. It means that majority of the students surveyed have opportunity of speaking English with their mates in their English language class what reflects the practice of communicating language learning. However, two thirds of them opined in the previous section (5.2.1.3) that their teacher mostly speaks Bangla in English language class.

5.2.2.3 Learning by and with Fun

A statement of the questionnaire was used to explore whether the students experiencing learning English with different types of communicative activities like playing different types of games, singing songs etc. To explore it, the applied statement was “My English teacher sometimes gets us to play and sing in the English lesson”. About two thirds (66.3%) of the students strongly disagreed or disagreed with this statement where only 26.7% agreed. So, data evidence that, majority of the students are not experiencing learning English with fun what is suggested by communicative language learning. Though singing and playing tend to happen in Primary English lessons, the students surveyed were not too adult, they are at junior secondary level and such kinds of communicative activities should be practiced in a wider range.

5.3 Attitude to English language learning

There was provision in the surveyed questionnaire to explore students’ attitude toward English language learning through the traditional language learning approaches and communicative language learning approaches. The results are reported in this section in terms of the traditional English language learning practices and communicative language learning practices.

5.3.1 Attitude to Traditional English Language Learning Practices

5.3.1.1 Grammar

To explore students’ attitude toward grammar practice in classroom there was a statement in the questionnaire “I like learning grammar rules in my English class”. In responding to this

statement most of the students (87.1%) strongly agreed or agreed and only 7.5% disagreed. That means, majority of the students enjoy practising grammar in their English language class.

5.3.1.2 Repetition

Data showed that repetition; one of the traditional language learning practice widely used in the surveyed schools. To know the students' attitude about this practice they were given a statement "I like repeating sentences after my teacher in my English class". A majority of the students (79.7%) agreed with the statement whereas only 12.5% disagreed.

5.3.1.3 Use of Local Language

Two statements in the questionnaire were used to explore students' attitude toward speaking local language (Bangla and their mother tongue) in their English language class. The first statement was: "I like my teacher to speak mainly in Bangla, in my English lessons". About two-thirds (65.2%) of the students agreed with this statement while only about a quarter (24.5%) disagreed.

In the second statement, they were asked to rate the statement "I like an English class in which I hardly need to speak in English". Interestingly, 63.2% students disagreed with this statement, while 25.3% agreed.

It seems that most of the students liked their local language to be used by the teacher in their English language class. However, they want to use English in their English class.

5.3.1.4 Correcting Errors

In the questionnaire, the students were presented by the statement "I like my English teacher to correct my errors in speaking English in class." An overwhelming majority of the students (90.8%) agreed that they like if their teacher correct their errors in the class and similar finding revealed from a study of Nunan (1988). Only 7.2% students disagreed with the statement.

5.3.2 Attitude to Communicative Language Learning Practices

5.3.2.1 Focus of English class

To explore students' attitude toward whether they like communication focused English classroom, they were provided a statement to rate "I like my English class to be focused on communication, with grammar explained when necessary". In response, 57.7% students strongly agreed or agreed with this statement, while 24.2% disagreed. It should be mentioned that 18.1% students were neutral in replying this statement. However, majority of the respondents mentioned earlier (5.3.1.1) that they like if their teachers explain grammar in their English language class.

5.3.2.2 Speaking in English (Target Language)

A statement in the questionnaire was used to explore students' attitude toward speaking English (target language) in their English language class. The statement was: "I like talking English with my classmates, in my English lessons". Majority of the students (78.8%) strongly agreed or agreed with the statement. On the other hand, only 13.4% students disagreed with the statement.

5.3.2.3 Learning by and with Fun

The questionnaire explored whether the students like learning English with fun by asking them to rate the statement "I like to sing and play in an English lesson". Interestingly, majority of the students (73.5%) either strongly disagreed (60.7%) or disagreed (12.8%) with the statement, whilst 12.8% were neutral and 13.8% agreed. Whether the students misinterpreted the statement or understood and responded correctly by the secondary students (as noted in a previous subsection), may need further investigation to explore.

5.4 Beliefs about language learning

In addition to attitudes to traditional practices of learning English, students' beliefs about traditional English language learning and about Communicative Language Learning Practices were also explored. The results are reported in this section in terms of the traditional English language learning practices and communicative language learning practices.

5.4.1 Beliefs about Traditional English Language Learning Practices

The questionnaire investigated students' beliefs about English language learning. In the following section, data of students' beliefs about traditional practices for learning English are presented, followed by beliefs towards communicative practices for learning English. Their general belief about English language learning is also presented in this section.

5.4.1.1 Grammar

The questionnaire asked the students to rate several statements regarding their beliefs about grammar. The first statement was: "Learning English means to learn grammar rules". About two-thirds of the students (73.8%) either strongly agreed or agreed with this statement. Only 17.3% students disagreed with this statement.

The second statement in this category was: "The more grammar rules one memorizes, the better he/she is at using English". In replying, 77.4% of the students surveyed believed this statement and agreed with this. Only 12% of the students disagreed with the statement.

Another statement to explore students' belief about learning English grammar was "My English improves quickly if I study and practise the grammar" and an overwhelming majority of the students (91.1%) agreed while only 5.3% disagreed.

5.4.1.2 Repetition

In exploring the students' beliefs on repetition practice, they were provided a statement "Repeating the teacher's sentences helps me learn English". An overwhelmingly high percentage of the students (89.2%) believed that their English improves quickly if they repeat sentences after the teacher. Only 7.2% students disagreed with the statement, whilst 10.9% were neutral in their response.

5.4.1.3 Use of Local Language

A statement in the questionnaire was used to explore students' belief about speaking local language (Bangla and their mother tongue) in their English language class. The students were asked to rate the statement "Bangla should be frequently used in English lessons for my better understanding of the lesson". The responses to this statement were interestingly almost evenly divided: whilst 44% of the students did not believe that using lots of Bangla in English lessons helps them understand English, 42.1% believed so.

5.4.1.4 Correcting Errors

To explore students' belief about error correction practice the students were asked to rate the statement “. It is important for the English teacher to correct students' errors”. Most of the students (88.6%) agreed or strongly agreed with this statement. Only 7.8% of the students' belief that correcting students' error by the teacher is not important for learning English.

The students were provided another statement in this category and that was “English teachers should correct students' pronunciation”. Majority of the students (93%) agreed with the statement whilst very few students (3.9%) disagreed.

5.4.2 Belief about Communicative Language Learning Practices

5.4.2.1 Focus of English class

To explore students' belief about communication skill, they were provided a statement to rate “The more communication one can make in English, the better he/she is at English”. In response, 80.8% students strongly agreed or agreed with this statement, while 9.5% disagreed. It should be mentioned that 9.7% students were neutral in replying this statement. However, in previous section (5.4.1.1) more or less similar number of students contradictorily voted for grammar.

5.4.2.2 Speaking in English (Target Language)

The students were asked to say about their belief on necessity of speaking in English for learning English. They had to rate the statement “Speaking in English in the classroom is essential for learning English” and an overwhelming majority (93.1%) of the students strongly agreed or agreed with this statement. Very few (3.1%) of the students disagreed with this statement. It means that majority of the students surveyed believe that, speaking in English is essential for learning English.

5.4.2.3 Learning by and with Fun

The questionnaire explored the students' belief on communicative activities for learning English. To do so, they were provided a statement “English can be learned by singing and playing games”. Half of the students surveyed (50.7%) either strongly agreed (21.7%) or agreed (29%) with the statement. On the other hand, 30.4% do not believe that English can

be learnt by singing and playing games. It should be mentioned that, a large portion of the students (18.9%) were neutral in rating the statement. This result contradicts to some extent the results for the students' attitudes to the same statement (73.5% disagreed) and it may well be that, despite their beliefs, they don't like it because it does not match either with practices in the Secondary classroom, or the requirements of the Secondary curriculum and examinations.

Through another statement students' belief about group and pair work was explored. The statement was "We should work in pairs or groups" and 76.3% agreed with the statement whilst only 11.7% disagreed. This result shows that most students believe that working in groups or pairs is beneficial for learning

5.4.3 Generic Belief about English Language Learning

In the survey questionnaire there were some statements to explore students' general belief about English language learning. One of the statements was "Good pronunciation shows good English". In replying this statement, 79.9% students agreed and only 10% disagreed.

The students surveyed were asked to rate the statement "Learning English is important for me". An intense majority of the students (90.4%) agreed with this statement whilst only 1.7% disagreed. It is evident that, most of the students believe that learning English is very important to change their lives positively.

To explore students' belief about necessity of English in getting a good job, they were provided a statement to rate "English will help me get a good job". Most of the students (83.3%) believe that learning English will help them to have a good job whilst some of the students (8.6%) do not believe so.

A statement was used to know students' belief about difficulties of learning English and the statement was "It is easy for me to learn English". About two thirds of the students (66.6%) believe that learning English is easy for them whilst 21.2% of them does not believe it such easy.

5.5 Students' English language skill

The questionnaire investigated the survey students' English language skill. All the students were asked to rate the following statements that helped exploring their perception about their own English language skill. The results are reported in this section under 4 language skills; listening, reading, writing and speaking.

5.5.1 Listening Skill

To explore the students' listening skill (self-perceived) they were asked whether they comprehend while listening English news. In reply, less than half of the respondents (48.2%) responded positively. On the other hand, the percentage of positive response was much higher in case of class lecture and instructions. The percentages were 82.5 for teacher's lecture delivered in English and 73.3 for teachers' instruction in English. About two-thirds (66.8%) of the students claimed that they apprehend while they listen conversing people in English. However, a large number of respondents (40.9%) reported that they do not understand while they listen any announcement in English though 32.3% students responded differently. More than one-fourths (26.7%) of the students were neutral while responding to this English announcement related statement, for other statements the percentages of respondents responded neutrally were not too low (9.3% to 17.3%). (See table no. 5.38 at Appendix-4)

5.5.2 Reading Skill

Through the questionnaire, the students were asked to rate several statements about their English language reading skill. At first, they were asked whether they can read their English textbook with comprehension. Majority of the students (80.5%) responded positively. The percentage of positive response was almost same (78.5%) in terms of comprehension in reading of question paper of English exam. However, comparatively less number of respondents acknowledged that they realize meaning while they read English story books, newspaper and advertisement (respectively 62.7%, 45.6% and 49.9%). It should be observed that a mentionable number of students (9.2-21.2%) were neutral while rating the reading skill related statements (See table no. 5.39 at Appendix-4).

5.5.3 Writing Skill

There were some statements in the questionnaire to know what the students perceive about their English writing skill. Most of the students (83%) perceived that they are capable to write simple sentences in English of their own to express their feelings. Similar percentage of students (83.3%) claimed that they can write essay or paragraph if those are memorized by them. While they were asked whether they can write essay or paragraph without memorizing, comparatively less number of students (64.9%) responded positively (See table no. 5.40 at Appendix-4).

5.5.4 Speaking Skill

Finally, the questionnaire explored the students' views about their English language spoken skill. While they were asked to rate the statement "I can speak simple English" about two-fifths (60.5%) of the students agreed or strongly agreed with it. On the other hand, 69.1% students believe that they can greet their teachers and friends in English. Surprisingly, even more increased number of students (71.5%) perceives that they can reply while their teacher asks them any question in English (See table no. 5.41 at Appendix-4).

5.6 Conclusion

This chapter has presented and analysed the quantitative data of the study. Students' views on the present perspective of teaching-learning approaches of English language have been described here. Moreover, learners' attitude and beliefs toward both traditional and communicative approaches have also been presented. Data show that the respondents are responding conversely about the focus of their English class. They are equally voting for grammar and communication for their English language class. That means, they could not come out from their traditional beliefs about grammar practice. On the other hand, they are also acknowledging importance of communicative approaches as this is being practiced in Bangladesh more than last two decades. In another note, the students are emphasizing on practice of spoken English. However, they are also conversely feeling importance of their local language to be used by the teachers for their better understanding. Thus, mixer responses revealed from the quantitative data where the respondents supporting traditional and communicative approaches partially. Qualitative data of the study are presented and analysed in the following chapter.

CHAPTER SIX

QUALITATIVE DATA ANALYSIS AND INTERPRETATION

6.1 Introduction

This chapter presents the analysis and findings revealed from the qualitative data of the present study. Qualitative data of the present study were collected through in-depth interview with teachers and FGD with students of junior secondary level. The results of the analysis of these data are presented in following section.

6.2 Students' attitudes toward and belief about learning English

6.2.1 Students' feelings about English language learning

Many studies (Lannes, et al, 2002, Chen, 1996; Walker, McConnell, Holmes, Todis, Walker, & Golden, 1988, Masgoret & Gardner, 2003) have proved that learners' attitudes and beliefs have huge impact on their learning, so it is very important to know the learners' attitude and beliefs about English language learning. They are learning English as a compulsory subject in the context of Bangladesh.

All the students interviewed have very positive attitude toward learning English language. From their responses it can be said that they are much aware of the importance of English language in the present world. They have expressed different types of logics and reasons for learning English.

Most of the student groups interviewed said they like learning English because they are enjoying learning English. According to them, English is such a language what can be learnt with fun. It is easy to understand the language and it is a smart language. Some of them like to learn English because they like to communicate with others in English. Besides, they claimed something what contradict with findings of the quantitative data (see 5.3.2.3 and 5.4.2.3). According to them, English teachers teach the students English in many interesting ways, so the students like learning English as they find it interesting. According to a learner,

I like learning English because I find it interesting. Our teachers teach us in interesting ways. I like learning English because it is easy to understand and it can be learnt with fun. [Student FGD Group 01]

There are some instrumental motivations working behind the students' interests on learning English. They think that there are some advantages they will enjoy if they learn the language. English is an international language which is the communication tool all over the world. If they can achieve the communication skill using English it will help them to get a good job. They think that they will be benefited if they learn this language. One of the students said,

I like learning English because there are some advantages of learning English. If we can achieve good command over English then it will help us in getting a good job. [Student FGD Group 02]

Some of the learners like learning English because they believe that they can learn a lot through learning English. According to them, learning a new language is always interesting, same is the case of English. They can acquire much knowledge through learning English. They want to travel all over the world and in that case they have to use this international language for communication. According to the students' speech,

English is an international language which is the communication tool all over the world. If we can communicate in English it will help us going abroad. I want to travel all over the world and want to make friendship globally. In this case I will need English as a communication tool. [Student FGD Group 04]

If I learn English I will be able to communicate with the people when we are in abroad. Different languages are used in different countries but English can be used everywhere. [Student FGD Group 06]

The learners love to speak in English and now they believe that they will be benefited if they learn this language. In their home they use their mother tongue (for the tribal students Chakma and some other languages and for the general Bangali students Bangla). However, when they are in school, they try speaking in English so that they can achieve proficiency in this important language.

6.2.2 Classroom language

According to all the student groups interviewed, language of their English class is mainly Bangla. They claimed that 80% to 90% of the language used in the English language class is

in Bangla. They hardly use English for communication. Sometimes, they also use Chakma for communication in their English language class. They reported that use of English in an English language class should be more than 90% and gradually it should be 100%. Conversely, one of the student groups opined that if they cannot understand the English used by the teacher Bangla or Chakma should be used to make them understand.

6.2.3 Best way to learn English

The students were asked to say about the best way of learning English. They have suggested lots of ways as helpful for learning English which are described below.

6.2.3.1 Learning English Grammar

Most of the students perceived that learning English grammar is the very first step and the best way of learning English. Without having good knowledge on English grammar, English cannot be learnt. Students' saying about this issue was as below-

Grammar is a must for learning English, so our teacher and we should emphasized more on it. [Student FGD Group 01, 02 and 06]

Students still consider grammar as a pre-requisition of learning a language though it goes opposite to modern CLT approach.

6.2.3.2 Speaking and Listening English

Practicing spoken English is very crucial for learning English. Most of the student groups believe that for learning English the students should speak in English forgetting about errors. The students told,

By listening and by speaking we can learn language, so we should practice spoken English with our parents. A class would be added in the routine for spoken English when extra care will be provided to the weaker students. [Student FGD Group 01]

We can practice spoken English with our parents and teachers. Listening English news and watching English movies are also good practice to improve listening skill. [Student FGD Group 02]

We should speak English with our teacher and classmates on a regular basis. Practicing dialogue is also helpful for learning English. [Student FGD Group 03]

Spoken English should be practised regularly. We should try expressing ourselves in English. [Student FGD Group 06]

Therefore, it is found that most of the students recognized importance of spoken English for learning it.

6.2.3.3 Others

Some of the students emphasized on translation practice to be good in learning English. Using dictionary (English to Bangla) is also a good way of learning English. To be good in English and to use the language confidently, one should enrich one's stock of vocabulary. Lots of English books and English newspaper should be read daily to develop English reading skill. In students' learning English the teachers have a very important role. They should take special care of those students who are comparatively weaker. They should practice more and more and the teachers should correct the errors made by them. The use of English in the English class should be increased. In this regard, the teachers have to play the vital role. Some of the students who have claimed about the irregularity in their English class, suggested to ensure holding regular English class. Some of the students suggested establishing English language club in each school. In the club, there should have facility of using internet. There should be an arrangement of an extra class every week for English where nobody will be allowed to use Bangla.

6.2.4 Most helpful activities for learning English

The students were asked in the group interview to mention what they consider as most helpful activities for learning English. Lots of activities which they consider as helpful for learning English were mentioned by the students.

6.2.4.1 Practicing spoken English

All the students agreed at a point that practicing spoken English is a must to be skilled in English. They think practising dialogue in English on a topic helps them to remove shyness and to develop their fluency.

The most helpful activity for learning English is practicing dialogue on a topic out of the textbook. Practising question-answer from different lessons is also good for learning English. [Student FGD Group 01]

The most helpful activity for learning English is speaking in English and repeating English sentences after the teacher. We should always greet each other and make conversation in English. [Student FGD Group 02]

Practicing dialogue and making conversation in English are also good practice of learning English. We should greet each other in English, practice question-answer in English and try to express our feelings in English with our classmates and teachers. [Student FGD Group 02]

To remove timidity of using English they should share their feelings with their classmates in English. There is no other way to be proficient in English but practicing speaking in English. The students think that they should greet and make conversation with each other in English. Practicing dialogue in English is also a helpful activity for learning English. The teachers similarly think that teacher-students communication in English is very important in an English language class. The teachers ask their students question and tell them to answer in English. The most important thing about some of the teachers' classroom practice is that they always try to make their students speak in English forgetting the fear of errors though they have not got success yet. They try to make some conversation with the students in English with simple words and sentences what is very important practice for the students' learning English.

6.2.4.2 Learning English Grammar

Most of the students think that learning English grammar is a must for learning English. Without a clear understanding of grammar a language cannot be learnt. According to them learning grammar is boring but there is no other way but learning English grammar to be skilled in English language.

Learning grammar rules is very important for learning English. [Student FGD Group 02]

There are some grammar rules like tense, voice which are must for learning English. [Student FGD Group 04]

The students believe that there are some grammar items like tense, parts of speech, article, voice, narration, transformation etc. have to be learnt to be expert on English.

6.2.4.3 Group and Pair Work

Most of the students consider group work and pair work as one of the most important activities for learning English. According to them they get chance of learning from each other if they work in pair and in group and these activities help them to conduct their lesson more interactively. However, teachers think that while dividing the students into groups they should not forget balancing weak and advance students.

6.2.4.4 Enriching stock of vocabulary

Having a good storage of vocabulary of that language is a prerequisite to be good in a language. Hence the students think that practicing vocabulary of English is very helpful activity for learning English. The teachers mentioned vocabulary practice as one of the most important practices which helps the students in learning English. The teachers not only present the meaning of the vocabulary but also practise the synonyms and antonyms which help to enrich the students' stock of vocabulary.

6.2.4.5 Use of target and local language

CLT does not support using local language in second or foreign language class. Most of the students also opined that only English should be used in their English language class. Nevertheless, one of the student groups believe that using Bangla and sometimes Chakma in their English language class will help them learning English more easily. According to one of the students from the group,

It will be very much helpful for our learning English if the teacher use Bangla side by side English and also Chakma if needed. [Student FGD Group 05]

As the students are from very remote area they hardly understand when the teacher use English. As a result, they want their teacher to use Bangla and Chakma to make the English lesson more comprehensible to them.

6.2.4.6 Others Activities

If they describe any picture or share their feelings with others in English, those also help them in learning English. There should be an English language club where the students will have chance of practicing English. They think that spoken English should be practised once in each week. Their learning should be assessed on a regular basis after finishing some

lessons and the teacher should give feedback and remedial teaching on a regular basis. Creative writing about some topics from real life situation is also helpful for learning English. To learn English effectively, more emphasise should be given on understanding rather than memorizing.

According to the students, there are some students in every class who never ask for help; teacher should check whether all the students understood the lesson or not. Teacher should not concentrate only on the students who are advanced; s/he should also take care of the back benchers.

On the other hand, teachers believe that in English language class students should be given scope of playing various types of games that are helpful for students' English language learning. The teachers also emphasize on pronunciation and spelling while presenting a lesson. Most of the tribal students are poor in English pronunciation, so the teachers are used to take much time to practice it. The teachers ask the students to read from the textbook, practise pronunciation and correct their error of pronunciation. Active listening is also considered by the teachers as one of the most important practices for learning English.

6.3 Students' preferences in classroom practices of English lesson

6.3.1 Activities of English class liked by the students

The students were asked to tell about the activities of English language class which are liked by them. They have mentioned lots of activities which they love to practice in their English language classroom. Some of the mentioned activities are described below-

6.3.1.1 Group and Pair Work

Most of the students like to work in group or pair rather than individually. Almost all the students groups interviewed mentioned group and pair work as their favourite activity in English language class. According to them, they have chance to learn from each other if they work in group and pair. Most of the students mentioned group work and pair work as one of the most common activities in their English lesson. According to them, in group students do some reading tasks like solving model questions, writing activities and discussing with other members of the group. Sometimes after reading a passage the teachers divide the students

into some groups and assign them some writing activity based on the reading task which students solve in group.

6.3.1.2 Role Play and Dialogue

Almost all the student groups interviewed told about role play and dialogue they practise in the English lesson. According to them two of the students are usually called in front of the class with their English books. Then the students are asked to practise dialogues from the textbook in pair. Some of the students considered this activity as role play and some of them as dialogue practice. Whatever the name of this activity called by the students they like to practice this in their English language class.

6.3.1.3 Playing Games

In English language class students like to play various types of games like number game, word game and guessing game etc. According to a student,

.....we also play different types of games like guessing game. In this game, our teacher tries to make us understand by acting and we have to understand and tell that in English. [Student FGD Group 01]

Playing different types of games is liked by the students that helped removing students' fear of learning English. However, this activity is not frequently practiced in the classroom.

6.3.1.4 Practising Spoken English and Question-Answer in English

Most of the student groups interviewed said that they like listening English from their teachers and to speak in English in their English class. They also like practising question-answer in English in their classroom. Most of the students opine that practising question-answer and spoken English are the most helpful activities to them for learning English. Some of their sayings on this issue are given below.

We like dialogue, speaking in English with each other and to greet others in English. English should be spoken more in the English class. [Student FGD Group 06]

We find it interesting when we speak in English with our teacher and classmates. [Student FGD Group 02]

.....we like to exchange greetings with each other in English and to speak in English with all. [Student FGD Group 03]

Thus, it can be said that the students are interested in using the target language in their English language class which is also suggested by CLT approach.

6.3.1.5 Use of Bangla in English Class

An opposite opinion to the previous point expressed by one of the student groups from a rural school. According to them they like use of Bangla in their English lesson that contradict with the response of other groups of students from urban and semi-urban areas (see 6.3.1.4). They do not understand if the teacher uses only English without any explanation or translating into Bangla. According to them,

We like if teacher translates the English into Bangla and we appreciate teacher's use of Bangla in the English class. [Student FGD Group 05]

Modern CLT method does not support translation, but the English language level of the rural school students is too low. They do not understand if the teacher uses only English in the class without using local language.

6.3.1.6 Proper Explanation by the Teacher

The students like such English class where the teacher properly makes them understand. They want that the teachers should be patient enough to teach them. Interest for learning English is multiplied by many times when the teachers take proper care and conduct the teaching-learning without scolding.

We feel good when teacher make us understand properly. If he does so we do not need to study hard at our home. [Student FGD Group 05]

The above statement proves that interest for learning English depends on the teacher's behaviour in many cases. Students' English language learning journey might be simpler if the teacher fulfil his/her responsibilities properly.

6.3.1.7 Other Activities

There are some other activities like English quiz competition, dialogue practice, playing games etc. which are also liked by the students too. Some of the students also like English

written task like writing essay, letter, application etc. Some of them also like to read different English books. One of the student groups also like to learn English vocabularies. Some of the students told that, they feel good if they can complete the assigned task given by the teacher in their English class. Quiz competition in English, reciting English poems, greeting each other in English, error correction by the teacher etc. are also listed by the students as their preferred activities.

6.3.2 Activities of English class disliked by the students

All the activities practised in English class were not liked by the students. Some of the activities were disliked by the students. Those activities are described in below.

6.3.2.1 Use of Bangla in English Class

Most of the students; especially from semi-urban and urban schools do not like teachers use of Bangla, most of the time in an English class. According to them, medium of instruction in English class should be English. They are not satisfied with the amount of English used in their English class. Some of the students' sayings on this issue are as below which contradict with the response from rural school students (see 6.3.2.4)-

We dislike using Bangla in our English class. Sometimes, teacher read without letting us read. [Student FGD Group 01]

We do not appreciate using Bangla in our English class. We do not like when teacher gives us Bangla definition in an English class or try to make us understand using Bangla. [Student FGD Group 02]

Using Bangla in English class is not preferable to us. [Student FGD Group 03]

We do not like the use of Bangla or Chakma in English class. [Student FGD Group 06]

The teachers mostly use Bangla in the English language class what is not expected to the students. On the other hand, it was appreciated by one of the student groups from a rural school as they do not understand if the teachers use only English.

6.3.2.2 Memorizing Grammatical Rules and Translation Practice

The students are disturbed with the superfluous practice of grammatical rules in their English class. They feel boring with practicing and memorizing grammatical rules in their English

class. Some of the students expressed their feelings about learning grammar in the following way-

We do not like memorizing rules of grammar. [Student FGD Group 03]

We do not like learning grammar, it's boring. [Student FGD Group 04]

It is evident that students do not like over practice of grammar in their English language class. However, grammar and translation are being frequently practiced in English classroom as the teachers and students consider these practices as most effective way for learning English. However, memorizing grammar and translation practice are not recommended by CLT approach, as English is not a content based subject but skill based (NCTB, 1995).

6.3.2.3 Practising so many activities in a lesson

The students opined that they do not feel good if the teacher practices so many tasks in a lesson. One of the students said,

We do not like memorizing and overloaded lesson. [Student FGD Group 03]

According to the students, they lose interest in learning if they are pressurised by lots of activities in a single lesson.

6.3.2.4 Giving Home Work without Discussing

Most of the students mentioned that, they do not like if the teacher assign a topic as homework which is not discussed in the class. Some of the students from groups interviewed said,

We do not prefer when teacher assigns us much home work. [Student FGD Group 01]

Sometimes, teacher gives us homework without making us understand though it should not be. [Student FGD Group 03]

We also dislike if teacher gives homework without making us understand or without teaching us. [Student FGD Group 05]

Students of the rural area do not have anybody who can help them with their homework. Hence, they do not like overloaded home work. They want the teacher to make them understand the topics in the class and then ask to do as home work.

6.3.2.5 Others Activities

There are some other activities which were not liked by the students. Some of those were, they dislike when the teacher scolds them unnecessarily. They like using English in the English class but do not like if fail to answer the questions of the teacher in English. They want regular revision class of English lesson. There are some students in the class who always make noise in the English class; it was also disliked by the students.

6.3.3 Content/Items practiced in the classroom

There are lots of items/contents which the students practise in their English class. The common practice mentioned by all the student groups interviewed was practising English grammar. Different topics of English grammar like tense, parts of speech, voice, narration, transformation of sentence, right form of verb, article; rules and structures of those are practised and memorized by the students in their English class. They also practice translation; mostly English to Bangla in their English class. Meaning of new words and making sentence with those words are also practiced in the class. Another common practice of English class was solving model question. Solving model question contains some tasks like identifying true/false, multiple choice question (MCQ), rearranging sentence, table matching, summarizing, fill in the blanks (with clue and without clue), answering short questions etc. They are used to do some writing task like essay, paragraph, letter, application, composition, continuing story writing etc.

6.3.4 Items (content) of English syllabus considered easy by the students

Some of the topics practised in the English language class were identified as easy by the students. Most of the students opined that solving model question is the easiest topic what they enjoy to do. Solving model question which contains true/false, MCQ, fill in the blanks, table matching, question-answer, answering short questions etc. are the easiest tasks in the English syllabus. Learning grammar is not pleasant for the student but there are some grammar items like article, tense, some of the parts of speech, number, voice etc. which are easy to learn for them. Making sentence is also easily done by the students. According to some of the students, writing essay, composition, paragraph, application also belong to the easy items if they can do those with proper understanding.

6.3.5 Items (content) of English syllabus considered difficult by the students

Learning grammar is the most difficult part of English syllabus for most of the students. In English grammar there are some topics like preposition, conjunction, wh question, punctuation, voice, narration, transformation of sentence, right form of verb, phrase and idioms, which are very difficult to learn. Writing essay and composition is one of the most difficult items in English subject for them. It becomes more difficult for them when they do without understanding. One of the student groups find communicating in English most difficult.

6.3.6 Most helpful items (content) for learning English

The students identified some items/contents of English which are very helpful for learning English. The students think that learning grammar of English is a must for learning English. Though English grammar is very difficult to learn, these are the most helpful items for learning English according to the students. They believe, without learning grammar learning English is not possible. Tense, parts of speech, voice, narration, preposition, article, right form of verb, transformation etc. have to be learnt if anyone wants to learn English. Translation (both from Bangla to English and English to Bangla) is also considered very important for learning English by the students. Practising vocabulary with synonyms and antonyms and solving model questions have to be practised to be good in English. To be good in English one should practise dialogue, question-answer and make conversation in English with one's friends. Reading English newspaper, books and dictionary is also helpful for learning English. Watching English movies is also an activity which helps for learning English. Free hand writing is also helpful for learning English. If anybody has any friend abroad s/he can write letter to, which is also helpful to develop the writing skill.

6.3.7 Easiest skill of English language

Among the 4 language skills, reading was identified as the easiest one by most of the students. After reading, they consider listening skill as easy. To some of the students, writing is easy, but very few number of students consider speaking skill as the easiest one.

6.3.8 Most difficult skill of English language

Almost all the student groups interviewed said that speaking skill is the most difficult one among the 4 skills of English language. They feel very difficult to communicate with others using English. In terms of difficulty level, the students consider the listening skill after speaking. At the same time, some of the students mentioned writing skill as the most difficult one.

6.4 Reason behind learning English

Different types of reasons are mentioned by the students as their source of motivation for learning English language. Those are discussed in the following section.

6.4.1 Reasons stated by the students for Learning English

The student groups interviewed stated a number of reasons behind learning English. They believe that there is a lot of usefulness of learning English in the present time. The major usefulness and the behind reasons of learning English stated by the students are given below.

6.4.1.1. *Getting a better job*

Majority of the student groups interviewed opined that, learning English will help them in getting a good job in future. If they learn English they will be able to avail the chance of getting good job not only in the country but also in abroad. If anyone wants to do business, learning English is important for him/her to do it globally. In a word, the students are considering English as a tool of prosperity. Some of the students' sayings about this issue are given below,

We need learning English to prosper in life. It will help us to get a good job and to do international business. To be a doctor or agriculturist having enough knowledge on English is needed. For higher study and to get a good job, proficiency in English language is a pre-requisite. [Student FGD Group 01]

To get a good job in government or non-government sector we need proficiency in English. [Student FGD Group 02]

For getting a good job having good command on English is crucial. [Student FGD Group 03 and 06]

This is obvious from the focus group discussions (FGD) that students are motivated to learn English for their better future. They perceived that there is an economic value to English language. It can be argued that they are well motivated to learn English and this would have a positive impact on their learning. Although this is extrinsic motivation, it still plays a positive role in learning English language.

6.4.1.2. To gather knowledge

During the FGDs, many students reported that, English is a language which is the gateway to knowledge. They said,

To learn more and to gather more knowledge we need to learn English. [Student FGD Group 01]

The present world is the world of information. To know the news of the world and to use the computer we need English. Lots of literatures and books are written in English, if we want to read those we have to learn English. To know the latest news of the world we have to depend on those television channels broadcast the news in English. [Student FGD Group 04]

Above mentioned quotations indicate the students' consciousness about the importance of English to explore world knowledge.

6.4.1.3. Higher study

One of the most prevalent theme emerged from the data was the opportunity to higher study as a result of having English language skills. According to the students who said this was important, learning English was required to avail the opportunity of getting scholarship from the world class educational institutions to pursue higher degree. Most of the books of higher study written in English, so in pursuing higher education, proficiency in English language is a must.

There is nobody in the world in present time who does not know about the necessity of learning English. Most of the books for higher study are written in English, so we need a very good command over English to study more. [Student FGD Group 02]

To get a scholarship for higher education in reputed university, proficiency in English is needed. [Student FGD Group 03 and 05]

Most of the students perceived English language as a means to pursuing higher education. The ability to speak/use English was, therefore, seen as essential for better education and future by these students.

6.4.1.4. Communication tool

Several students specifically mentioned that they would like to learn English to achieve the quality to communicate with the people all over the world. According to the students who said this was important, learning English was required to communicate with foreigners and relatives from abroad. This view illustrates the value of communicative teaching and learning English for everyday life. According to them,

If we go to abroad for job purpose English will help us to communicate with the people of that country. [Student FGD Group 01]

To communicate with the foreigners and to be in abroad having good command of English language is crucially needed. As English is the international language and we want to travel all over the world, we are interested in learning English. [Student FGD Group 02]

English is useable in anywhere of the world. Skill on English is required to communicate with the foreigners. [Student FGD Group 03]

We will realise the usefulness of learning English when we will be in abroad. If any of us face any problem in foreign country s/he has to ask for help in English. [Student FGD Group 04]

To communicate with the people all over the world the only communication tool is English. [Student FGD Group 05]

The motivation to learn English is characterized again as extrinsic, but it definitely has positive impact of the students' English language learning.

6.4.1.5. To be an English language teacher

There is another secret reason mentioned by the students for learning English. Some of the students want to be a good English language teacher. To be so, they need to learn English very well. In the context of Bangladesh, English language teachers usually hold better social status and economic growth than other subject teachers.

6.4.2 Teachers' view about students' willingness for learning English

The teachers interviewed believe that their students are interested in learning English. As it is an international language which is new for them, they are fascinated by its new contents, vocabulary and grammar rules. Most of the students of this area are from different tribal and minority community groups. They are fascinated by western culture and always try to follow the western people. Students of this area enjoy scholarship facility; going abroad for higher study purpose it is much easier for the tribal students in comparison to the general students. For higher study or to go abroad, English is crucially needed. They also enjoy quota facility in every sector. So, they are interested to avail the opportunities by learning English in a better way. One of the teachers' statements about this issue is given below.

My students are very interested to learn English. They like western culture. They have better chance of setting scholarship and to go abroad for higher study and to establish themselves. The Bangali students of this area are settlers here and they are not highly ambitious. However, the tribal students have high ambition and they have better opportunities to fulfil. They want to use those opportunities and for that reason they need learning English. [Teacher Interview 02]

Attitude toward learning English vary from student to student. Despite interest, most of the students are afraid of mathematics and English. One of the teachers believe that after EiA intervention, most of the students are trying to remove their shyness. They are now more interested to learn English. He also said that teacher can play a vital role in making English interesting to the students. If the students find the teacher behaving like a friend, they have no fear of teacher and they can perform better in the English class.

According to another teacher, though the students are interested in learning English, it is not that easy to learn English for the students of this area. Most of the students of this area are tribal and all of them have their own mother tongue. They always struggle with learning Bangla and English is an extra load for them. The teachers always encourage their students to learn English and they are interested to learn it as an international language. One of the teachers' comments on this issue is given below.

The students are interested and afraid of learning English at the same time. English is the second language to us as Bangali, but English is the third language for my students as most of them are from ethnic community and Bangla is the second language for them. [Teacher Interview 06]

It is evident that, the students are very interested in learning English although most of the students are afraid of English as they do not have supportive environment and socio-cultural background for learning English.

6.4.3 Teachers' perception about students' motivation for learning English

The students are conscious and motivated to learn English. Most of the students of this area are from tribal community. In the urban schools, their English hand writing is good. Their participation in the English lesson is also mentionable. They know the importance of learning English for their development and that is why they put more emphasis on it. They also get better marks in English rather than any other subjects. The teachers also try to make their students aware of the importance of learning English in the present world. They encourage them to communicate English in the classroom. Knowledge of English language is required to use internet and mobile phone. The teachers also try to make the students aware of the importance of English in the present job market.

They have very clear idea about the importance of learning English. They know about the quota and a bright future is guaranteed if they can perform better. They know that if they learn English it will help them in their higher study as well as in getting better job. [Teacher Interview 03]

Now they are much aware of the importance of learning English. They know that in the present world English is a must. Some foreigners visit our school every year and conduct session with the students to improvise our students' English language skill. The students feel easier to communicate with them rather than us. Some of the students also show their interest to attend the class conducted by the foreigners and this is the evidence of their interest on English language. UNDP works at a vast range in this area and students know that having good command over English is a prerequisite to work with UNDP. [Teacher Interview 04]

The students can realize the importance of learning English in the present global world. Member from different donor agencies frequently visit the schools of this area and the students feel shocking when they cannot communicate with them as they are not enough skilled to communicate with them in English. To be skilled for communicating with the foreigners is one of the secret reason for the students' interest in learning English.

6.4.4 Students' future plan about learning English

The student groups interviewed have very high aspiration with their future plan. They want to

be commander of Bangladesh Army, doctor, English teacher, ambassador of Bangladesh in foreign country, agriculturist, business magnet, engineer, barrister, cricketer etc. To have any of the honourable professions mentioned above it is necessary to have a very good command over English. Some of the students want to have higher degree from one of the world class universities. To do so, they need proficiency in English. To improve the level of skill in English some of the students have plan of joining an English language club and take coaching in English. They want to speak English as fluent as a foreigner. Some of them want to be a good teacher to teach their students properly. To operate any electronic goods, knowledge of English is needed. They have a plan of paying extra time for reading English books and dictionary to improve their English language skill. They will also concentrate more on learning grammar to improvise their skill of English language.

6.5 Teachers' perception on English language learning

6.5.1 Teachers' perception toward teaching profession

In replying to the question how the teachers interviewed enjoy their profession, different types of opinions came out. One of them who was a female teacher showed very positive attitude toward teaching profession. She was found so committed and passionate of her profession. She said,

This is my first job and I am very passionate of teaching. Teaching is the profession of feeling. I always think, if the students were my children then how I would teach them. I like to teach these innocent kids. [Teacher Interview 01]

All the teachers interviewed claimed that they like their profession. Some of them shifted to teaching profession from some other professions. They want to contribute to the country through helping the young generation grown up as well as educated. There is a huge scope of learning in this profession. At the same time, because of poor salary structure, they are a bit frustrated. According to them, they cannot do their duties properly as they have to do some extra work outside school for some extra income to run their family smoothly. Some of the teachers' direct quotations about this issue are given below.

I like teaching. There is a huge scope of learning in this profession. I have to learn first properly to teach something. However, because of financial constraint I cannot do my duties in that ways what I should. I have to engage and give time

in private tutor because the salary I get from the school is not enough to run my family. If I could spend this time in preparing lesson plan and for my preparation for teaching I would perform better and the students might also benefited. Sometimes I feel that I am not doing my duties properly and I am cheating with my students as well as with the nation. [Teacher Interview 02]

In line with this, another teacher expressed his frustration saying in the following way,

I have taken this profession from my own interest for doing something for the society. Now-a-days, I feel bit frustrated and think whether I was wrong. How can I support my family being in this deprived profession with such low salary? Some of my classmates who were not better than me as student getting salary which is double of my salary. It is said that there is self-satisfaction that we are serving the nation although self-satisfaction is nothing when one cannot manage one's family. Salary is the main stimulus in any kind of job. We are serving the nation without any status, what can we do! The government should be more careful about this issue. [Teacher Interview 04]

In this regard, another teacher's quote is as below-

Teaching is the best and most honourable profession, but there are some problems to be in this profession and the most important one is financial. We cannot be that much dedicated to the profession as we have to engage in some other income generating activity to maintain our family. There is no initiative observed from the government to tackle this problem. If I got enough salary to maintain my family properly I could concentrate on teaching much better. I am bit frustrated as teacher of a non-government school. [Teacher Interview 06]

Some of the teachers love teaching profession as there is no corruption here and all the students love their teachers from their heart. A teacher is a person who is respected and honoured by all. As a teacher, they can ensure proper environment for their children so that they can be grown up as human being. Some of the teachers shifted to teaching from their social responsibility. They want to contribute to their area's development through educating the school going aged children. They will be able to fulfil their social responsibilities if they get a reasonable honorarium to run their family. In this case, they have requested the government of Bangladesh to take care of this issue.

6.5.2 Teaching English compared to other subjects

The sample teachers were selected purposively who were mainly teaching English language. They basically teach English to the secondary level students. However, most of them have to teach some other subjects as substitute teacher. Shortage of teacher is a problem not only in

Rangamati but also all over Bangladesh. As a result, the teachers interviewed have to conduct lesson of other subjects too. In this case, all of them stated that they enjoy teaching English most. As reason, some of them mentioned that English is an international language and very rich language. There is a huge scope of learning in teaching this knowledgeable language. One of the teachers said that English and Mathematics teachers are treated as the most elegant teachers by the society. He feels very good as an English teacher. Some of them said, as they usually teach English, they are becoming more skilled in teaching English. Their confidence of using English in the class is also increasing day by day. Therefore they like and feel comfortable in teaching English most. One of the teachers claimed that he finds assessing the answer script of English lesson harder than that of other subjects though he liked teaching English most.

6.5.3 Learning English in comparison to Bangla

As Bangla is our mother tongue, it comes first. However, there is no scope of neglecting English in the present time as it is the international language. We need English to communicate abroad. The entire books of higher study are written in English, so we have to have expertise on English for higher study.

I do not find any mentionable difference in these two languages. Both of the languages are very rich. But there are some differences in teaching approaches of these two languages. I am a global citizen; I should know the language which is used all over the world. S/he is a fool who is not interested to learn English thinking it as a foreign language. I do not think that we are neglecting our mother tongue; Bangla through learning English. [Teacher Interview 02]

The teachers do not think that there is any conflict between these two languages. Both of these languages have rules of grammar and literature. There are some similarities in grammar and literature of English with those of Bangla. Some popular books have been translated into English from Bangla and vice versa. We also have to translate our speech and content of textbook into Bangla when the students struggle with English. The person who is good in Bangla supposes to perform better in English too. These two languages can supplement each other. One of the teachers said,

English is the third language for the students of this area. Rabindranath Tagore suggested learning mother tongue first then others. However my students have to

learn two languages simultaneously beside their mother tongue. I have a plan to establish an English language club where we can practise English language without uttering a single word in Bangla, because, learning English is the demand of time. We have to know English better to get a good job and for our development. [Teacher Interview 06]

The scenario of Chittagong Hill Tracks (CHT) especially Rangamati is different from the rest of the country. Bangla is the mother language for the Bangladeshi students but it is not applicable for the context of Rangamati. The students are learning in a multilingual environment.

6.5.4 Difficulties faced in learning English as a student

The interviewed teachers identified many difficulties they used to face in learning English as student. Some of those difficulties are listed below in bullet points.

- Most of the teachers used to face problem with new vocabulary and formation of sentence in learning English.
- English poetry was also difficult to some of the teachers.
- They did not have adequate skilled English teachers in their time.
- Teaching of their teachers was so boring, they used to teach using traditional methods and asked to memorize.
- Parents of the teachers were not such conscious about their learning. Nobody was available in their home to help with learning English.
- Number of reference books in our time was not sufficient. During that time, there was no television or radio. Newspaper was not such available even in Bangla. The students from rural areas had to face more difficulties than the students from urban areas.
- The teachers used to beat their students if they failed to memorize translation. They always wished their teachers' desecrate.

6.5.5 Difficulties facing in teaching English

The common challenge faced by the teachers of this area while teaching English is the linguistic problem. Most of the students are very poor in English. They do not have enough proficiency in Bangla even. The students cannot cope up with the teachers. The students have

a very limited stock of vocabulary. They do not understand if the teacher uses only English in the class. The teacher has to translate English sentences into Bangla frequently. The students also struggle to make sentence in proper manner. They feel shy and also are afraid of learning English. The teacher has to force the student and have to motivate them for using English in the class.

There are lots of activities to do in the English language class. But because of time constraint the teachers cannot practise all in the class. They do not enjoy supportive environment for teaching-learning English. Many schools are suffering for lack of skilled English language teachers. The guardians of the students are not very conscious about their children's education. One of the teachers said,

There are plenty of difficulties I am facing teaching my students English. First of all, I have a huge class load. I hardly get time between two lessons. Another major problem is that, the number of students in each class is very high. There are some problems with the textbooks. Grammar should be learnt by the students but the direction about this in the textbook is not clear. Enough example and exercise for grammar is not available in the textbooks. Syllabus and assessment do not match with each other. The curriculum of English is not aligned properly horizontally and vertically. I also face problem to communicate with the students. Most of the students are from tribal area. At the beginning of my profession in Rangamati, I could not understand even a single word of their language. But now, I understand them a little but cannot speak their language. Most of them do not know Bangla well, and same in the case of English. However, the positive thing is that they are very interested to learn. [Teacher Interview 03]

In past, the number of students in a class was less where students could be more attentive. But now, the number of students is very high which hinders the students' concentration in the class properly. Students are more interested to watch cricket match on TV rather schooling. The main difficulty the teachers face in teaching English to those students who have come from the remotest rural area; especially from Bandarban. Most of them do not know Bangla even. The teachers have to spend more time for them. Sometimes they fail to make those students understand a lesson even after trying 4/5 times. The students are not responsive. They cannot continue conversation. Level of the students is very low. They do not study properly in their home. The teachers do not blame the students as they are disadvantaged.

According to a teacher, the main difficulty to teach English in this area is that the students do not response well. They cannot use English much as they are not such good in English. The

teachers are bound to use Bangla because most of the students do not understand even simple words of English. The teachers face linguistic problem horribly. The students cannot pronounce English as well as Bangla properly.

6.5.6 Level of English use and satisfaction (self-perceived)

Some of the teachers are very happy with their level of English. According to them, they have a very good command and knowledge on the textbooks they teach. But they think that learning is a continuous process. They should update their knowledge always. They should learn the latest method and techniques of teaching English. They should be informed of the finding of different researches to make them updated with the present trend.

Most of the teachers are not satisfied with the level of their English. They think that they should practise more and more. Still they are not confident enough to communicate with someone in English. They need more training like EIA provided for development of their level of English. Some of them claimed that they cannot apply all their knowledge achieved from the trainings in the classroom because of over class load, large class size and some other problems. They do not have enough time for preparation. The supply of teaching aids is also not sufficient.

6.5.7 Qualities an English teacher should possess

To be in teaching profession, commitment and love for teaching is a must. According to the teachers, An English teacher should have very good command over all four skills of English language. S/he will be very good in writing, in pronunciation and in reading as well. S/he will also be very fluent and confident in speaking English. His/her pronunciation will be very good. S/he has to have proficiency of English grammar as s/he is supposed to teach the 2nd paper along with the 1st paper. To be a good English teacher one has to have very good knowledge of English. S/he has to attend a lot of training to update knowledge. In this case, educational qualification in English is important to be an English teacher. S/he should be trained up from teaching English. S/he will be open-minded and will welcome students' comment and feedback on his/her teaching. S/he will treat equally all the students. A good English teacher is able to create a friendly environment in the class where students feel free

to learn. A good English teacher will share his/her knowledge and experience with others and will try to always learn new things from others.

6.5.8 Activities done by teachers to be best prepared for learning and teaching English

Different ways of preparation were mentioned by the teachers, how they get prepared for learning and teaching. Some of the teachers try preparing themselves and having some plan before conducting a lesson. Though some of them said that they do not have enough time for preparation. One of the teachers stated that she always tries to explain a recent event herself in English. While listening to news she tries to keep the new words in her mind. She shares the recent and important events with her students in English. One of the teachers considered ICT as the most effective way to learn something. He said,

There are many websites from where one can find video of model class conducted by experts. I always try to learn from internet. There are some organizations like government, BRAC, BBC etc. working for teachers' professional development. I also try communicating with some help provider organization if I face any problem. We can also use skype to communicate with expert or to observe live telecast of class activities conducted by the experts. [Teacher Interview 02]

To be prepared for the best, one should read many books. There is no alternative of reading books for learning. Collecting and preparing lesson related aids was also mentioned as a way of preparation to make teaching more effective.

According to a teacher, he has very few scope and time to be prepared for learning/teaching English. There is no such facility available in Rangamati. One has to go Chittagong if one wants to participate in any English course. He watches television and English movie to improve his skill of English. He does not get enough time to read books as he is also engaged with JAC (Jum Aesthetic Council; a cultural organization of Rangamati).

One of the teachers tries studying the textbook and memorizes the vocabulary of the respective lesson before teaching the students. He also practises speaking in English with his friends and colleagues to be fluent. Another teacher thinks, an English language club should be established in each school where different types of activities will be executed to enhance students' English language skills. Government should take care of it. Teachers should collect and demonstrate lesson related teaching materials in the class.

6.5.9 What makes the teachers feel successful in their teaching English

Students are the best evaluator of a teacher. A teacher can judge his/her teaching from the attitude of students. When most of the students response better, participate and enjoy the class activities the teachers consider their teaching successful. If the students can make sentences correct they feel successful. When the students contradict and oppose each other even with the teachers, it indicates that the students are learning seriously. A teacher is successful in teaching if s/he does not have to talk much and students participate in the teaching-learning activities. A teacher said,

I feel successful in teaching English when the students enjoy the lesson much, respond in the lesson much and ask question freely. In which lesson I feel that the school bell rang so early and feel if I could have some more time, the lesson has been well. I also feel good when the students thank me or say me goodbye and I heard the students talking about the lesson in the time of leaving the class. [Teacher Interview 04]

So, students' success of teaching depends highly on the participation and response of the students.

6.5.10 Feelings as an English language teacher

All the teachers feel very proud as English teacher. According to them, an English teacher holds better social status than any other subject teachers. People give the English teachers more importance and status. In this global world, nobody can deny the importance of learning English as an international language. In the perspective of Rangamati, skilled English teachers are hardly found. So, they feel really very satisfied as they are English teacher.

6.5.11 How English language could be best learnt

According to the teachers, quality of NCTB textbook is too good. But they do not get enough time in the class to execute the teaching-learning activities. The teachers think, more time should be allocated for the English lesson as it is needed to do different types of activities. The students should try communicating in English with their teachers and friend in the class

and out of the class. Better support from the students' family should be ensured. The students need such environment in their home where they can communicate in English.

The teachers think that English is not very difficult, it is like Bangla. English should be practised with the children from their childhood. Emphasize should be given on speaking and listening English. Practical class for English should be arranged where the students can practise listening and speaking English. Evaluation system should be changed and speaking and listening skill should be included in evaluation process. Students should make conversation in English with classmates. Such an environment should be ensured where the learners will be free to communicate in English. Medium of instruction for English class should be only English. Participation of the students in the class should be ensured. All the students should actively take part in the activities of English class.

There are some conditions to learn English the best. One should not hesitate or feel shy while speaking English. Use of computer might help learning English. Everyone should manage a partner with whom one can practise spoken English. Participating in different training session and seminar is a good way of skill development. More skilled teachers are needed. English language club should be established in every school where students will get chance to practise. Fear of mistakes should be removed to achieve the fluency.

Through CLT, English can be best learnt. The teacher and students should communicate using English in the class. One can watch English programs in television, BBC Janala and read newspaper what is also helpful in learning English. One can read the Bangla newspaper with the English one if one fails to understand any news from the English newspaper.

6.6 Problems faced by students in learning English

Students from Rangamati face different types of challenges in learning English, most of those are not experienced by the students of plain land. Both the students and teachers' views about the difficulties faced by the students in this case are described below.

6.6.1 Students' point of view about the difficulties they face in learning English language

The students of Bangladesh face a lot of challenges in learning English. Rangamati is such an area where different types of people live in a multicultural environment. Students of this area likely to face more complications in learning English. The problems faced by the students of this area in learning English are given below-

6.6.1.1 Shyness and fear of making errors

Shyness and fear are the two main hitches for backwardness of the students' skill on English of this area. Most of them opined that they feel shy to use English for communication. They are also afraid of errors they make in using English. Some of the student groups' comments on this issue are given below,

We are afraid of making errors as some people laugh at us when we make any mistake. Because of shyness most of the students do not want to speak in English. [Student FGD Group 01]

The teacher and student underestimate him/her who makes any mistake in English class, so we feel shy and are afraid of using English in our class. [Student FGD Group 02]

We are not confident enough, we feel shy to speak in English and are afraid of error. [Student FGD Group 04]

Shyness and fear have been identified as two obstructers for learning English by most of the students. So, such an environment should be created so that the students feel free using English forgetting the errors.

6.6.1.2 Shortage of skilled English language teachers

As the district is situated at the end of south-east area of the country which is very far away from the capital, most of the teachers do not want to stay here. Even who are working in this area is always busy in trying to be transferred to the capital city or nearby area of capital. As a result, the students of this area are suffering with lack of skilled English language teacher. In addition, frequent transfer of the teachers is affecting the harmony of students learning.

We have a shortage of English language teacher. Frequent transfer of the teachers is also a problem we are facing. [Student FGD Group 02]

The most difficulty we are facing in learning English is that we have shortage of skilled English teachers.we need more skilled English teachers. [Student FGD Group 05]

There is a saying “As Teacher As Students”. Skilled and dedicated teachers are required to make the students confident in learning and using English.

6.6.1.3 Lack of supportive environment for using English

In school and residence of the students the students of Rangamati face lack of supportive environment for learning English. CLT suggests using target language in the class to learn a foreign language, but Bangla and local tribal languages are being used frequently in the English language class of this area.

We do not have supportive environment for learning English in our classroom. The teachers use Bangla most of the time and Chakma (local tribal language) with the tribal students. [Student FGD Group 02]

We do not enjoy a supportive environment in Rangamati for learning English what the students of Dhaka city do. We have less scope of listening and speaking English. We are disturbed by the noise made by the naughty students. Teacher uses Bangla most of the time. [Student FGD Group 03]

In some of the schools, number of student is too large. Most of the students are disturbed with the noisy environment of their class. They never have listening practice and hardly have chance of speaking practice in their English class. As a result they are not being able to achieve expected proficiency in English language.

6.6.1.4 Lack of support from family and community

A major part of the students claimed them as 1st generation learner. In their family there is nobody who can help them with their homework. In the family and community, especially in the rural area, there is hardly any person with whom the students can practice English. Most of the parents of the students' occupation is farming. Some of the students have to help their parents in Jum cultivation (farming system in hilly area which is different from and harder than that of plain land).

There are lots of problem we are facing in learning English. In our class and residence we do not have such environment of using English and there is nobody with whom we can practice. We are not strong in English grammar and vocabulary. Most of us do not have capability to manage a private tutor for English. [Student FGD Group 04]

We do not have scope of learning English in our home. We do not have private tutor. In addition there is nobody in our locality who can help us with our study. [Student FGD Group 05]

We hardly get scope of practising speaking English. We cannot do this with our family members. In our community there is nobody who can help with our English language learning. Most of the people are illiterate. [Student FGD Group 06]

Most of the students interviewed; especially from rural areas consider this as the major constraint in the English language journey.

6.6.1.5 Way of teaching-learning in English class

Many of the students are not happy with the way of teaching-learning going on in their English language class. They claimed that they do not have such teaching-learning activities in their English language class which are helpful for learning English. Teachers give them home work such topics in a regular basis without discussing in the class. As most of the students are 1st generation learner and do not have proper support from their family, they struggle to do the home works.

They give us homework most of the time without making us understand properly. They love to scold us rather teaching. [Student FGD Group 01]

We do not have regular class. The teachers do not conduct class in proper way most of the time. The teachers do not make us understand properly. We have only 1/2 English classes in a week. [Student FGD Group 05]

Our teachers do not spend enough time to make us understand properly. [Student FGD Group 06]

The above mentioned quotes are evidence of the problems faced by the students in their English language class.

6.6.1.6 Communication Problem

Rangamati is the living place of different tribal and ethnic community people. Most of the ethnic minority groups have different languages, religious belief, culture and heritage and social norms and customs. Besides, a mentionable number of general Bangali people live along with those different minority groups. Among the school teachers; specifically English language teachers, some are tribal and some of them are Bangali. The tribal students use their own language in their home and hardly use Bangla. Thus, they have some diffidence in using Bangla and also English. They find it difficult to communicate with the Bangali teachers and students. The situation is same for the bangali students when they communicate with the tribal teachers and students. A bangali student was telling about this issue,

English pronunciation of the indigenous teachers is not too good. We face problem in communicating with the tribal students and they also face the same problem in communicating with the general students. [Student FGD Group 06]

On the other hand, a tribal student said,

Sometimes, the Bangali teachers only read or speak in English without explaining in Bangla or in Chakma. We struggle to understand when they do that. [Student FGD Group 05]

Therefore, it is evident that students of this area are facing some problem in communication.

6.6.1.7 Others

There are some other problems identified by the students which they consider as problem for learning English. One students groups said that, some of their community people think that they should not neglect Bangla as Bangladeshi. They should emphasize more on Bangla than English as they are Bangladeshi. So, emotion for the mother tongue is one of the hitches in learning English. Some of the students have to walk 2 or more than 2 hours on hill to reach school from their residence. In the rainy season, it becomes more difficult for them to be in school. Some of the students claimed that, their base of English is not at all good, so they are struggling more to learn English.

6.6.2 Teachers' point of view about the difficulties students face in learning English language

According to most of the teachers interviewed, the main problem students face is with speaking in English. They feel shy to speak in English. Students of the urban schools enjoy better environment in comparison to that of rural schools. According to a teacher, he struggles a lot as he claims basic of English of his students is not at all good. They have got admitted in secondary school without achieving the terminal competencies properly. They want writing less to answer any question.

Another problem is that there is a shortage of skilled English language teachers in this area. The skilled teachers want to be transferred to the capital city. The teachers teaching in this area have learnt English in traditional methods and do not have sufficient knowledge and training about the modern methods and techniques of teaching and learning English. The teachers have to complete a huge syllabus within very limited time. For that reason, they cannot apply the knowledge gained from different trainings in the classroom. There is another major problem the students face in learning English in this area. The students (especially the tribal students) do not understand the teachers' pronunciation. They also face problem in communicating with the teachers as they are not at all good in verbal English as well as in Bangla.

Financial condition of most of the students' family is not at all good. They do not have supportive environment for learning English in their home. Most of the time they speak their mother tongue, they hardly speak even Bangla. For that reason, the scope of practising speaking English is very limited. As a result, they are less interested in the class in speaking English. Language laboratory is needed where the students can attend practical class of English. A teacher explained the difficulties faced by the students in learning English in the following way.

The most important thing what hinder the students' learning English is lack of confidence. They feel shy and are afraid of mistakes. We say that fluency first not accuracy but in the examination, the accuracy comes first. Thus, the students are more concerned with accuracy rather than fluency. They have pronunciation problem and shortage of vocabulary. English is the 3rd language for the ethnic people. They struggle not only with English even with Bangla. Most of the students' parents are farmer and illiterate, thus they do not get any support from

their parents in learning English. Some female students have to help their family in household chores and sometimes in Jum cultivation. [Teacher Interview 04]

The situation is far problematic in the rural area. One teacher's statement about the difficulties faced by the rural students of Rangamati is given below.

Students of this area are not privileged like the students of urban area to have supporting environment for their education. This is the only secondary school in this area and students from long distances come to this school. Some students have to walk for 2 or more than 2 hours, some have to ride boat to reach the school. They always use their mother tongue, as a result the students struggle to communicate with the teachers and other students even in Bangla. Attendance rate of students in school on weekly market day is very low. They have to assist their parents in income generating activities and with house chores. Reality of this area is too hard, one from the town area cannot just imagine about this. Most of the students of our school are 1st generation learners and there is nobody in their home who can help with their study. [Teacher Interview 05]

Most of the students of this area face difficulties with pronunciation. They have some linguistic problem. The teachers are used to spell the English words into Bangla and the students write it in their book. Most of the teachers along with the students of this area's primary schools are tribal. They use their mother/local language more than English or Bangla. As a result, the students have less scope of practising English in their primary school. In most of the cases, parents of the students are illiterate, thus, they do not have proper environment to learn English in their family and community.

6.7 Conclusion

This chapter presents analysis and findings of qualitative data of this study. Both teachers and students' view, belief, attitude, motivation toward learning English language are explored. The next chapter integrates and discuss all the findings; those from the statistical analysis of quantitative data as well as those from non-statistical analysis of qualitative data.

CHAPTER SEVEN

MAJOR FINDINGS, DISCUSSION AND CONCLUSION

7.1 Introduction

This chapter interprets, integrates and discusses findings of the study revealed from both quantitative (Chapter 5) and qualitative (Chapter 6) strings. Implications of the study findings have also been drawn in this chapter.

7.2 Major Findings and Discussion

As comparatively limited researches have been done on the perspective of the learners themselves, little is known so far about how children perceive their learning activities and how they conceptualise the process of learning a foreign language (Kolb, 2007). However, it should be mentioned in the beginning to the discussion that almost all the respondents of the study perceive learning English language very positively what is very important in case of learning a foreign/second language (Lannes, et al, 2002, Chen, 1996; Walker, McConnell, Holmes, Todis, Walker & Golden, 1988, Masgoret & Gardner, 2003). Though they have different types of motivation and have stated varieties of reasons behind learning English they are enthusiastic to learn the language anyhow.

7.2.1 Teachers' and Students' Perception: Traditional vs Communicative Approaches

Though the English curriculum of junior secondary level suggests using communicative approach of teaching-learning a combination of both traditional and communicative methods and techniques are being practised simultaneously. In communicative approach of learning language, learning grammar in context is suggested rather memorising grammar. Though it has been around two decades that communicative approach has been introduced in Bangladesh, an overwhelming majority of classroom emphasizes on learning grammar in traditional ways (see section 5.2.1.1). According to majority number of students, learning grammar is a must for learning a foreign/second language. Mentionable proportion of students memorizes grammar without understanding as they believe memorizing grammar is the best way to learn English language. Besides, repetition and error correction; 2 common methods of traditional approach are still being used in most of the classrooms (see section

5.2.1.2 and 5.2.1.4). Moreover, students and teachers hold positive attitude toward these traditional approaches and still consider these very important for learning English as a foreign language (see section 5.3.1).

English language curriculum for junior secondary level was developed in a style of Communicative Language Teaching Approach which provided a communicative syllabus for the teaching and learning where English is not a content based subject but a skill based one (NCTB 1996). According to curriculum, focus of an English class should be communication. In this connection, a large proportion of students do not consider their English language class focused with communication rather memorizing grammar (see section 5.3.2.1) though majority of the students believe that focus of an English class should be communication (see section 5.4.2.1) which is contradictory with their previous opinion about grammar.

7.2.2 Teachers' and Students' Perception: Target Language vs Local Language

Use of Bangla and local languages are prominent in English language classroom. Both teachers and students are comfortable and used with using Bangla and local language with seldom use of English language in English language classroom (see section 5.2.1.3). In communicative approach, practicing spoken English (target language) is another important activity to learn the language effectively. Most of the students claimed that medium of instruction of an English class should be English. They reported that use of English in an English language class should be more than 90% and gradually it should be 100% a reverse scenario is found in the real context. On the other hand, students from rural area opined conversely, they prefer use of Bangla or local language in the English language class as they believe it helps them to understand the language in better way. The ethnic minority students struggle in English language class; actually they lag behind education because of linguistics barriers which is also revealed by Taru (2008). However, for effective communicative teaching-learning the curriculum and teachers' guide suggested English teachers to engage learners in practice of using English as much as possible.

7.2.3 Students' preferences for Practices in English Language Class

While exploring students' preferences it was found that most of the students prefer group and pair work rather individual exercise (see 6.3.1). On the other hand, most of the students

dislike when they had to memorize grammar rule without understanding (see 6.3.2). As easiest item of English syllabus, most of the students voted for solving questions from passage. There are some multiple answer questions based on a passage and most of the students find solving those questions most easy among the English syllabus. Though learning grammar was identified as most boring and difficult item of English syllabus, some topics of English grammar (e.g. article, some of the parts of speech, number etc.) were identified as easy by the students (see 6.3.4). However, preposition, conjunction, wh question, punctuation, voice, narration, transformation of sentence, right form of verb, phrase and idioms etc. were identified as most difficult topics from English grammar. Besides, writing essay and composition is also difficult for them. Most importantly, most of the students considered verbal communication through English language too problematic (see 6.3.5). In line with this, most of the students identified spoken skill as the most difficult one, whereas they consider reading skill as the easiest skill among the all 4 language skills. Some students argued that English is a language which can be learnt with fun; communicative language learning also suggests applying different types of techniques to make learning fun to the students. However, it is surprising that many students especially in rural schools perceive negatively about this; they do not believe that English can be learnt by singing and playing games which indicates that they have never been experienced that learning English could be fun (see section 5.2.2.3 and 5.3.2.3).

7.2.4 Students' Motivation for Learning English

In Gardner's (1985) *Socioeducational Model* of Motivation, he defined motivation as a 'combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes towards learning the language'. In his model, Gardner talked about two kinds of motivation, the integrative and the instrumental, with much emphasis on the former (Gardner, 1985; Gardner and Lambert 1972). In this study, both integrative and instrumental types of motivations are working as stimulus for learning the international language. However, instrumental motivation is the main driving force for the students in learning English which is similar with the findings revealed by the study of Rahman (2005). Almost all the students believe that proficiency in English will help them in getting a good job. Proficiency in technology and English which is called as *Global literacy skills* have effected globalization; which has intensely impacted the political, socio-economic and cultural

dimensions of societies (Harvey, 1990). The students are also aware that English competency is a prerequisite for employment (Tsui & Tollefson, 2007) especially with the UN organisations and NGOs that have dealing with other countries. Since the pay structure of such NGO's and UN bodies is better than other jobs, people are interested to be employed there, and want to learn English, Qader (1999:187) also had similar observation. These types of motivations were named as instrumental motivation which refers to more functional reasons for learning the language such as getting a better job, a higher salary or passing an examination (Gardner, 1985; Gardner and Lambert 1972). In contrary, many of the students believe that English is such a language which can be learnt in the class with fun; their teacher teaches English in many interesting ways which is also a source of their motivation for learning English. This language is also considered as gateway of world knowledge by the students. As most of the books for higher study are written in English, proficiency in this language is required for higher study too. To get a scholarship for higher education in world reputed university proficiency in English is prerequisite. Many of the students (especially tribal students) stated an interesting reason for learning English and that is to achieve the ability of communicating with the foreigners who visit their school. Some of the students want to be an English language teacher when they grow up, that is why they want to learn English. Similar responses were found from the teachers about students' motivations for learning English. Taru (2008) and D'Souza (2003) explained that tribal communities are geographically isolated and they experiences political, economic and social discrimination. Ethnic minority community have their own culture that greatly affects their learning English as a foreign language. From the present study it was found that the ethnic minority students of this area are very interested to learn English as they like western culture. They have better chance of scholarship and to go abroad for higher study and to establish themselves. All these motivations can be categorized under motivation mentioned by Gardner which refers to learners' desire to at least communicate or at most integrate (or even assimilate) with the members of the target language.

7.2.5 Teachers' views on English Language Learning and Teaching

Though the teachers are frustrated with their remuneration they feel proud as English language teacher as they believe because of their subject of teaching (English) they are more valued than any other subject teachers. While mentioning the most important practices for

learning most of the teachers mentioned about group and pair work, playing games, active listening etc. most of those are aligned with communication approach though few of these activities are practiced in their classroom (according to the students). Most of the teachers are not fully satisfied with their level of English skill and usage; they claimed that they need more training and practice. The teachers claimed students' shyness as the main barrier that prevents them from practising spoken English. Linguistic barriers faced by the students from tribal communities are also recognized by the teachers.

7.3 Implications

The findings of the study have important implications for different aspects and practice of English language education and research in the context of Bangladesh. These might be applicable in other developing countries similar to Bangladesh.

Bangladesh government has taken a lot of initiatives to bring the communicative approach of teaching-learning in action. From the 1st grade to 12th grade where English carry same weight as Bangla; textbook, curriculum, teachers' guide of English indicate government's wish of establishing communicative approach for English language which will be taught and learnt in the classroom as a language rather subject. However, both teacher and students still rely on the traditional methods and techniques in this case. Their view toward learning English is still traditional which is evident by the study findings. Thus, government and other practitioners in the field of English language education can think and work more for changing views teachers and student' toward communicative approach. On the other hand, more researches could be conducted on this issue to explore the real causes and way forward.

It is proved by many researches (Lannes, et al, 2002, Chen, 1996; Walker, et al, 1988) that students perform better while learning a foreign language when their preferences are taken into account. However, perception and preferences of Bangladeshi students, specifically in rural areas are hardly taken into account. They get very little attention in research. The present study tried to shed some light on both the teacher and students perception toward learning English language in a multi-culture context within a mono-cultural country.

The findings of the study imply that there are many factors and variables that influence the students' English language learning achievement. Along with curricular issues, there are personal, economical, socio-cultural, communicational and socio-structural issues affecting students' achievement in this case. Though perception, attitude or motivation toward learning English has been identified as one of the most influential factors for students' performance and achievements (Gardner and Lambert, 1972) there are many more issues to be considered. Even in classroom settings, there are many factors which influence students' English language learning competency. From findings of the study a diagram is presented below which contains the factors that influence students' competency in English language.

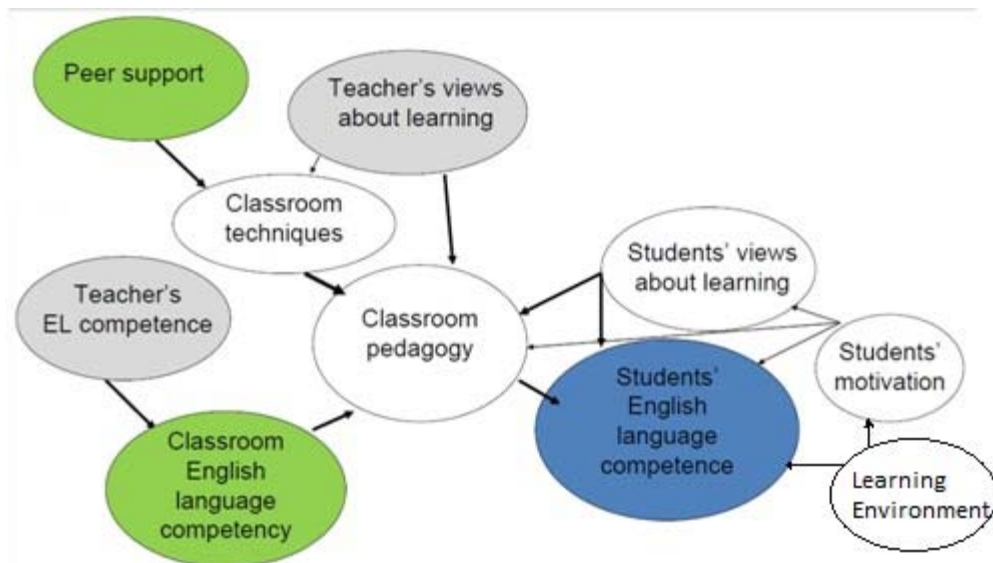


Figure 7.1: Factors that influence learners' English language competency

Along with learners' views and motivation toward learning English language there is great influence of classroom pedagogy and learning supportive environment of learners' achievement. The study findings revealed that both teachers and students are occupied with questions of the opportunity of communication with others, supportive learning environment, cultural, social structure, affordability to access to the facilities and their future aspiration. In this area, government, educators and teaching practitioners have huge scope to work.

For many speakers of ethnic minority languages, school is an alien place, teaching alien concepts in an alien language (UNESCO, 2007). It is a common scenario in Bangladesh; especially in the rural context, the students struggle to connect the learning from their schools with that of their homes. The study findings identified that this problem in the areas where the ethnic minority community live is alarming. In many cases, the students are the first generation learners; as a result they do not receive minimum support from their homes. Many parents do not have any idea about their children's school activities. Thus, it is recommended for the curriculum and policy makers and authority to roll out the curriculum so that they consider these realities and work more to establish a well connection between school and residence.

Though most of the teachers recognize communicative approach as an effective way of teaching-learning English they are not applying this approach in full swing. In this case, teacher educators and policy makers can work more to ensure that the teachers come up with their training knowledge in the classroom to help their students to perform their level best. There is also scope of work to build students and teachers' appropriate perception toward communicative approach of teaching-learning to ensure those activities are being practiced in English language classroom which are suggested by curriculum.

7.4 Conclusion

Three major conclusions can be drawn from the study findings. First, both teachers and students perceive conversely about traditional and communicative approaches of English language teaching-learning. Though the teachers mentioned most of the methods and techniques of communicative approach as the best ways of teaching and learning of English language, many of them hardly practiced those in the classroom. One of the reasons might be teachers' stereotype perception toward traditional methods of teaching which have huge influence on students' perception. The students also perceived that the focus of an English language class should be practising the skills of the language. They also talked about the medium of instruction in English language class. From all the sources the findings are similar in the sense that students like to learn English but due to lack of sufficient practice they can't use the language properly. For this reason the assessment system should be made aligned to

the curriculum instructions. A single research done in the area is not enough to draw any generalization. Thus, it might be an area of further research to investigate why the teachers are not using communicating approaches properly though they acknowledged these approaches effective for learning English. Secondly, due to their ethnicity the students of this area have some integrative motivation for learning English, though most of the instrumental motivations are working as main driving force for learning English. Thirdly, the area where teachers and students are living are experiencing multi-linguistic and cultural setting, facing more challenges than the main stream teachers and students shaping their views, beliefs, attitude and motivation differently. Whatever the views, belief, attitude and motivation they perceive they all are aware of importance of English language in present world and interested to learn this most demanding language by any means as they believe that learning English will be an important resource for them. In this case, educationalist, policy makers, curriculum experts, teacher educators and development workers have more scope of work considering the different context the teachers and students are living in.

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Appendix 1

Questionnaire for Students

Introduction

In this questionnaire, researcher would like to ask you to think about your attitudes to and perceptions about learning English language. Think carefully about each statement given below and circle the answer that best represents your view:

1 (strongly disagree) - 2 (disagree) - 3 (neutral) - 4 (agree) - 5 (strongly agree)

Background information

Please supply the following information:

Student's Name		Date	
School Name			
Gender	Male ☐ Female ☐ (please mark one)		
Grade	Six ☐ Seven ☐ Eight ☐ (please mark one)		

Statements

English in my class

1. My English teacher mainly explains and practices grammar.

Strongly disagree 1 2 3 4 5 Strongly agree

2. I Memorize grammar rules without understanding.

Strongly disagree 1 2 3 4 5 Strongly agree

3. Focus of my English class is communication, but the teacher would explain grammar when necessary.

Strongly disagree 1 2 3 4 5 Strongly agree

4. My English teacher often asks us to repeat sentences after him/her.

Strongly disagree 1 2 3 4 5 Strongly agree

5. My teacher usually speaks Bangla in our English lessons.

Strongly disagree 1 2 3 4 5 Strongly agree

6. I hardly speak English in my English classroom.

Strongly disagree 1 2 3 4 5 Strongly agree

7. My teacher often gets us to talk with each other in English

Strongly disagree 1 2 3 4 5 Strongly agree

8. My English teacher sometimes gets us to play and sing in the English lesson.

Strongly disagree 1 2 3 4 5 Strongly agree

9. My English teacher often corrects my errors in class.

Strongly disagree 1 2 3 4 5 strongly agree

Learning English and me: what I like

10. I like learning grammar rules in my English class.

Strongly disagree 1 2 3 4 5 Strongly agree

11. I like my English class to be focused on communication, with grammar explained when necessary.

Strongly disagree 1 2 3 4 5 Strongly agree

12. I like repeating sentences after my teacher in my English class.

Strongly disagree 1 2 3 4 5 Strongly agree

13. I like my teacher to speak mainly in Bangla, in my English lessons

Strongly disagree 1 2 3 4 5 Strongly agree

14. I like an English class in which I hardly need to speak in English.

Strongly disagree 1 2 3 4 5 Strongly agree

15. I like talking English with my classmates, in my English lessons

Strongly disagree 1 2 3 4 5 Strongly agree

16. I like to sing and play in an English lesson.

Strongly disagree 1 2 3 4 5 Strongly agree

17. I like my English teacher to correct my errors in speaking English in class.

Strongly disagree 1 2 3 4 5 Strongly agree

What learning English means to me

18. Learning English means to learn grammar rules.

Strongly disagree 1 2 3 4 5 Strongly agree

19. The more grammar rules one memorizes, the better he/she is at using English.

Strongly disagree 1 2 3 4 5 Strongly agree

20. The more communication one can make in English, the better he/she is at English.

Strongly disagree 1 2 3 4 5 Strongly agree

21. Repeating the teacher's sentences helps me learn English

Strongly disagree 1 2 3 4 5 Strongly agree

22. Bangla should be frequently used in English lessons for my better understanding of the lesson.

Strongly disagree 1 2 3 4 5 Strongly agree

23. Speaking in English in the classroom is essential for learning English.

Strongly disagree 1 2 3 4 5 Strongly agree

24. It's important to use English to communicate with classmates in the English lesson.

Strongly disagree 1 2 3 4 5 Strongly agree

25. English can be learned by singing and playing games.

Strongly disagree 1 2 3 4 5 Strongly agree

26. We should work in pairs or groups.

Strongly disagree 1 2 3 4 5 Strongly agree

27. It is important for the English teacher to correct students' errors.

Strongly disagree 1 2 3 4 5 Strongly agree

28. My English improves most quickly if I study and practise the grammar.

Strongly disagree 1 2 3 4 5 Strongly agree

29. English teachers should correct students' pronunciation.

Strongly disagree 1 2 3 4 5 Strongly agree

30. Good pronunciation shows good English.

Strongly disagree 1 2 3 4 5 Strongly agree

31. Learning English is important for me.

Strongly disagree 1 2 3 4 5 Strongly agree

32. English will help me get a good job.

Strongly disagree 1 2 3 4 5 Strongly agree

33. It is easy for me to learn English

Strongly disagree 1 2 3 4 5 Strongly agree

My English Language Skill

34. I understand while I listen English-

a. News: Strongly disagree 1 2 3 4 5 Strongly agree

b. Class lecture: Strongly disagree 1 2 3 4 5 Strongly agree

c. Class Instruction: Strongly disagree 1 2 3 4 5 Strongly agree

d. Announcement: Strongly disagree 1 2 3 4 5 Strongly agree

e. Dialogue: Strongly disagree 1 2 3 4 5 Strongly agree

35. I understand when I read myself English-

a. Textbook: Strongly disagree 1 2 3 4 5 Strongly agree

b. Question paper: Strongly disagree 1 2 3 4 5 Strongly agree

c. Story books: Strongly disagree 1 2 3 4 5 Strongly agree

d. Newspaper: Strongly disagree 1 2 3 4 5 Strongly agree

e. Advertisement: Strongly disagree 1 2 3 4 5 Strongly agree

36. I can write simple sentence in English myself.

Strongly disagree 1 2 3 4 5 Strongly agree

37. I can write essay/paragraph if I memorize them.

Strongly disagree 1 2 3 4 5 Strongly agree

38. I can write essay/paragraph in simple sentences without memorizing.

Strongly disagree 1 2 3 4 5 Strongly agree

39. I can speak simple English.

Strongly disagree 1 2 3 4 5 Strongly agree

40. I can greet my teacher and friends in English.

Strongly disagree 1 2 3 4 5 Strongly agree

41. I can answer in simple English when my teacher ask me question in English.

Strongly disagree 1 2 3 4 5 Strongly agree

THANK YOU FOR YOUR TIME AND SUPPORT!

Appendix 2

Semi-structure interview schedule for Teacher

Background Information:

Teacher's Name		Date	
School Name			
Educational Qualification		Teaching Experience	
Training Received on ELT			

1. Do you think that your students want to learn English? Why/ why not?
2. What do they think about the importance of learning English?
3. What method(s) and techniques do you follow when you teach the English lesson?
4. What issue(s) you consider most during teaching English in the classroom?
5. What type of activities (content/skill) you practise most in your English class?
6. How do your students respond to the classroom activities that you practice in your English class?
7. What are the skills/items that your students enjoy much?
8. What kind of difficulties do your students face in learning English from your point of view? (skills/items)
9. What are the most important things about your classroom practice that help your students to learn English?
10. How do you enjoy your profession?
11. Do you teach any other subject other than English? Do you enjoy teaching English? Why/Why not?
12. What do you think about learning English in comparison to Bangla?
13. What kind of difficulties did you face in learning English as a student?
14. What kind of difficulties do you face in teaching English?

15. What do you think about your level of English use? Are you satisfied with it?
16. In your opinion, what type of quality does an English teacher need?
17. How could you best prepare yourself for learning and teaching of English? /Is there anything that you do to improve your English or explore more opportunities to use the language?
18. What would make you feel successful in teaching English?
19. How do you feel as an English teacher?
20. In your opinion, how can English be best learnt?

Appendix 3

Guideline for Focus Group Discussion with Students

(Group Interview, approx. 1 hour, to be translated into Bangla)

School:

Class:

Participants' Name and Roll:

Sl. No.	Name of the Participants	Class Roll
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

1. Students' feelings about learning English
2. Activities done in the English classroom
3. Preferences for English learning
 - Activities of English class (likes)
 - Activities of English class (dislike)
4. Most helpful activities for learning English
5. Content/Items practiced in the classroom
6. Easy items (content) of English syllabus
7. Difficult items (content) of English syllabus

8. Most helpful items (content) for learning English
9. Most easy skill of English language
10. Most difficult skill of English language
11. Problem faced in learning English
12. Students' reasons for learning English
13. Usefulness of learning English
14. Classroom language
15. Best way to learn English
16. Future plan about learning English

Appendix 4

Tables

Table 5.1: Number of Students desegregated by Sex

Sex	Frequency	Percent	Valid Percent	Cumulative Percent
Male	151	42.1	42.1	42.1
Female	208	57.9	57.9	100.0
Total	359	100.0	100.0	

Table 5.2: Ethnic Identity of Respondent Students

Ethnic Identity	Frequency	Percent	Valid Percent	Cumulative Percent
Bangali	111	30.9	30.9	30.9
Tribe	248	69.1	69.1	100.0
Total	359	100.0	100.0	

Table 5.3: Types of sample schools

School Type	Frequency	Percent	Valid Percent	Cumulative Percent
Urban	186	51.8	51.8	51.8
Semi-urban	62	17.3	17.3	69.1
Rural	111	30.9	30.9	100.0
Total	359	100.0	100.0	

Table 5.4: Grade-wise Students' Number

Grade	Frequency	Percent	Valid Percent	Cumulative Percent
Six	115	32.0	32.0	32.0
Seven	122	34.0	34.0	66.0
Eight	122	34.0	34.0	100.0
Total	359	100.0	100.0	

The following tables contains students' responses against each of the statements used in 5-point likert scale-

Table 5.5: English teacher mainly explains and practices grammar

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	7	1.9	1.9	1.9
Disagree	10	2.8	2.8	4.7
Neutral	13	3.6	3.6	8.4
Agree	155	43.2	43.2	51.5
Strongly Agree	174	48.5	48.5	100.0
Total	359	100.0	100.0	

Table 5.6: Memorizing grammar rules without understanding

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	170	47.4	47.4	47.4
Disagree	72	20.1	20.1	67.4
Neutral	34	9.5	9.5	76.9
Agree	49	13.6	13.6	90.5
Strongly Agree	34	9.5	9.5	100.0
Total	359	100.0	100.0	

Table 5.7: Focus of English class is communication and teacher explains grammar when necessary

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	36	10.0	10.0	10.0
Disagree	49	13.6	13.6	23.7
Neutral	40	11.1	11.1	34.8
Agree	105	29.2	29.2	64.1
Strongly Agree	129	35.9	35.9	100.0
Total	359	100.0	100.0	

Table 5.8: English teacher often asks to repeat sentences after him/her

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	46	12.8	12.8	12.8
Disagree	49	13.6	13.6	26.5
Neutral	28	7.8	7.8	34.3
Agree	113	31.5	31.5	65.7
Strongly Agree	123	34.3	34.3	100.0
Total	359	100.0	100.0	

Table 5.9: Teacher usually speaks Bangla in English lessons

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	47	13.1	13.1	13.1
Disagree	40	11.1	11.1	24.2
Neutral	30	8.4	8.4	32.6
Agree	108	30.1	30.1	62.7
Strongly Agree	134	37.3	37.3	100.0
Total	359	100.0	100.0	

Table 5.10: I hardly speak English in my English classroom

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	49	13.6	13.6	13.6
Disagree	76	21.2	21.2	34.8
Neutral	42	11.7	11.7	46.5
Agree	108	30.1	30.1	76.6
Strongly Agree	84	23.4	23.4	100.0
Total	359	100.0	100.0	

Table 5.11: Teacher often gets us to talk with each other in English

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	38	10.6	10.6	10.6
Disagree	36	10.0	10.0	20.6
Neutral	19	5.3	5.3	25.9
Agree	80	22.3	22.3	48.2
Strongly Agree	186	51.8	51.8	100.0
Total	359	100.0	100.0	

Table 5.12: English teacher sometimes gets us to play and sing in the English lesson

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	185	51.5	51.5	51.5
Disagree	53	14.8	14.8	66.3
Neutral	25	7.0	7.0	73.3
Agree	46	12.8	12.8	86.1
Strongly Agree	50	13.9	13.9	100.0
Total	359	100.0	100.0	

Table 5.13: English teacher often corrects errors in class

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	8	2.2	2.2	2.2
Disagree	13	3.6	3.6	5.8
Neutral	17	4.7	4.7	10.6
Agree	39	10.9	10.9	21.4
Strongly Agree	282	78.6	78.6	100.0
Total	359	100.0	100.0	

Table 5.14: I like learning grammar rules in my English class

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	10	2.8	2.8	2.8
Disagree	17	4.7	4.7	7.5
Neutral	19	5.3	5.3	12.8
Agree	68	18.9	18.9	31.8
Strongly Agree	245	68.2	68.2	100.0
Total	359	100.0	100.0	

Table 5.15: I like my English class to be focused on communication, with grammar explained when necessary

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	41	11.4	11.4	11.4
Disagree	46	12.8	12.8	24.2
Neutral	65	18.1	18.1	42.3
Agree	114	31.8	31.8	74.1
Strongly Agree	93	25.9	25.9	100.0
Total	359	100.0	100.0	

Table 5.16: I like repeating sentences after my teacher in my English class

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	17	4.7	4.7	4.7
Disagree	28	7.8	7.8	12.5
Neutral	28	7.8	7.8	20.3
Agree	102	28.4	28.4	48.7
Strongly Agree	184	51.3	51.3	100.0
Total	359	100.0	100.0	

Table 5.17: I like my teacher to speak mainly in Bangla, in my English lessons

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	51	14.2	14.2	14.2
Disagree	37	10.3	10.3	24.5
Neutral	37	10.3	10.3	34.8
Agree	106	29.5	29.5	64.3
Strongly Agree	128	35.7	35.7	100.0
Total	359	100.0	100.0	

Table 5.18: I like an English class in which I hardly need to speak in English

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	173	48.2	48.2	48.2
Disagree	54	15.0	15.0	63.2
Neutral	41	11.4	11.4	74.7
Agree	59	16.4	16.4	91.1
Strongly Agree	32	8.9	8.9	100.0
Total	359	100.0	100.0	

Table 5.19: I like talking English with my classmates in my English lessons

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	24	6.7	6.7	6.7
Disagree	24	6.7	6.7	13.4
Neutral	28	7.8	7.8	21.2
Agree	107	29.8	29.8	51.0
Strongly Agree	176	49.0	49.0	100.0
Total	359	100.0	100.0	

Table 5.20: I like to sing and play in an English lesson

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	218	60.7	60.7	60.7
Disagree	46	12.8	12.8	73.5
Neutral	46	12.8	12.8	86.4
Agree	30	8.4	8.4	94.7
Strongly Agree	19	5.3	5.3	100.0
Total	359	100.0	100.0	

Table 5.21: I like my English teacher to correct my errors in speaking English in class

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	18	5.0	5.0	5.0
Disagree	8	2.2	2.2	7.2
Neutral	7	1.9	1.9	9.2
Agree	26	7.2	7.2	16.4
Strongly Agree	300	83.6	83.6	100.0
Total	359	100.0	100.0	

Table 5.22: Learning English means to learn grammar rules

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	30	8.4	8.4	8.4
Disagree	32	8.9	8.9	17.3
Neutral	32	8.9	8.9	26.2
Agree	79	22.0	22.0	48.2
Strongly Agree	186	51.8	51.8	100.0
Total	359	100.0	100.0	

Table 5.23: The more grammar rules one memorizes, the better he/she is at using English

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	15	4.2	4.2	4.2
Disagree	28	7.8	7.8	12.0
Neutral	38	10.6	10.6	22.6
Agree	92	25.6	25.6	48.2
Strongly Agree	186	51.8	51.8	100.0
Total	359	100.0	100.0	

Table 2.24: The more communication one can make in English, the better he/she is at English

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	9	2.5	2.5	2.5
Disagree	25	7.0	7.0	9.5
Neutral	35	9.7	9.7	19.2
Agree	118	32.9	32.9	52.1
Strongly Agree	172	47.9	47.9	100.0
Total	359	100.0	100.0	

Table 2.25: Repeating the teacher's sentences helps me learn English

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	6	1.7	1.7	1.7
Disagree	20	5.6	5.6	7.2
Neutral	13	3.6	3.6	10.9
Agree	62	17.3	17.3	28.1
Strongly Agree	258	71.9	71.9	100.0
Total	359	100.0	100.0	

Table 2.26: Bangla should be frequently used in English lessons for my better understanding of the lesson

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	77	21.4	21.4	21.4
Disagree	81	22.6	22.6	44.0
Neutral	50	13.9	13.9	57.9
Agree	66	18.4	18.4	76.3
Strongly Agree	85	23.7	23.7	100.0
Total	359	100.0	100.0	

Table 2.27: Speaking in English in the classroom is essential for learning English

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	7	1.9	1.9	1.9
Disagree	4	1.1	1.1	3.1
Neutral	14	3.9	3.9	7.0
Agree	62	17.3	17.3	24.2
Strongly Agree	272	75.8	75.8	100.0
Total	359	100.0	100.0	

Table 2.28: It's important to use English to communicate with classmates in the English lesson

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	15	4.2	4.2	4.2
Disagree	22	6.1	6.1	10.3
Neutral	34	9.5	9.5	19.8
Agree	128	35.7	35.7	55.4
Strongly Agree	160	44.6	44.6	100.0
Total	359	100.0	100.0	

Table 2.29: English can be learned by singing and playing games

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	53	14.8	14.8	14.8
Disagree	56	15.6	15.6	30.4
Neutral	68	18.9	18.9	49.3
Agree	104	29.0	29.0	78.3
Strongly Agree	78	21.7	21.7	100.0
Total	359	100.0	100.0	

Table 2.30: We should work in pairs or groups

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	23	6.4	6.4	6.4
Disagree	19	5.3	5.3	11.7
Neutral	43	12.0	12.0	23.7
Agree	97	27.0	27.0	50.7
Strongly Agree	177	49.3	49.3	100.0
Total	359	100.0	100.0	

Table 3.31: It is important for the English teacher to correct students' errors

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	12	3.3	3.3	3.3
Disagree	16	4.5	4.5	7.8
Neutral	13	3.6	3.6	11.4
Agree	33	9.2	9.2	20.6
Strongly Agree	285	79.4	79.4	100.0
Total	359	100.0	100.0	

Table 3.32: My English improves most quickly if I study and practise the grammar

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	8	2.2	2.2	2.2
Disagree	11	3.1	3.1	5.3
Neutral	13	3.6	3.6	8.9
Agree	66	18.4	18.4	27.3
Strongly Agree	261	72.7	72.7	100.0
Total	359	100.0	100.0	

Table 3.33: English teachers should correct students' pronunciation

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	5	1.4	1.4	1.4
Disagree	9	2.5	2.5	3.9
Neutral	11	3.1	3.1	7.0
Agree	47	13.1	13.1	20.1
Strongly Agree	287	79.9	79.9	100.0
Total	359	100.0	100.0	

Table 3.34: Good pronunciation shows good English

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	20	5.6	5.6	5.6
Disagree	16	4.5	4.5	10.0
Neutral	36	10.0	10.0	20.1
Agree	107	29.8	29.8	49.9
Strongly Agree	180	50.1	50.1	100.0
Total	359	100.0	100.0	

Table 3.35: Learning English is important for me

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	.3	.3	.3
Disagree	5	1.4	1.4	1.7
Neutral	21	5.8	5.8	7.5
Agree	45	12.5	12.5	20.1
Strongly Agree	287	79.9	79.9	100.0
Total	359	100.0	100.0	

Table 3.36: English will help me get a good job

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	12	3.3	3.3	3.3
Disagree	19	5.3	5.3	8.6
Neutral	29	8.1	8.1	16.7
Agree	112	31.2	31.2	47.9
Strongly Agree	187	52.1	52.1	100.0
Total	359	100.0	100.0	

Table 5.37: It is easy for me to learn English

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	35	9.7	9.7	9.7
Disagree	41	11.4	11.4	21.2
Neutral	44	12.3	12.3	33.4
Agree	159	44.3	44.3	77.7
Strongly Agree	80	22.3	22.3	100.0
Total	359	100.0	100.0	

Table 5.38: Students' English language listening skill

Statement		Response (%)				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I understand while I listen English-	News	15.9	18.7	17.3	37.6	10.6
	Class Lecture	3.1	5.3	9.2	39.0	43.5
	Class Instruction	3.9	8.4	14.5	32.9	40.4
	Announcement	16.7	24.2	26.7	23.4	8.9
	Dialogue	8.6	9.7	14.8	34.8	32.0

Table 5.39: Students' English language reading skill

Statement		Response (%)				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I understand when I read myself English-	Textbook	6.1	4.2	9.2	37.3	43.2
	Question Paper	4.2	7.0	10.3	38.7	39.8
	Story Books	5.8	15.0	16.4	39.0	23.7
	Newspaper	11.7	22.6	21.2	32.3	12.3
	Advertisement	14.2	17.0	18.9	31.8	18.1

Table 5.40: Students' English language writing skill

Statement	Response (%)				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I can write simple sentence in English myself.	3.9	5.6	7.5	30.9	52.1
I can write essay/paragraph if I memorize them.	5.3	6.1	5.3	19.9	63.4
I can write essay/paragraph in simple sentences without memorizing.	12.8	11.1	11.1	41.2	23.7

Table 5.41: Students' English language speaking skill

Statement	Response (%)				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I can speak simple English.	7.2	18.1	14.2	48.5	12.0
I can greet my teacher and friends in English.	7.2	8.7	13.9	32.6	36.5
I can answer in simple English when my teacher ask me question in English.	3.3	12.0	13.1	42.3	29.2