

**Influence of Bangla competence of indigenous students in EFL classrooms of
Chittagong Hill Tracts**

Shovan Chakma

Student ID – 13263017

Department of English and Humanities

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BRACU University, Dhaka

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Chittagong Hill Tracts.**

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Shovan Chakma

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Declaration

I declare that this dissertation is a result of my own work. The contributions of other sources and information have been acknowledged wherever they have been used. It has not been previously included in a dissertation or report submitted to this university or to any other institution for a degree or other qualification.

Signature

Dedication

This thesis paper is dedicated to my beloved parents.

Abstract:

This research explores how the lack of competency in Bangla becomes a barrier to acquire English for indigenous students in Chittagong Hill Tracts. The researcher conducted the study on randomly selected 102 indigenous students and 13 teachers of EFL class at the primary level in Chittagong Hill Tracts. The questionnaire consists of multiple choice question and open ended questions have been employed for responds. A mixed method of analysis has been applied by the researcher which shows that the indigenous students who have their own mother tongue are learning English through Bangla which happens to be the second language to the indigenous students. Bangla is playing a vital role for comprehensible input in the process of learning English. The research shows the lack of competency in Bengali hinders their English learning.

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Influence of Bangla competence of indigenous students in EFL classrooms of Chittagong Hill Tracts.

CHAPTER 1

INTRODUCTION

1. Introduction:

The unprecedented expansion in scientific, technical, economic activity and global communication generated the demand for an International language after the end of World War II. English has taken that status of International language used as lingua franca in Education, business, and communication. Through the centuries a lot of language learning theories and discovered approaches have been implemented in teaching English. Demand is increasing day by day as it is taught from the very beginning of schooling to the advanced professional level.

In Bangladesh English is taught as a foreign language as Hoque (2008) Pointed, “In Bangladesh, English is neither a native nor a second language; rather, it is a foreign language”. English is taught from the pre-primary level in the mainstream education in Bangladesh as a school subject. Before 1971, English was taught as an ESL subject in Bangladesh. The status of English has been changed when Bangla became the official language of the country and now it is taught as a foreign language (Parvin, Karim, & Begum, 2008, p. 19).

The present education system of Bangladesh can be divided into three major stages- primary, secondary and tertiary education (BANBEIS, 2006). In all stages of education English is a compulsory subject. The current study has been run on the English language in primary education for the indigenous minority groups in Chittagong Hill Tracts.

According to Mullah, Parveen and Ahshanullah a rich indigenous presence is seen in Bangladesh, which is a densely populated country of South East Asia (as cited in Akter, Shahrier & Hridoy, 2013, p. 33). Among the 58 tribes living in different parts of the country,

the major tribes live in Chittagong Hill tracts. Bangladesh has about 1.2 million indigenous people, which is just above 1 percent of the total. It is a fact of surprise that it is hardly seen to conduct and research on education in CHT especially for the indigenous students.

Moreover, research and findings are almost unavailable in English language teaching to the students of CHT that may help to facilitate their learning. There is a complex structure of language learning situation in these areas. There are 11 ethnic groups in CHT, they have their own language but they need to learn alongside Bangla for studying in the school and English as a subject in the Education system. It is an acting of simultaneous bilingualism (Lightbown & Spada, 2006, p.25) where they learn two languages at a time, both are for academic learning and success. Therefore, two challenges come in front of them in their school life. Firstly, as both languages are new to them, they cannot effort fully and learn Bangla completely. Secondly, as Bangla is the assisted language in teaching English and plays a vital role in learning English, which is also not acquired by the indigenous students before admitting school? Therefore, the purpose of this under taken study is to evaluate the lack of competency in Bangla acts as a barrier to learning English where Bangla is the medium of teaching. Doing this the researcher visited 5 schools in Chittagong Hill Tracts and collected the responses of teachers and indigenous students.

CHAPTER 2

LITERATURE REVIEW

2.1. Education system of Bangladesh:

In Bangladesh, Primary, Secondary, Bachelor degree, Master degree and Ph.D. are the stages of education. Primary stage is set for 5 years and Secondary stage is set for 7 years with 3 stages; 3 years of junior of secondary, 2 years of secondary, and 2 years of higher secondary. After completing higher secondary level, a student enters the graduate level and chooses from engineering, agriculture, business studies, and medical streams that require 5-6 years to obtain a Masters degree. Along with that, Bangladesh government has the Vocational Education and Madrassa stream. There are nine Boards of Intermediate and Secondary Education are responsible for conducting the public examinations such as Secondary School Certificate and Higher Secondary Certificate level public examinations. The Boards are also responsible for the recognition of the private sector educational institute.

The present education system of Bangladesh can be divided into three major stages- primary, secondary and tertiary education (BANBEIS, 2006).

| THE PRESENT EDUCATIONAL STRUCTURE OF BANGLADESH | | | | | | | | | | | | | | |
|---|-------|----------------------------|----------------------------|-----------|------------------------------------|-------------|----------------|--|-----------------------------------|------------------------------|------------|-----------------|-------------------|--------|
| Age | Grade | | | | | | | | | | | | | |
| 26+ | | | | | | | | | | | | | | |
| 25+ | XX | | | | | | | | | | | | | |
| 24+ | XIX | | | Ph. D | PostMBBS Dipl | Ph. D(Engr) | Ph.D(Medical) | | | | | | 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.Eng BSc.Agr BSc.Text BSc.Leath | BSc.Eng | BSc (Tech.Edn) | | BBA | B.Ed Dip.Ed & BP ED | | Dip.(LSc) | Kami | |
| 20+ | XV | | Bachelor (Pass) | | | | | | | | | | | |
| 19+ | XIV | | | | | | | | | | | | | Fazil |
| 18+ | XIII | | | | | | | | | | | | | |
| 17+ | XII | Secondary | Examination | | | HSC | | | HSC Voc, C in Ag | C in Edu. | Pre-Degree | Diploma in Comm | | Alim |
| 16+ | XI | | HIGHER SECONDARY EDUCATION | | | | | | | | | | | |
| e15+ | X | | Examination | | | SSC | | | TRADE Certificate/ SSC Vocational | ARTISAN COURSE e.g. CERAMICS | | | | |
| 14+ | IX | | SECONDARY EDUCATION | | | | | | | | | | | Dakhil |
| 13+ | VIII | JUNIOR SECONDARY EDUCATION | | | | | | | | | | | | |
| 12+ | VII | | | | | | | | | | | | | |
| 11+ | VI | | | | | | | | | | | | | |
| 10+ | V | PRIMARY EDUCATION | | | | | | | | | | | | |
| 9+ | IV | | | | | | | | | | | | | |
| 8+ | III | | | | | | | | | | | | | |
| 7+ | II | | | | | | | | | | | | | |
| 6+ | I | | | | | | | | | | | | | |
| 5+ | | PRE-PRIMARY EDUCATION | | | | | | | | | | | | |
| 4+ | | | | | | | | | | | | | | |
| 3+ | | | | | | | | | | | | | | |

Figure-1: Education structure of Bangladesh

Education has been given the highest priority in the public sector investment. About 2.3 percent of GDP and 24 percent of total government expenditure is promoted to the Education. To achieve Education for all (EFA) and the Millennium development Goal (MDGs) education sector is most vulnerable. (Ministry of Education, 2008) (Ministry of Education, 2007).

Overall there are more than 17 million students at the primary level, and over 8.0 million at the secondary level. Two ministries are responsible for the management of the education system, these are- the ministry of Education (MoPME, responsible for primary education and mass literacy) and the Ministry of Education (MoE, responsible for secondary, vocational and tertiary education) (Ministry of Education, 2007).

The Primary education covers five years of formal schooling from grade/class I to V. Normally around 6+ aged children start schooling. So teaching English to them is a sensible task for the teachers in Bangladesh. It is more challenging task for the teachers to teach indigenous students whose have different mother tongue/ native language. There is no native

instructed school for them, and they continue their study through the mainstream education by schooling into Bangla and English medium schools. The medium of instruction is Bangla in the most of the schools in CHT with mentoring by both Bangla teachers and indigenous teachers. Teachers use Bangla to teach English when they need to translate it to convey the meaning clear to the students.

The first level of education is comprised of 5 years of formal schooling (class / grades I - V). Education, at this stage, normally begins at 6+ years of age up to 11 years. Primary education is generally imparted in primary schools. Nevertheless, other types of institutions like kindergartens and junior sections attached to English medium schools are also imparting it (Hoque 2008, p. 48).

Primary education is the foundation of a student's life. The foundation of primary education helps students to take a good step in their subsequent level of learning. If the students were not being able to build themselves properly for the next step of challenge, they would face the linguistic or intellectual problem. They cannot maintain themselves in upper grade. Kamal said that in the result, a substantial number of ethnic minority students fail in public examinations at secondary level and many of them drop out early (as cited in Hamid & Nath, 2005).

2.2. Indigenous education in Chittagong Hill Tracts:

The indigenous people in CHT about 49% are live under the extreme level of poverty and 75% people do not have their own land. By the means of livelihood the children have to be engaged to household works. Most of the poor family students cannot continue to go to school regularly. For example, in "Joom" seasons most children joined joom cultivation with their parents, at the same time their final school exam goes on (Greenhill, 2009, p.17). The geographical situation is also not favorable for an easy communication. Most of the time during rainy season, the communication is maintained by boat. When the water level of Kaptai Lake increases the boat is used for only medium for communication. The

unavailability of school in nearby home and high hilly road make obstacle for the young children.

There are 89 gov't primary schools, 3 NGO's schools 13 kindergarten schools 4 joined primary and high schools, 10 unregistered non-gov't primary schools and 7 other schools with 14023 students In RangamatiSadar (sub-district). (Primary education office, Rangamati, 2015) In Kaptai sub-division, there are 62 schools which are included 51 gov't schools, 4 registered non-gov't schools, 2 joint primary and junior high schools and 5 kindergarten schools with 553 male and 492 female students. The rate of pass of this sub-district is 98.18% and the dropout rate in primary level of this area is 17.49% (Primary education office, Kaptai, 2014).

Kabir and Nath (2006), say

The Qudrat-e-Khuda Education Commission (1974) recommended 'We must...use Bangla (Bangla) as the medium of instruction at all levels of education to make our educational schemes successful.' As a result, small ethnic communities' demand for learning in their own mother tongue and other educational needs were not given the attention they deserved. Though many ethnic children could cross primary cycle due to flexible promotion system; many of them faced difficulty at secondary level. (pp. 36-36)

Kalam 2003, Nasreen (2004), says "a substantial number of ethnic minority students fail in public examinations at secondary level and many of them drop out early. Though many ethnic children could cross primary cycle due to flexible promotion system; many of them faced difficulty at secondary level" (as cited in Kabir & Nath, 2006). But the Primary education is the basement to build up skilled citizens which shows the gateway to the subsequent levels of the whole education life. So the quality is prominent in primary education (National Education Policy, 2010.).

2.3. Bilingualism:

There are According to Weinreich, (1967) bilingualism is three types, such as, 1) Coordinating Bilingualism 2) Compound Bilingualism 3) Sub-coordinate Bilingualism.

Coordinate bilingualism refers to the learning of two languages in two different settings and the languages are different in form, words meaning from each other. There is a complete separation between the different languages and separate from.

Compound bilingualism refers to the learning of two languages in the same context, used at the same time.

Sub-coordinate Bilingualism refers to the learning through the individual interpreting of words of one's weaker language via the words of stronger language.

2.3.1. Childhood Bilingualism:

Childhood bilingualism is a common phenomenon throughout the world. Lightbown and Spada (2006) say "the majority of the world's children are exposed to more than one language, either in childhood or from the time they enter school". According to Weinreich (1967) who learns two first languages they have the ability to distinguish the differences of the context of the two languages. The ability of the multilingual lexicon could possibly be organized as a compound bilingualism, as a co-ordinate bilingualism and as a subordinate bilingualism.

The mother tongue of the child is her/his first language. It is the language that the child learns first after her/his birth and the language child learns after acquiring mother tongue which is to learn by situation's demand or compelled to learn is so called second language (Parvin, Karim, & Begum, 2008, P. 22). According to Wikipedia (2015) bilingual children can speak two or more languages from their childhood. Therefore, neither language is foreign language to the child who learns more than one language from his birth or from a very young age.

2.3.2. Sequential Bilingualism:

According to (Spada, 2006) the people who are bilingual and also learn another language simultaneously later may be called “sequential bilingualism” (p. 25)

2.4. Foreign Language:

A foreign language is a language, which is not spoken by the people of the native country (Wikipedia, 2015). According to ELT Global Blog of Oxford University Press (2011) an EFL classroom is in a country where English is not the dominant language. The teachers would be the only native speaker and the students only get exposure of English by him. The students would not get enough opportunities to use English and have limited exposure to English-speaking culture and even they do not have multimedia facilities by which they could get exposure to this language.

2.5. Second Language:

An ESL classroom is in a country where English is the dominant language (ELT Global Blog of Oxford University Press, 2011). The students have enough opportunities to use and practice English in classroom and outside the classroom and access to the language through English-speaking culture.

2.6. Second Language Acquisition:

According to Richards, Platt and Weber (1985) second language is the process in which people develop proficiency in a second or second language. Hatch said, (as cited in Richards, Platt & Weber, 1985, p-252) second language acquisition is the study of other aspects of language development. The process of learning follows three steps: Input, Learning and Use. The process follows some gradual levels of learning. At the very beginning of the learning, the learner does not know anything about the item. The learner hears or reads examples of the item (maybe a number of times), but doesn't particularly notice it. Then in third level the learner begins to realize that there is a feature he/she doesn't fully understand. After that the learner starts to look more closely at the item and tries to

work out the formation rules and the meaning, possibly with the help of reference information, explanations or other help. Then learner comes to the level in which he tries to use the item in his/her own speech or writing (maybe hesitantly, probably with many errors). After this stage the learner integrates the item fully into his/her own language and uses it (without thinking) relatively easy with the errors (Lightbown, 2000).

2.6.1. Grammar Translation Method:

Grammar translation method makes use of translation and grammar study as the core teaching and learning activities used learn and teach foreign or second language teaching. It was started in 19th century to be used to teach modern languages such as French, German and English. Richards, Platt and Weber (1985) said that GTM follows typical consist of the presentation of a grammatical rule, a study of lists of vocabulary and translation exercise. Larsen D. and Freeman said Grammar Translation Method also aims at making students more familiar with the grammar of their native language that would help them to speak and write their native language better through the study of the grammar of the target language. H. D. Brown said “There was little to distinguish Grammar Translation from what had gone on in foreign language classroom for centuries, beyond a focus on grammatical rules as the basis for translating from the second language to the native language.” According to Richards and Rodgers (2001) Grammar Translation Method traditionally meant an experience of memorizing endless list of unusable grammar rules and vocabulary and attempting to produce perfect translation of stilted or literary prose (p. 4).

2.6.2. Direct Method:

According to Larsen D. and Freeman (2000) the direct method came into focus when the goal instruction became learning how to use a foreign language to communicate rather than knowing the language itself. In his comparative study Diller (as cited in Freeman, 2000, p. 23) noted that with the use of demonstration and visual aids, with no recourse to the students native language direct method named in the fact that meaning is to be conveyed

directly in the target language. In direct method, the teacher is the primary source of comprehensible unit. The teacher creates a classroom atmosphere that is interesting friendly as well as low affective filter for learning (Richards & Rodgers 1986, pp. 186-188).

According to Basu, Sultana and Barman (2006), the objective of direct method comprises teaching the students how to use the language contentiously and orally by linking with the target language through use of realia, pictures or pantomime (p.148).

2.6.3. Communicative Language Teaching Method:

When the Grammar Translation Method and Direct Method failed in terms of producing sentences accurately in a lesson but not appropriately when genuinely communicating outside, the classroom communicative language teaching introduced to mastering students in communication. Wilkins said, (as cited in Freeman, 2000, p. 122) CLT has performing certain functions like promising, inviting and declining invitations within a social context. . In his developmental study, Hymes (1971) said that it is also a core objective of CLT to help learners having ‘communicative competence’

Communicative Language Teaching is an approach to teach second or foreign language teaching which emphasizes on the communicative competence of learner. According to Longman (1985)

Teaching materials used with a communicative approach often.

a) teach the language needed to express and understand different kinds of functions, such as requesting, describing, expressing likes and dislikes, etc.

b) are based on a notional syllabus or some other communicatively organized syllabus

c) Emphasize the processes of communication, such as using language appropriately in different types of situations; using language appropriately in different kinds of tasks, for example, to solve puzzles, to get information, etc; using language for social interaction with other people.

2.7. Comprehensible Input:

The input determines the process of SLA. The native speakers adapt their speech to suit the level of the L2 learners they are talking to. The input constitutes the language to which the learner is exposed. It can be spoken or written. Input serves as the data which the learner must use to determine the rules of the target language. Inference is the means by which the learner forms hypotheses by attending to input. It involves forming hypotheses about the target language, either by attending to specific features in the input, or by using the context of situation to interpret the input.

The data of second language available to the learner is input (Ellis 1985). Input consists of restricted exposure (reading, listening), authentic exposure (reading and listening) other data (course book information, teacher explanations, grammar books, etc.) Learning consists of understanding, memory, reflection, noticing, preparing (to speak/write). Use consists of restricted output (speaking, writing), authentic output (speaking and writing). According to H. Douglas Brown, input plays a vital role in acquisition of child's language learning. The children what he hears from his surroundings or at home from his parents or friends is the parental speech to him.

Rod Ellis (1997) refers to the hypothesis of comprehensible which results for input modifications particularly from interactional modifications by which the natural development of a second language is facilitated. An argument of Long (as cited in Ellis, 1997) shows that a communication problem might be solved when learners are allowed to negotiate for meaning that promotes education, The solved problem is that, in that case, learners' focus this attention to the forms that are not understandable easily and barrier for convey the meaning.

Negotiation for meaning also helps learners to develop their syntactical basic in addition to identify constituents boundaries in utterances as Pica (as cited in Ellis, 1997) noted that learners' own interlanguage production may be modified. A few development study, for example, the study of Loschky (1994), Ellis et.al, (1994) shows that there is a

possibility of acquisitive word meaning by allowing students in meaning recognition. A link is obvious between meaning recognition and the acquisition of other aspects of language.

It is more important for acquisition that the input should be comprehensible for learners as well as make the specific linguistic feature more noticeable for them. This accepted by Ellis (1997) stated, “Teachers can do nothing about the innate knowledge of a language which learners bring to the task of acquiring an L2”. It is also evident in such a multilingual situation where teachers have to face complexity for adjustment of the kind of input that the learners already have experienced. The multilingual experience makes the focused instruction confusing as well as unfocused instruction where opportunities of thinking and communicating cannot be assisted in a greater scale because of lack of competency in the language brought by learners to task of acquiring the target language. The directed instruction which is made artificially to give input to give to the learners is different from the natural interactional input. The input in a class varies on the given instruction (as cited in Ellis, 1985, p. 158).

2.7.1. Foreigner Talk:

When native speaker address learners, they adjust their normal speech in order to facilitate understanding. This adjustments which involve both language form and language functions, constitute foreigner talk. Foreigner talk may aid acquisition by ensuring that the learner obtains comprehensible input. (Ellis 1985, p. 297)

Ellis (1985, p.133) pointed out that like other kind of register, foreigner talk may also be influenced by some factors such as the topic of the conversation, the age of the participants (e.g. children, adolescents, or adults) and particularly the proficiency of the learner. He stated-

“Therefore, foreigner talk is not to be thought of as a static, fixed set of features, but as dynamic, changing in accordance with various situational factors” (Ellis 1985, p. 133). Ellis (1985) found that foreigner talk has both formal and functional characteristics are

respectively labeled as input and interactional feature by Long (1981) (cited in Ellis 1985).

Input features are of two types:

- Those that involve grammatical rule structure simplification.
- These that involve ungrammatical speech modifications.

And interactional features consist of speaker's specific discourse functions in his/her performance.

Ellis (1985) also identified there types of foreigner talk based on input and interactional features of foreigner talk.

- Foreigner talk consisting only interactional adjustments where formal simplification is not found.
- Foreigner talk having interactional and grammatical input adjustments where ungrammatical simplification in not found.
- Foreigner talk consisting of interactional adjustment as well as both grammatical and ungrammatical input modification.

Scarcella and Higa (1981) suggested that these adjustments and simplifications are triggered more by age than linguistic competence. After comparing foreigner talk addressed to child and adolescent non-native learners they concluded that child non-native speakers receive a simpler input in a more supportive atmosphere having shorter utterances, involving fewer complex grammatical structures, more simplified vocabulary, more imperative directives and more clarification requests (as cited in Ellis, 1985, p. 134).

These supports are given to them because the native speakers want to give them comprehensible input which is the pre-requisition for L2 acquisition. In the beginner level native speaker provides more simplified utterances to make them understand what they said and requests for clarification for confirming their perception that he/she wishes to say. Of course, doing this, a two way of communication is needed. Because the more the native

speaker can read the non-native child the more they can adjust to their level and simplify their speech as well as giving (i+1) matching to their level of linguistic competence.

Long(1881) and Varonis and Gass (1983) have found that native speaker modifications are more frequent in two-way communication because conversation provides the native speaker with feedback from the learner and there by enables him/her to gauge more accurately the amount of adjustment required. In contrast between child and adolescent non-native learners conversation with the adult native speaker Scarcella and Higa (1981) found that child non-native learner play a limited role in the converstion where adolescent non-native learner play a bigger part in keeping the conversation going by allowing the native speaker to introduce a new topic, then add some item to this, repetition, changing topic and the use of conversation fillers like 'ya know'. So native speaker need to carry a greater responsibility when speak to child non-native learner using frequent rhetorical question and repetition by dominating the conversation to give it easy move. (Cited in Ellis, 1985, p. 141)

Krashen (1982) pointed that because of engaging more to conversation with native speaker older learner has the chance to learn more rapidly than younger learner. Engaging age factor he said that very young learners begin the task of first language acquisition without the cognitive maturity or metalinguistic awareness which is used by older L2 learners. Cognitive and metalinguistic awareness allow older learners to solve problems and engage in discussions about language (supporting; the input hypothesis is that acquisition occurs when one is exposed to language that is comprehensible and that contains i+1).

Gass and Selinker (1994, p.307) have found from the study that foreigner talk include: slow speech rate, Loud speech, long pauses, simple vocabulary (e.g., few idioms, high frequency words etc), repetitions and elaborations, and paucity of slang; For example; a in foreigner talk an implicit grammar information may make more explicit by adding the subject and auxiliary verb.

“NNS: How have increasing food cost changed you eating habits?

NS: Oh, rising cost we've cut back on the more expensive things. GONE to cheaper foods.

NNS: Pardon me?

NS: WE'VE GONE to cheaper foods."

One explanatory question arises here is that how a native speaker will be able to adjust their speech and give comprehensible input? To give answer this question, Ellis figure out these action taken by the speaker:

- 1) Regression (speaker unconsciously) moves to his acquisition process till his appropriacy and accuracy process.
- 2) Matching (Speaker accesses the learners interlanguage system and imitate)
- 3) Negotiation (Speaker simplifies and clarifies in accordance with the feedback obtained from the learners.)

In these way they (native speakers) modify their speech and help learner to have $i+1$ that is slightly beyond their current linguistic competence in a comprehensible manner through the modification of interactional structure of conversation.

According to Barbara Fred, foreigner talk also has simple grammar and a high proportion of questions with unmoved question words, as in—

'You will return to your country when?'

'Rather that when will return to you country?'

However, the functions of language in foreigner talk are more directed at the exchange, of information that at controlling the person's behavior, as in the baby talk (as cited in Cook, 2008, p-161).

2.7.2. Teacher Talk:

Lightbown and Spada (2006) identified teacher talk as a special category of foreigner talk, which is the adjusted speech styles of people who interact with language learners seem to have an intuitive sense of what adjustments they need to make to help learners understand (p. 199). Teacher talk plays vital role in the input proposes in learning and teaching to the non-

native speakers as 50%-80% of the classroom talking is done by the teachers (Cook- 2008, Nunan-2003).

Based on research, Kathleen M. Dailey pointed out that learners make progress by communicating in the target language because interaction necessarily involves trying to understand and self-recognition. Labelling this as the negotiation for meaning he added that by asking for clarification, repetition, or explanations during conversation, learners get the people they are speaking with to address them with language at a level they can learn from and understand where, in classroom setting, the people is the teacher himself. (as cited in Nunan, 2003).

As Ellis labeled the study of teacher talk parallels that of foreigner talk, teacher talk is the language that address to L2 learners treated as a register, with its own specific formal and interactional properties. Studies (Gaies 1977, Henzl 1979, Long 1983) show that—Teacher address classroom language learners differently from the way they address other kind of classroom learners which has both the adjustment in language form and language function in order to facilitate communication. (as cited in Ellis, 1985, p. 273)

Teacher's talk is the similar kind of register like foreigner talk in the sense that the teacher takes or holds the position native speaker into the class. And the conversation between the teacher and student though the teacher plays the leading role emerges the kind of input the class is to be encountered at their current level in the process of language acquisition. Cook (2008) identified that many teachers still think often into class as a language practice rather than real communication on the way of language teaching. To solve the problem his suggestion is genuine communication need to take place in which students and teacher will develop a communicative exchange that means instead of teaching language it should facilitate language acquisition of L2 learners. However, to distinguish teachers talk from foreigner talk Ellis found that generally ungrammatical modifications do not occur in teachers talk but interactional adjustment occur. Many of the interactional adjustment found

in others simplified registers like motherese (repetition, prompting, prodding and expansions) will also occur in teachers talk (Gaies, 1977, cited in Ellis, 1985). Other researchers, Long and Sato (1983) note that whereas comprehension checks are more frequent in the classroom, conformation checks and request for clarification are less so. This happens because in the classroom teacher dominates the talk whereas pupils have few opportunities to speak (as cited in Ellis, 1985). If 'here and now' is not possible always in teacher talk, helpful teachers use other strategies and technique to make the input comprehensible. They take advantage of the language acquirer's knowledge of the world, use pedagogical skills like pictures and realia, or technological support like CALL to convey the meaning and make comprehension clear.

In terms of authentic and non-authentic language input it is up to the teacher whether authentic language should be in the classroom or whether non-authentic language reflects a legitimate way into the language. This can be described in other words that the choice is between decoding and code-breaking: are the processes of learning similar to those of use, so that authentic language is needed or non-authentic language is helpful for the class (Cook, 2008).

2.7.3. Interlanguage Talk :

Interlanguage talk is the L2 speech of L2 acquirers to each other. In the classroom settings interlanguage talk happens in some activities like group discussion, role play, simulation, debating and presentation through question-answer etc. This talk provides comprehensible input because different level of learners present in the class. When, in the class or in a real setting, low proficient learners talk to the proficient learners, they get possible $i+1$ input through their interaction. Krashen (1982) claimed that interlanguage talk may provide comprehensible input or may not all the time. To support his opinion, he argues that much of interlanguage talk have the simple language form that do not provide $i+1$. However, in their conversation they get some $i+1$ gradually.

Through interlanguage talk communication serves input data which learners obtain into their communication process and these help them to construct their interlanguage. Interlanguage talk is the opportunity created by teachers in the classroom setting as a successful pedagogy for negotiating comprehensible input involves the successful management of classroom interaction focused in the study of different researchers as Hatch (1978), Van Lier (1988), Long (1983), Pica (1987) (as cited in Ellis 1997).

2.7.4 Interaction Hypothesis:

According to Lightbown and Spada (2006), modification of interaction is not always linguistic simplification; it could be elaboration, slower rate, gesture, or the provision of additional contextual cues.

In the study of Jacqueline Sachs and her colleagues (1981) a child was grown up with deaf parents. The child frequently watched TV, but no oral contact with his parents at home. At the age of three and nine years the child was below age level in all aspects of language. But the child could express ideas with ungrammatical word order. At the age of four the child improved in his expressive abilities. When the child started to interact with an adult on a one-to-one basis he failed to communicate because of the lack of interaction. The child could not get the personal source to communicate with each other than impersonal source of language. One-to-one interaction provides the child the opportunity to access the language that is adjusted to his level of comprehension (as cited in Lightbown and Spada, 2006). Interactionist learning theory says that the joint contribution of the linguistic environment and the learner's internal mechanisms in language development. Learning results from an interaction between the learner's mental abilities and the linguistic input.

CHAPTER 3

RESEARCH METHODOLOGY

3. Research Design:

3.1. Objective: - To evaluate the influence of Bangla competence in Indigenous students in English language learning classroom of Chittagong Hill Tracts.

3.2. Research questions:

- 1) What is the medium of instruction in EFL classroom?
- 2) How do the indigenous students feel about the English language classroom?
- 3) How do the indigenous students feel about the lack of competence in Bangla?
- 4) What do the teachers think about the lack of competence in Bangla of indigenous students?
- 5) Is it possible to learn English without having enough knowledge of Bangla?
- 6) Do the students need more input in Bangla and English beside academic class?
- 7) What do the teachers think about the relationship between competency in Bangla and acquisition of English in indigenous students?

3.3. Significance of the research:

This research will help to evaluate how lack of competence in Bangla acts as a barrier to learn English for the indigenous students when Bangla is the major medium of instruction in schools. It also shows that Bangla plays a vital role in learning English as a medium of learning, further, the exposure to these languages is most important to teach students meaning focused learning. This research also tries to bring out some possible solutions to the problems.

3.4 Methodology:

3.4.1: Setting:

The researcher divided his research area into three zones according to the geographic setting, socio-economic, socio-cultural, Gov't administration facilities, school availability,

communication and the attachment with the main stream culture and economic system. Here the researcher considered the urban zone is with the touch of mainstream culture and language, and also has the other modern facilities; such as communication, electricity, government's administration, availability of schools and enough access to media etc. The Semi-urban zone has modern facilities but not surrounded by mainstream people. The remote zone is totally different from these two zones; this area does not have the facilities of modern life as well as social consciousness about education. Furthermore, this area is totally detached from mainstream population. The researcher visited these three different zones to collect data.

3.4.2. The instruments:

i) Questionnaire for the students: The researcher employed questionnaire-1 (see Appendix 1) consisting of 21 multiple choice questions including 2 open ended questions.

ii) Questionnaire for the teachers: Questionnaire-2 (see appendix 2) was used by the researcher. It had 1 open ended question and 16 multiple choice questions.

3.4.3. Participants:

The participants of this research were 102 students of class-5 from 3 government schools and 3 non-government schools. The participants were from indigenous community. There were 52 female students and 50 male students. There were 3 female teachers and 10 male teachers. The numbers of the total indigenous and mainstream teachers are 8 and 5 respectively.

3.4.4. Procedure:

The researcher distributed the questionnaire-1 among the students and the questionnaire-2 among the teachers. The teachers and the researcher helped the students to interpret the questions.

3.4.5. Method of Analysis:

To organize the raw data the researcher used Microsoft Excel. The percentage of the students' and the teachers' responses were calculated by using this software. The data were

analyzed according to the participants of the area and the total of the measurement. A mixed method of analyzing the data was used by the researcher.

3.4.6. Limitation:

It was not possible for the researcher to collect data from too much remote but the researcher tried to reach the nearest indigenous populated areas around city area. The researcher had looked at only six schools from Rangamati district and sub-districts. It will be wrong if someone generalizes its result and thinks that all the indigenous schools of Bangladesh will have the same situation.

CHAPTER 4

FINDINGS AND ANALYSIS

4.1. Students' responses:

Table 1: Enjoyable class (Bangla)

| Area | Students | Response | Number | Percentage | Total% |
|-----------------|----------|----------|--------|------------|---------|
| Urban area | Male | Yes | 14 | 77% | 86.8% |
| | Female | | 19 | 95% | |
| | Male | No | 4 | 22.2% | 13.1% |
| | Female | | 1 | 5% | |
| Semi-urban area | Male | Yes | 7 | 70% | 70% |
| | Female | | 7 | 70% | |
| | Male | No | 3 | 30% | 30% |
| | Female | | 3 | 30% | |
| Remote area | Male | Yes | 10 | 45.4% | 54.5% % |
| | Female | | 14 | 63.6% | |
| | Male | No | 12 | 54.5% | 45.4% |
| | Female | | 8 | 36.36% | |
| Urban | | Yes | 33 | 32.3% | 69.6% |
| Semi-urban | | | 14 | 13.7% | |
| Remote | | | 24 | 23.5% | |
| Urban | | No | 5 | 4.9% | 30.3% |
| Semi-urban | | | 6 | 5.8% | |
| Remote | | | 20 | 19.6% | |

The table-1 is showing that 86.80% students of urban area, 70% students of Semi-urban area and 13% students of rural/Remote area Enjoy Bangla class. In total of 69.60% students enjoy Bangla class and 30.30% students do not. It is noticeable that 30% students of Semi-urban and Remote area do not like Bangla class. Figure; 1.1, are showing the participants of different zones with the numbers of male and female.

Table 2: Enjoyable class (English)

| Area | Students | Response | Number | Percentage | Total% |
|-----------------|----------|----------|--------|------------|--------|
| Urban area | Male | Yes | 18 | 100% | 94.7% |
| | Female | | 18 | 90% | |
| | Male | No | | 0% | 5.2% |
| | Female | | 2 | 10% | |
| Semi-urban area | Male | Yes | 10 | 70% | 70% |
| | Female | | 10 | 70% | |
| | Male | No | | 30% | 30% |
| | Female | | | 30% | |
| Remote area | Male | Yes | 14 | 63.6% | 59% |
| | Female | | 12 | 54.5% | |
| | Male | No | 8 | 36.3% | 40% |
| | Female | | 10 | 45.4% | |
| Urban | | Yes | 36 | | 80.3% |
| Semi-urban | | | 20 | | |
| Remote | | | 26 | | |
| Urban | | No | 2 | | 17.6% |
| Semi-urban | | | | | |
| Remote | | | 18 | | |

The table 2 shows that in urban area 94.7% of students enjoy English class whereas 59% students enjoy in remote area. 70% students of semi-urban area like English classes but the 30% and 40% percent of the students do not like English classes. In average 80.30% students like English classes and 17.60% students do not like English classes.

Table 3: Indigenous students enjoy the language most between Bangla and English.

| Area | Students | Response | Number | Percentage | Total% |
|-----------------|----------|----------|--------|------------|--------|
| Urban area | Male | Bangla | 3 | 16.6% | 36.8% |
| | Female | | 11 | 55% | |
| | Male | English | 15 | 83.3% | 63.1% |
| | Female | | 9 | 45% | |
| Semi-urban area | Male | Bangla | 7 | 70% | 70% |
| | Female | | 7 | 70% | |
| | Male | English | 3 | 30% | 30% |
| | Female | | 3 | 30% | |
| Remote area | Male | Bangla | 22 | 100% | 100% |
| | Female | | 22 | | |
| | Male | English | | | |
| | Female | | | | |
| Urban | | Bangla | 14 | | 70.5% |
| Semi-urban | | | 14 | | |
| Remote | | | 44 | | |
| Urban | | English | 24 | | 29.4% |
| Semi-urban | | | 6 | | |
| Remote | | | | | |

In the table-3 we see that 100% students in remote area enjoy Bangla more than English, but the scene is different in urban area that 63.10% students enjoy English. 30% of semi-urban area students like English.

Table 4: How are the English classes appeared to the indigenous students.

| Area | Students | Response | Number | Percentage | Total% | |
|-----------------|----------|-------------|--------|------------|--------|------|
| Urban area | Male | Horrible | | | 94.7% | |
| | Female | | | | | |
| | Male | Interesting | 18 | 100% | | |
| | Female | | 18 | 90% | | |
| | Male | Boring | | | | 5.2% |
| | Female | | 2 | 10% | | |
| Semi-urban area | Male | Horrible | | | 100% | |
| | Female | | | | | |
| | Male | Interesting | 10 | 100% | 100% | |
| | Female | | 10 | 100% | | |
| | Male | Boring | | | | |
| | Female | | | | | |
| Remote area | Male | Horrible | | | 59% | |
| | Female | | | | | |
| | Male | Interesting | 14 | 63.6% | | |
| | Female | | 12 | 54.5% | | |
| | Male | Boring | 8 | 36.3% | | 40% |
| | Female | | 10 | 45.4% | | |
| Urban | | | | | | |

| | | | | | |
|------------|--|-------------|----|--|-------|
| Semi-urban | | Horrible | | | |
| Remote | | | | | |
| Urban | | Interesting | 36 | | 80.3% |
| Semi-urban | | | 20 | | |
| Remote | | | 26 | | |
| Urban | | Boring | 2 | | 19.6% |
| Semi-urban | | | | | |
| Remote | | | 18 | | |

Table-4 shows that 100% students of the semi-urban area students say English class is interesting to them but only 59% students said that English class is interesting to them. In the semi-urban area 94.70% students feel English class interesting but 5.20% students feel boring. It is noticeable that in remote area 19.60% students feel boring in English class.

Table 5: The indigenous students used language among Bangla, English and Others in school and outside of school.

| Area | Students | Response | Number | Percentage | Total% |
|-------|----------|----------|--------|------------|--------|
| Urban | Male | Bangla | 18 | 100% | 100% |
| | Female | | 20 | 100% | |
| | Male | English | | | |
| | Female | | | | |
| | Male | Others | 18 | 100% | 100% |
| | Female | | 20 | 100% | |
| | Male | Bangla | 10 | 100% | 100% |
| | Female | | 10 | 100% | |

| | | | | | |
|-------------|--------|---------|----|-------|-------|
| Semi-urban | Male | English | | | |
| | | | | | |
| | Female | | | | |
| | Male | Others | 10 | 100% | 100% |
| | Female | | 10 | 100% | |
| Remote area | Male | Bangla | 5 | 22.7% | 18.1% |
| | Female | | 3 | 13.6% | |
| | Male | English | | | |
| | Female | | | | |
| | Male | Others | 17 | 77% | 81.8% |
| | | | | | |
| | Female | | 19 | 86.3% | |
| Urban | | Bangla | 28 | | 54.9% |
| Semi-urban | | | 20 | | |
| Remote | | | 8 | | |
| Urban | | English | | | |
| Semi-urban | | | | | |
| Remote | | | | | |
| Urban | | Others | 38 | | 92.1% |
| Semi-urban | | | 20 | | |
| Remote | | | 36 | | |

Here, the table-5 shows that 100% students in urban and semi-urban area use Bangla and other languages (native languages) but the view of remote area is totally different. In remote area 18% students use Bangla and 81% students use other languages in school and

outside of school. In total 54.90% students use Bangla and 92.10% students use other languages.

Table 6: Comfortable Language for indigenous students in English classroom

| Area | Students | Response | Number | Percentage | Total% |
|-------------|----------|----------|--------|------------|---------|
| Urban | Male | Bangla | 18 | 100% | 100% |
| | Female | | 20 | 100% | |
| | Male | English | | | |
| | Female | | | | |
| | Male | Others | 18 | 100% | 100% |
| | Female | | 20 | 100% | |
| Semi-urban | Male | Bangla | 10 | 100% | 100% |
| | Female | | 10 | 100% | |
| | Male | English | | | |
| | Female | | | | |
| | Male | Others | 10 | 100% | 100% |
| | Female | | 10 | 100% | |
| Remote area | Male | Bangla | 5 | 22.7% | 18.1% |
| | Female | | 3 | 13.6% | |
| | Male | English | | | |
| | Female | | | | |
| | Male | Others | 17 | 77% | 81% |
| | Female | | 19 | 86.3% | |
| Urban | | Bangla | 8 | | 64.7% % |
| Semi-urban | | | 20 | | |
| Remote | | | 38 | | |

| | | | | | |
|------------|--|---------|----|--|-------|
| Urban | | English | | | |
| Semi-urban | | | | | |
| Remote | | | | | |
| Urban | | Others | 38 | | 92.1% |
| Semi-urban | | | 20 | | |
| Remote | | | 36 | | |

In table-6 and figure-6 show that 100% students in urban and semi-urban area comfortable in Bangla and other languages whereas 81% students comfortable in Bangla and other languages. In total 65% students are comfortable in Bangla and 92.10% students are comfortable in their own languages.

Table 7: Inability in expressing in Bangla clearly

| Area | Students | Response | Number | Percentage | Total% |
|------------|----------|-----------|--------|------------|--------|
| Urban | Male | Yes | | | 76.3% |
| | Female | | | | |
| | Male | No | 14 | 77.7% | |
| | Female | | 15 | 75% | |
| | Male | Sometimes | 4 | 22.2% | |
| | Female | | 3 | 15% | |
| Semi-urban | Male | Yes | 8 | 50% | 75% |
| | Female | | 7 | 50% | |
| | Male | No | | | |
| | Female | | | | |
| | Male | Sometimes | 2 | 20% | |
| | Female | | 3 | 30% | |

| | | | | | |
|-------------|--------|-----------|----|------|-------|
| Remote area | Male | Yes | 22 | 100% | 100% |
| | Female | | 22 | 100% | |
| | Male | No | | | |
| | Female | | | | |
| | Male | Sometimes | | | |
| | Female | | | | |
| Urban | | Yes | 15 | | 57.8% |
| Semi-urban | | | | | |
| Remote | | | 44 | | |
| Urban | | No | 29 | | 28.4% |
| Semi-urban | | | | | |
| Remote | | | | | |
| Urban | | Sometimes | 7 | | 11.7% |
| Semi-urban | | | 5 | | |
| Remote | | | | | |

The table-7 shows that 18.40% students in urban area and 25% students in semi-urban area sometimes cannot express clearly their ideas in Bangla. 75% students in semi-urban area and 100% students in remote area cannot express clearly their ideas in Bangla. In average 75% student of those areas cannot express clearly their ideas in Bangla, only 28.40% students can express their ideas in Bangla, most of them who are from urban area.

Table 8: Inability in expressing in English clearly

| Area | Students | Response | Number | Percentage | Total% |
|------|----------|----------|--------|------------|--------|
| | Male | Yes | 3 | 16.6% | 28.9% |
| | Female | | 8 | 40% | |

| | | | | | |
|-------------|--------|-----------|----|------|-------|
| Urban | Male | NO | | | |
| | Female | | | | |
| | Male | Sometimes | 15 | 83% | 71% |
| | Female | | 12 | 60% | |
| Semi-urban | Male | Yes | 10 | 50% | 100% |
| | Female | | 10 | 50% | |
| | Male | No | | | |
| | Female | | | | |
| | Male | Sometimes | 10 | 100% | 100% |
| | Female | | 10 | 100% | |
| Remote area | Male | Yes | 22 | 100% | |
| | Female | | 22 | 100% | |
| | Male | No | | | |
| | Female | | | | |
| | Male | Sometimes | | | |
| | Female | | | | |
| Urban | | Yes | 11 | | 73.5% |
| Semi-urban | | | 20 | | |
| Remote | | | 44 | | |
| Urban | | No | | | |
| Semi-urban | | | | | |
| Remote | | | | | |
| Urban | | Sometimes | 27 | | 46% |
| Semi-urban | | | 20 | | |
| Remote | | | | | |

The table-7 shows that 28.90% students in urban area and 100% students in semi-urban area and remote area cannot express their thoughts in English. In urban area 71% students and 100% students of semi-urban area sometimes cannot express their thoughts in English. 100% students in remote area cannot express clearly their ideas in English. In average 73.50% student of those areas cannot express clearly their thoughts in English, and 46% students sometimes cannot express their thoughts in English, most of them who are from urban and semi-urban area.

Table 9: Understanding the meaning of sentences of text books clearly in Bangla

| Area | Students | Response | Number | Percentage | Total% |
|-------------|----------|-----------|--------|------------|--------|
| Urban | Male | Yes | | | 65.7% |
| | Female | | | | |
| | Male | No | 15 | 83.3% | |
| | Female | | 10 | 50% | |
| | Male | Sometimes | 3 | 16.6% | |
| | Female | | 5 | 25% | |
| Semi-urban | Male | Yes | 6 | 60% | 70% |
| | Female | | 8 | 80% | |
| | Male | No | 2 | 20% | 10% |
| | Female | | | | |
| | Male | Sometimes | 2 | 20% | |
| | Female | | 2 | 20% | |
| Remote area | Male | Yes | 20 | 90.9% | 93.1% |
| | Female | | 21 | 95.4% | |
| | Male | No | | | |
| | Female | | | | |

| | | | | | |
|------------|--------|-----------|----|------|-------|
| | Male | Sometimes | 2 | 9% | 6.8% |
| | Female | | 1 | 4.5% | |
| Urban | | Yes | | | 53.9% |
| Semi-urban | | | 14 | | |
| Remote | | | 41 | | |
| Urban | | No | 25 | | 26.4% |
| Semi-urban | | | 2 | | |
| Remote | | | | | |
| Urban | | Sometimes | 18 | | 24.5% |
| Semi-urban | | | 4 | | |
| Remote | | | 3 | | |

The table-9 shows that, 70% students of semi-urban area and 93.10% students of remote area sometimes do not understand some sentences of the text and 21% students of urban area and 20% students of semi-urban area and 6.80% students of remote area think that they sometimes do not understand some sentences of the text but not usually. In average 53.90% students usually less competent in reading skill. Only 26.40% students do not face the problem but 24.50% students sometimes cannot catch the meaning of some sentences of the text.

Table 10: Having competency in Bangla makes learning English easy

| Area | Students | Response | Number | Percentage | Total% |
|-------|----------|----------|--------|------------|--------|
| Urban | Male | Yes | 5 | 27.7% | 23.6% |
| | Female | | 4 | 20% | |
| | Male | NO | 13 | 72.2% | 76.3% |
| | Female | | 16 | 80% | |

| | | | | | |
|-------------|--------|---------|----|------|-------|
| | Male | Comment | | | |
| | Female | | | | |
| Semi-urban | Male | Yes | 10 | 50% | 100% |
| | Female | | 10 | 50% | |
| | Male | NO | | | |
| | Female | | | | |
| | Male | Comment | | | |
| | Female | | | | |
| Remote area | Male | Yes | 22 | 100% | 100% |
| | Female | | 22 | 100% | |
| | Male | NO | | | |
| | Female | | | | |
| | Male | Comment | | | |
| | Female | | | | |
| Urban | | Yes | 9 | | 71.5% |
| Semi-urban | | | 20 | | |
| Remote | | | 44 | | |
| Urban | | No | 29 | | 28.4% |
| Semi-urban | | | | | |
| Remote | | | | | |
| Urban | | Comment | | | |
| Semi-urban | | | | | |
| Remote | | | | | |

Here, in table-10 we find that, 100% students of semi-urban and remote area believe that having competency in Bangla makes learning English easy but 76% students of urban area do not believe that having competency in Bangla makes learning English easy. On average 71.50% students need competency in Bangla to make learning English easy but 28.40% do not need.

Table 11: The indigenous students use Bangla at home

| Area | Students | Response | Number | Percentage | Total% |
|-------------|----------|------------|--------|------------|--------|
| Urban | Male | Usually | | | 97.3% |
| | Female | | | | |
| | Male | Sometimes | | | |
| | Female | | 1 | 5% | |
| | Male | Do not use | 18 | 100% | |
| | Female | | 19 | 95% | |
| Semi-urban | Male | Usually | | | 100% |
| | Female | | | | |
| | Male | Sometimes | | | |
| | Female | | | | |
| | Male | Do not use | 10 | 100% | |
| | Female | | 10 | 100% | |
| Remote area | Male | Usually | | | 100% |
| | Female | | | | |
| | Male | Sometimes | | | |
| | Female | | | | |
| | Male | Do not use | 22 | 100% | |
| | Female | | 22 | 100% | |

| | | | | | |
|------------|--|------------|----|--|------|
| Urban | | Usually | | | |
| Semi-urban | | | | | |
| Remote | | | | | |
| Urban | | Sometimes | | | 0.9% |
| Semi-urban | | | 1 | | |
| Remote | | | | | |
| Urban | | Do not use | 37 | | 99% |
| Semi-urban | | | 20 | | |
| Remote | | | 44 | | |

In table-11 and figure-11 we see that 100% students of remote and semi-urban area do not use Bangla at home. Only 2.60% students of urban area sometimes use Bangla at their homes. In average about 99% students do not use Bangla at their home.

Table 12: The indigenous students use English at home

| Area | Students | Response | Number | Percentage | Total% |
|------------|----------|------------|--------|------------|--------|
| Urban | Male | Usually | | | 18.4% |
| | Female | | | | |
| | Male | Sometimes | 5 | 29.4% | |
| | Female | | 2 | 10% | |
| | Male | Do not use | 13 | 65% | |
| | Female | | 18 | 90% | |
| Semi-urban | Male | Usually | | | |
| | Female | | | | |
| | Male | Sometimes | | | |
| | Female | | | | |

| | | | | | |
|-------------|--------|------------|----|------|-------|
| | Male | Do not use | 10 | 100% | 100% |
| | Female | | 10 | 100% | |
| Remote area | Male | Usually | | | |
| | Female | | | | |
| | Male | Sometimes | | | |
| | Female | | | | |
| | Male | Do not use | 22 | 100% | 100% |
| | Female | | 22 | 100% | |
| Urban | | Usually | | | |
| Semi-urban | | | | | |
| Remote | | | | | |
| Urban | | Sometimes | 7 | | 6.8% |
| Semi-urban | | | | | |
| Remote | | | | | |
| Urban | | Do not use | 31 | | 93.1% |
| Semi-urban | | | 20 | | |
| Remote | | | 44 | | |

In table-12 we see that 100% students of remote and semi-urban area do not use English at home and in urban area it is 81.50%. In urban area 18.40% students sometimes use English at their home. In average about 93.1% students do not use English at their home.

Table 13: Use of Bangla in daily activities of the indigenous students

| Area | Students | Response | Number | Percentage | Total% |
|------|----------|----------|--------|------------|--------|
| | Male | Usually | | | |
| | Female | | | | |

| | | | | | |
|-------------|--------|------------|----|------|-------|
| Urban | Male | Sometimes | 18 | 100% | 100% |
| | Female | | 20 | 100% | |
| | Male | Do not use | | | |
| | Female | | | | |
| Semi-urban | Male | Usually | | | |
| | Female | | | | |
| | Male | Sometimes | 3 | 30% | 35% |
| | Female | | 4 | 40% | |
| | Male | Do not use | 7 | 70% | 65% |
| | Female | | 6 | 60% | |
| Remote area | Male | Usually | | | |
| | Female | | | | |
| | Male | Sometimes | | | |
| | Female | | | | |
| | Male | Do not use | 22 | 100% | 100% |
| | Female | | 22 | 100% | |
| Urban | | Usually | | | |
| Semi-urban | | | | | |
| Remote | | | | | |
| Urban | | Sometimes | 38 | | 44.1% |
| Semi-urban | | | 7 | | |
| Remote | | | | | |
| Urban | | Do not use | | | 55.8% |
| Semi-urban | | | 13 | | |
| Remote | | | 44 | | |

In table-13 we see that 100% students of remote and 65% students of semi-urban area do not use Bangla in their daily activities but 100% students of urban area and 35% students of semi-urban area use Bangla in their activities sometimes which is 44.10% percent of total.

Table 14: Use of English in daily activities of indigenous students

| Area | Students | Response | Number | Percentage | Total% | |
|-------------|----------|------------|--------|------------|--------|-------|
| Urban | Male | Usually | | | 10.5% | |
| | Female | | | | | |
| | Male | Sometimes | 4 | 22.2% | | |
| | Female | | | | | |
| | Male | Do not use | 14 | 77.7% | | 89.4% |
| | Female | | 20 | 100% | | |
| Semi-urban | Male | Usually | | | | |
| | Female | | | | | |
| | Male | Sometimes | | | | |
| | Female | | | | | |
| | Male | Do not use | 10 | 100% | | 100% |
| | Female | | 10 | 100% | | |
| Remote area | Male | Usually | | | | |
| | Female | | | | | |
| | Male | Sometimes | | | | |
| | Female | | | | | |
| | Male | Do not use | 22 | 100% | | 100% |
| | Female | | 22 | 100% | | |
| Urban | | Usually | | | | |

| | | | | | |
|------------|--|------------|----|--|------|
| Semi-urban | | | | | |
| Remote | | | | | |
| Urban | | Sometimes | 4 | | 3.9% |
| Semi-urban | | | | | |
| Remote | | | | | |
| Urban | | Do not use | 34 | | 96% |
| Semi-urban | | | 20 | | |
| Remote | | | 44 | | |

In table-14 we see that 100% students of remote and semi-urban area do not use English in their daily activities but 10.5% students of urban area use English in their activities which is 3.90% percent of total.

Table 15: The language parents use at home with them

| Area | Students | Response | Number | Percentage | Total% | |
|------------|----------|-----------------|--------|------------|--------|------|
| Urban | Male | Bangla | | | | |
| | Female | | | | | |
| | Male | English | | | | |
| | Female | | | | | |
| | Male | Native language | 18 | 100% | | 100% |
| | Female | | 20 | 100% | | |
| Semi-urban | Male | Bangla | | | | |
| | Female | | | | | |
| | Male | English | | | | |
| | Female | | | | | |
| | Male | Native | 10 | 100% | | 100% |

| | | | | | |
|-------------|--------|----------|----|------|------|
| | Female | language | 10 | 100% | |
| Remote area | Male | Bangla | | | |
| | Female | | | | |
| | Male | English | | | |
| | Female | | | | |
| | Male | Native | 22 | 100% | 100% |
| | Female | language | 22 | 100% | |
| Urban | | Bangla | | | |
| Semi-urban | | | | | |
| Remote | | | | | |
| Urban | | English | | | |
| Semi-urban | | | | | |
| Remote | | | | | |
| Urban | | Native | 38 | | 100% |
| Semi-urban | | language | 20 | | |
| Remote | | | 44 | | |

Here, the table-15 and figure-15 we see that 100% parents of remote, semi-urban and urban area do not use English and Bangla at home.

Table 16: Indigenous students watch most between Bangla TV channels and English TV channels

| Area | Students | Response | Number | Percentage | Total% |
|-------|----------|----------|--------|------------|--------|
| Urban | Male | Bangla | | | 26.3% |
| | Female | | 10 | 50% | |
| | Male | English | 18 | 100% | 73.6% |

| | | | | | |
|-------------|--------|---------------|----|-------|-------|
| | Female | | 10 | 50% | |
| | Male | No facilities | | | |
| | Female | | | | |
| Semi-urban | Male | Bangla | 3 | 30% | 45% |
| | Female | | 6 | 60% | |
| | Male | English | 7 | 70% | 55% |
| | Female | | 4 | 40% | |
| | Male | No facilities | | | |
| | Female | | | | |
| Remote area | Male | Bangla | 5 | 22.7% | 25% |
| | Female | | 6 | 27.2% | |
| | Male | English | | | |
| | Female | | | | |
| | Male | No facilities | 17 | 77.2% | 75% |
| | Female | | 16 | 72.7% | |
| Urban | | Bangla | 10 | | 29.4% |
| Semi-urban | | | 9 | | |
| Remote | | | 11 | | |
| Urban | | English | 28 | | 38.2% |
| Semi-urban | | | 11 | | |
| Remote | | | | | |
| Urban | | No facilities | | | 16.6% |
| Semi-urban | | | | | |
| Remote | | | 17 | | |

In the table-16 we see that 29.40% students watch Bangla TV program and 38.20% student watch English TV programs but in the rural area about 75% students do not have the facilities to watch TV.

Table 17: TV programs facilitate in language learning

| Area | Students | Response | Number | Percentage | Total% |
|-----------------|----------|-------------|--------|------------|---------|
| Urban area | Male | Yes | 18 | 47.3% | 100% |
| | Female | | 20 | 52.6% | |
| | Male | No | | | |
| | Female | | | | |
| Semi-urban area | Male | Yes | 10 | 100% | 100% |
| | Female | | 10 | 100% | |
| | Male | No | | | |
| | Female | | | | |
| Remote area | Male | Yes | 5 | 22.7% | 25% |
| | Female | | 6 | 27.2% | |
| | Male | No comments | 17 | 77.2% | 75% |
| | Female | | 16 | 72.7% | |
| Urban | | Yes | 38 | | 67.6% |
| Semi-urban | | | 20 | | |
| Remote | | | 11 | | |
| Urban | | No comments | | | 32.3% % |
| Semi-urban | | | 33 | | |
| Remote | | | | | |

The table-17 is showing that 25% students of remote area agreed that they could learn by watching TV programs but the percentage is higher in urban and semi-urban area that is 100% students are benefited by watching TV program in learning language.

Table 18: Probable problems in learning Bangla for the indigenous students

| Area | Students | Response | Number | Percentage | Total% |
|-------------|----------|------------|--------|------------|--------|
| Urban | Male | Vocabulary | 9 | 50% | 68.4% |
| | Female | | 17 | 85% | |
| | Male | Grammar | | | |
| | Female | | | | |
| | Male | Both | 9 | 50% | 31.5% |
| | Female | | 3 | 15% | |
| Semi-urban | Male | Vocabulary | 8 | 80% | 40% |
| | Female | | | | |
| | Male | Grammar | | | |
| | Female | | | | |
| | Male | Both | 2 | 20% | 60% |
| | Female | | 10 | 100% | |
| Remote area | Male | Vocabulary | | | |
| | Female | | | | |
| | Male | Grammar | | | |
| | Female | | | | |
| | Male | Both | 22 | 100% | 100% |
| | Female | | 22 | 100% | |
| Urban | | Vocabulary | 16 | | 23.5% |
| Semi-urban | | | 8 | | |

| | | | | | |
|------------|--|---------|----|--|-------|
| Remote | | | | | |
| Urban | | Grammar | | | |
| Semi-urban | | | | | |
| Remote | | | | | |
| Urban | | Both | 11 | | 71.5% |
| Semi-urban | | | 18 | | |
| Remote | | | 44 | | |

Table 18 shows that 71% of total students have problems in Grammar and Vocabulary to learn Bangla. In urban area 31% students have both problems and 60% students also have both problems. But it is remarkable that 100% students of remote area have both Grammar and Vocabulary problems.

Topic 19: Memorizing lessons without understanding

| Area | Students | Response | Number | Percentage | Total% |
|------------|----------|-----------|--------|------------|--------|
| Urban | Male | Yes | | | |
| | Female | | | | |
| | Male | No | 16 | 88.8% | 73.6% |
| | Female | | 12 | 60% | |
| | Male | Sometimes | 2 | 11.1% | 26.3% |
| | Female | | 8 | 40% | |
| Semi-urban | Male | Yes | | | 15% |
| | Female | | 3 | 30% | |
| | Male | No | 4 | 40% | 40% |
| | Female | | 4 | 40% | |
| | Male | Sometimes | 6 | 60% | 45% |

| | | | | | |
|-------------|--------|-----------|----|-------|-------|
| | Female | | 3 | 30% | |
| Remote area | Male | Yes | | | |
| | Female | | | | |
| | Male | No | 2 | 9% | 11.3% |
| | Female | | 3 | 13.6% | |
| | Male | Sometimes | 20 | 90.9% | 88.6% |
| | Female | | 19 | 86.3% | |
| Urban | | Yes | | | 2.9% |
| Semi-urban | | | 3 | | |
| Remote | | | | | |
| Urban | | No | 28 | | 40.1% |
| Semi-urban | | | 8 | | |
| Remote | | | 5 | | |
| Urban | | Sometimes | 10 | | 56.8% |
| Semi-urban | | | 9 | | |
| Remote | | | 39 | | |

Here the table-19 shows that 88.60% students of remote area and 45% students of semi-urban and 26.30% students memorize their lesson without understanding sometimes. But usually 2.90% female students memorize their lesson without understanding. In total 56.80% students memorize their lessons without understanding the text.

Table 20: The indigenous students translate English into Bangla while reading.

| Area | Students | Response | Number | Percentage | Total% |
|------------|----------|----------|--------|------------|--------|
| Urban area | Male | Yes | 18 | 100% | 100% |
| | Female | | 20 | 100% | |

| | | | | | |
|-----------------|--------|-----|----|------|------|
| | Male | No | | | |
| | Female | | | | |
| Semi-urban area | Male | Yes | 10 | 100% | 100% |
| | Female | | 10 | 100% | |
| | Male | No | | | |
| | Female | | | | |
| Remote area | Male | Yes | 22 | 100% | 100% |
| | Female | | 22 | 100% | |
| | Male | No | | | |
| | Female | | | | |
| Urban | | Yes | 38 | | 100% |
| Semi-urban | | | 20 | | |
| Remote | | | 44 | | |
| Urban | | No | | | |
| Semi-urban | | | | | |
| Remote | | | | | |

In table-20 we see 100% students of urban, semi-urban and remote area translate the English text into Bangla when study in English.

Topic 21: The way learning vocabulary of indigenous students

| Area | Students | Response | Number | Percentage | Total% |
|-------|----------|----------|--------|------------|--------|
| Urban | Male | English- | | | 71% |
| | Female | English | | | |
| | Male | English- | 13 | 72.2% | |
| | Female | Bangla | 14 | 70% | |

| | | | | | |
|-------------|--------|---------------------|----|-------|-------|
| | Male | Both | 5 | 27.7% | 28.9% |
| | Female | | 6 | 30% | |
| Semi-urban | Male | English- | | | 90% |
| | Female | English | | | |
| | Male | English- | 8 | 80% | |
| | Female | Bangla | 10 | 100% | |
| | Male | Both | 2 | 20% | |
| | Female | | | | |
| Remote area | Male | English- | | | 100% |
| | Female | English | | | |
| | Male | English- | | | |
| | Female | Bangla | | | |
| | Male | Both | 22 | 100% | |
| | Female | | 22 | 100% | |
| Urban | | English- English | | | |
| Semi-urban | | | | | |
| Remote | | | | | |
| Urban | | English- Bangla | 27 | | 44.1% |
| Semi-urban | | | 18 | | |
| Remote | | | | | |
| Urban | | Both | 11 | | 55.8% |
| Semi-urban | | | 2 | | |
| Remote | | | 44 | | |

Here the table-21 is showing that 100% students of remote area learn vocabulary in the process of English to Bangla and only 28% students of urban area and 10% students of semi-urban area use both process in learning vocabulary.

4.2. Analysis of teachers' questionnaire:

Question-1

Which language do you use in your English class?

All the teachers said that they use English and Bangla in English classroom but the indigenous teachers also use their native language when the students do not understand Bangla and English. They said that sometime they need to use their native language in indigenous populated schools to make the learning and teaching easy.

Question-2

If you use Bangla in English class, how do you use Bangla in the class?

All the teachers said that they use Bangla to instruct the students in classroom. They use Bangla to give them examples and description of the objects and the subject matters. They usually translate the sentences into Bangla to clear the meaning of the text to the students.

Question-3

Do you face communication gap with the indigenous students for language?

6 teachers said that they don't face communication gap with the indigenous students because of the ability to speak in native (indigenous) language. The other Bengali teachers said that they always face that problem. They also added that the problem they face in lower classes students, gradually the problem declines in the upper level students but that is not sufficient for the indigenous students to make a good academic performance in the subsequent level of their education life.

Question-4

Do you find the lack of competence in Bangla in the indigenous students?

All the teachers said that they find lack of competence in the indigenous students. Two teachers said that problem is not severe in their school's students but the teachers of remote area said that the problem is seen very much. In average almost all the students have this problem. Urban area school teachers said that the students who are from bilingual settings/ environments they don't have that much lack of competence which is not that much problematic.

Question-5

If your answer is "Yes", how do you define their lack of competence?

10 teachers said they find incomplete sentences in writing of the indigenous students. The spelling mistake is one of the most seen problem in indigenous students. The wrong pronunciation creates misspelling to the indigenous students. They cannot express clearly what they want to say. The main problem is insufficient knowledge of Bangla vocabulary. Some teachers said that they can guess when the students do not understand or want to say something by watching the reaction on the students' faces. The urban area school's teachers said that the students who are come from semi-urban area to urban area schools also have the lack of competence in Bangla more than the urban area students.

Question-6

Do you think lack of competence in Bangla is a barrier for the indigenous students to acquire English as language?

All the teachers agreed that lack of competence in Bangla of the indigenous students is a barrier for them not only in learning in English but also in learning other academic subjects. They have to use Bangla or native language to teach them. They need to translate the text and vocabularies into Bangla. The students who are weak in Bangla they face the problem to understand. One teacher argued that lack of competence in Bangla would not be a barrier if the teachers could follow direct method in English class from the beginning of a student's school life. Now Bangla use in English class is necessary because the students a bit

more familiar than English. In school most of the time they study in Bangla and also the students do not have that much efficiency in English to teach them in English in an hour class. They said that the students could not acquire the ability in their previous level in English, even in Bangla that helps them to keep the flow of learning continue. Furthermore, they said that they need to use Bangla and native language though the students do not lose their patience and interest. Some rural areas' school teachers said that they need much time to make them understand. Sometimes teaching them becomes very difficult.

Question-7

Do you think Bangla plays a vital role in teaching English?

Each teacher said “Yes” that Bangla plays a vital role in their English classroom.

Question-8

Can you teach indigenous students English without using Bangla?

8 teachers said that they can't teach English without using Bangla. They communicate students in Bangla but 5 teachers said that it would be possible if the Basic foundation of the student is good. They also said that it is possible learning English without using Bangla if the students are taught in English medium and follow direct method from the beginning of their education life. They also said that they (the students generally not only the indigenous students but also including main stream students) do not get enough opportunity to access and practice of this language. One of the teachers said that students get only six hours in a week for English class or learning, whereas Bangla is used in all other subjects.

Question-9

Do you think it is necessary to learn Bangla first to learn English easily in the Bangla instructed school?

Each teacher said “Yes” that it is necessary to learn Bangla first to learn English easily in Bangla instructed school. 9 teachers said that sometimes they had seen that the students who are from uneducated family background, they do not get academic lesson based

help from their family. When they don't understand English words they need to take help from Bangla word and the word meaning they learn from book all are written translated in Bangla.

Question-10

Do you encourage them to speak in Bangla and English not only in the classroom but also outside of class?

All of the teachers said "yes". They encourage their students to try to speak in English with their friends and parents. They also said that practice makes man perfect. Only taking class in school is not enough for build competence in a language.

Question-11

Do you encourage them to watch Bangla TV programs and listen to Bangla and English music?

In this question 7 teachers said that they sometimes encourage indigenous students to watch Bangla TV programs and listen to Bangla and English music. Rest of the teachers often encourage their indigenous students to watch and listen to Bangla and English music. In addition, they said that TV programs help to see or observe how the language is used in real life situation. The action and intonation of a language can be noticed in watching TV program. (Watching program helps to build stimuli in the learners mind). The noticing would come from the query, intentionally or by imitating something. The learning happens in these ways. One of the teachers gave an example that many of our children can speak and understand "Hindi" but no one teaches them. He also said that the students who used to watch English movies, cartoons they are advanced than other students to get points and in realization of the speeches in English.

Question-12

How do you teach vocabulary?

Six teachers said they teach vocabularies to the students by giving examples, clues, defining word into Bangla and also by defining words into English. Some teachers said that at first they try to make them understand in different ways, but if they are unable to understand that time they use Bangla to save time and to keep the interest of the students. Rest of the teachers said they define the words in Bangla.

Question-13

Do you think English text book's lesson and academic classes are enough for learning English as a language?

Five teachers said "No" and three of them added in their comments that the lessons of the text book are written in the main stream cultural context so that the indigenous do not find their culture and themselves in their books. They also said like others 8 teachers that the students get only 6 hours in week to learn English in school and also they do not have enough opportunity to use English in real life situation. Sometimes it is seen that students are not regular in school and not attentive. This limited time is not enough to build a student's proficiency in English. One teacher added that even the indigenous students study in different subjects in Bangla 85% percent of school time cannot acquire Bangla well, how would they acquire English in this limited time.

14) Do you think extra Bangla class is necessary for the indigenous students to acquire Bangla well?

2 teachers said that the indigenous students who are coming from bilingual environment and have enough opportunity to access Bangla they don't need extra class for Bangla language but extra language class for English could be given. 4 Bangla teachers and 6 indigenous teachers agreed that Extra language class is necessary for the indigenous students to acquire Bangla well.

15) Do you think extra English class is necessary for the indigenous students to acquire English well?

Each teacher agreed that extra English class is necessary for the indigenous students to acquire English well. One teacher added that this problem is seen not only in the indigenous students but also in the mainstream students. They also do not get enough opportunity to use and access this language.

16) Do you think if the indigenous students could acquire Bangla well they would learn English easily when Bangla is the medium of teaching?

In this question, 3 teachers argued that if they get enough time for teaching English (academic subject) they could give class instruction in English language. Comparatively the students spend only one hour a day for English in school whereas Bangla is used rest of the school time. The teachers also said that even in Bangla, they need much time to make the students understand. The indigenous teachers said that they can teach English using native language instead of using Bangla. In their classroom they use both languages for the students, so that the students do not get bored.

17) Do you have any suggestions to make the learning Bangla and English easy to the indigenous students?

Most of the Bangla teachers suggested using mother tongue first in school then Bangla and then English. They also suggested that the English text should be translated into Bangla by the teachers and interpreted it Bangla to native language if possible. One teacher suggested that local government could allot fund for extra language class. 2 teachers said the use of multimedia would be helpful to increased leaning. One of them said that by using multimedia facilities they can show the real life use of the language to the students.

CHAPTER 5

DISCUSSION

Discussion:

In this chapter, all the result will be discussed in the light of theories. When the students were asked English classes are enjoyable or not 69.60% students said that they enjoy Bangla class and 30.30% students do not. The big portion of urban area students do not enjoy Bangla class but when they were asked if English class are enjoyable or not 94.70% students of them said they enjoy English class. Here the researcher found that the students of urban area enjoy English class more than the other two areas' students do. Probably the students of urban area are more familiar with Bangla than the students of Semi-urban and Remote area students and they do not feel that they can meet the medium of communication through Bangla with their teacher by their Bangla proficiency. It is noticeable that the students of semi-urban and remote area students get Bangla language as a foreign language in their area; there is no use of Bangla in these areas in their daily activities and other opportunities to access this language. Foreign language is learnt through instruction and used for communication with foreigners who speak in this language (Hoque, 2008). In this case, Bangla is frequently listened and used language for the students of urban area in their school time and their daily activities. The researcher found that the students of the urban area used and listen Bangla through interaction with Bengali students and others in their surroundings, media programs in the table- 11, 12. On other hand 40% students of remote area do not enjoy English classes. Probably, the remote areas' students are more comfortable with Bangla language than English language. Moreover, the orthography and the sentence structures of their languages (Chakma and Tonchongya) are little bit similar to their language with Bangla and also most of the subjects are written in Bangla and their teachers use it more than English in school. In table-3, 100% students of remote area and 70% students of semi-urban area said that they Enjoy Bangla than English as a language. Probably, they get more opportunities to

access Bangla than English in school and real life situation. But the view is different in urban area's students that 63.10% students enjoy English and only 36.80% students enjoy Bangla. Probably, they do not realise or notice the need of Bangla in learning English, just because of having enough ability to communicate in Bangla in the English class. That's why they do not emphasize on learning Bangla. They are accustomed to use Bangla in their surroundings and they also enjoy English movies and cartoons. It would be possible that they are highly motivated by their teacher to learn English well or they think having competency in English is prestigious. On the other hand in remote area students are struggling to be proficient in Bangla to establish a better communication between teachers and them. They need to understand teachers' lectures and have to use Bangla to communicate with teachers even in English classroom and to achieve an academic success. In the table-4, 80% students of total in three areas said that English class is interesting but 19.69% students said boring. Among the 19.60% students there were 40% students from remote area and 5.20% in urban area. Interestingly, the percentage is nil in semi-urban area. Probably, the students were not familiar with English and also the students were trying to overcome a language (Bangla) at the same time another new language (English) which might give them extra pressure.

In table- 5, 100% students of urban and semi-urban area use Bangla and others (native language) but do not use English in school and outside of school. In the remote area the students only 18.1% students use Bangla and 100% students use other (native) languages in school and outside of school to communicate with each other. In the remote area the indigenous people do not use Bangla; they do not need to use the language in their social activities. When the students were asked which language they were more comfortable in English class room, 100% students in urban and semi-urban area said they were comfortable in Bangla and 81% students in remote area also felt comfortable with Bangla in English classroom but they also feel comfortable in their mother tongue in English classroom.

In table-7, we see that 18% students in urban area and 25% students of semi-urban area felt that sometimes they can't express their thought clearly in Bangla. This inability of expressing of their thought in Bangla was seen more in remote area students, which is 75%. Here the finding says that the lack of competency in Bangla is seen more in remote area students than the students of urban and semi-urban area. Most of the urban area students get the bilingual situation in their area but the students of semi-urban and remote area do not get the opportunity. Bilingual situation makes a child able to acquire two languages at a time. There are some bilingual children who learn multiple languages from early childhood; others acquire additional languages when they go to school (Lightbown & Spada, 2006).

When the students were asked if it was happened to them that they cannot express their thought in English clearly, 28.90% students in urban area and 100% students in semi-urban area cannot express their thoughts in English and 71% and 100% students of semi-urban area sometimes cannot express their thoughts in English. The total amount of the remote area students had the lack of competency in English. The percentage shows that almost 100% students of those areas students had the lack of competency in English. To them school is the only opportunity to listen Bangla and English. In table-9 about 93.10% students in remote area and 70% students of semi-urban area sometimes do not catch the meaning of their text. The lack of efficient knowledge in vocabularies and grammar point is the main factor of this problem which is seen in the table-18 which shows the probable problems in learning Bangla were 71.50% in both grammar and vocabulary and another 23.50% only in vocabulary. There were 100% students of remote area said that they have insufficient knowledge in Vocabulary and Grammar on their standard in learning Bangla. It is usual that in that age a student do not hold the knowledge of other languages which is imposed to them. But the fact is that as an academic subject English is very important for our students not only for the higher education but also for the academic performance at primary and secondary levels. According to the

application of English as a foreign language plays a vital role in a student's academic performance.

100% students of remote and semi-urban area believed that if they had competency in Bangla they could learn English easily. But the idea is different in urban area that 76% students did not believe that competency in Bangla would help in learning English. Probably they do not feel that they can make a successful communication with their teachers and understand Bangla when the teacher gives lecture in Bangla in their English class. Since, they are little bit more familiar with Bangla than the remote and semi-urban area they cannot realize the necessity of Bangla in English class. In answer to question- 9, all teachers agreed that the indigenous students would acquire English well if they learn Bangla first. As they (the teachers) use Bangla in EFL classroom and the students are more familiar with Bangla than English, Bangla is necessary to learn first. The teachers also argued that most of the subjects are in Bangla, so the students get more input in this language than English. If they use English in EFL classroom the students are not that much efficient to understand. Therefore, they have to spent more time to teach, but time is not sufficient for instruct students in English. Furthermore, English as a subject, it has a time frame for its syllabus. So, it is better for the teacher to use Bangla in EFL class to maintain students' interest in class and complete syllabus in time. Second language acquisition is the result of attending to those features that are frequent and salient in the input Ellis (1985). 100% teachers said that they use Bangla in English classroom, and most of the time they use Bangla to instruct the students and to translate the sentences. Probably the students of remote and semi-urban area were been dependable on Bangla to learn English.

When the students were asked about using Bangla and English at home, 100% students of the three zones said they do not use Bangla and English at home and even their parents do not use Bangla and English at home in their daily activities. Their parents also do not use Bangla and English at home is shown in table-12, 13, 14 and 15. The urban area's

students are attached to the mainstream people and that's why they get the opportunity to access in Bangla. 100% students of urban area and 35% students of semi-urban area sometimes use Bangla in their daily activities. This number is also same in using English at remote and semi-urban area but only the 10% students in urban area use English for sometimes which is only 3.90% of the total students. But in the remote area the number of the students is nil in using Bangla in their daily activities. According to the use of these languages in environment and social settings sometimes Bangla and English both are foreign language to the indigenous students. Since, Bangla is instructed language in school the indigenous students have to use this language only in school time. In this case Bangla is Second language to the indigenous students. When a learner weak in second language tries to communicate with the advanced learner or a native speaker, the interaction would be modified by the listeners to the weak learner. In answer to question no 10, each teacher said they encourage students practice Bangla and English outside of classroom. As Evelyn Hatch (1978), Michael Long (1983, 1996), Teresa Pica (1994), Susan Gass (1997), among others, argue that the conversational interaction is an essential, if not sufficient condition for second language acquisition (as cited in Lightbown & Spada, 2006). Krashen assumes that comprehensible input is necessary for language acquisition. He also argued that simplification is not necessary if the modified interaction makes language comprehensible through interact with other speakers, working together to reach mutual comprehensible. According to Long modified interaction is necessary for language acquisition. The case study, (Begum, Karim, & Begam, 2008) a student loves English and tries to use in her real life situation. Her first lesson of the day is English which she likes very much – especially when her teacher plays the cassette and asks the class to listen to the conversation. She likes listening practice with the tape recorder because school is the only opportunity she has to listen to English. She thinks how good it must be to live in Singapore like her cousin and be surrounded by English all the time. Then she'd have no problem learning it! From

surrounding a learner gets more exposure which could be comprehensible. Cognitive maturity may indeed be an important factor too in learning a second language (Harley, 1990, p. 133) starting at early age takes more time for learning second language. The teachers said that the proficiency level of Bangla in indigenous students gradually developed but which is not sufficient for the subsequent levels. However, the mature students by the time become proficient in Bangla at their secondary and tertiary level.

In another case study Lightbown and Spada (2006) showed that a child grown up with his deaf parents in a non-interactional environment but he could acquire language by watching TV program however he was below age level in all aspects of language. But the child could express ideas with ungrammatical word order. At the age of four the child improved in his expressive abilities. As the teachers argued in the question-11, that some children could acquire Hindi without any academic and formal teaching; they could understand and speak. The students could acquire some words by watching TV. 100% students of urban and semi-urban area students said “Yes”, they could learn some words by watching TV program, shown in table-17. The facility of watching TV in remote area was only 25%. The students of the remote area were less facilitated in interaction in Bangla and also in watching TV. When the student were asked which program they most watch, 29.40% students of the total watch Bangla TV program, and 38.20% students watched English TV program of the total students. It is probably happened for the facilities of cable TV service. Most of the urban and semi-urban are undercover in this facility. It is remarkable that 75% students of remote area do not have that facility which is 32.3% of the total amount of the students.

The most probable problems of language learning are vocabulary acquisition and grammar learning in the indigenous students, the figure-18 shows that 100% students of remote area have that problem but in the urban who live in bilingual situation they have less problem in grammar than vocabulary. Most of the remote areas' students memorise lessons

without understanding. Most of the remote area people are illiterate probably they cannot help their children when the teacher is unavailable at home. So the students have to memorize the lesson for the sake of academic performance. Table-19 shows that 88.60% students of remote area, 45% students of semi-urban area and 26% students in urban area sometimes memorize lesson without understanding.

Most of the students translate their text from English to Bangla. Probably they are accustomed to do this, or they are more skilled in Bangla than English. The teachers also said that they use Bangla in their class to translate the text. In table-20, 100% students of those three zones prepare to translate the English text into Bangla. The classroom instruction is also Bangla. In response to question- 5, all the teachers said that Bangla plays a vital role in learning English. The teachers teach their students vocabulary by defining the meaning of the word, giving examples and clues but in Bangla language. According to Rod Ellis (1997), the grammar translation method rested on the belief that language learning was largely on memorizing bilingual vocabulary lists and explicit grammar rules. Practicing translation from L1 to the target language and target language to L1 is a feature of Grammar Translation Method (Nagraj, 1996).

In language vocabulary is a very important part communication would be done just by using vocabularies sometimes (Ellis, 2006). According to Paul (1980), vocabulary learning is as 'neglected aspect of language learning' (as cited in Ellis, 2006) but successful communication varies on the use of vocabulary if the speaker has a large amount of vocabulary Ellis (2006).

In second language acquisition, according to Cook (2008, P.8), the linguistic background of a student is a factor in learning L2. Most of the students of indigenous community come with their native language competency in their early age. Cook also says that interest and motivation are important for learning second language except the young bilingual students.

Basically, a teacher in a classroom acts as a mentor, facilitator or as a guide, who tries to teach students in various way by following method and approaches. All the teachers said that they encourage students to practice Bangla and English outside of classroom and to watch Bangla and English TV program. They consider that Bangla plays a vital role in teaching and learning English. They also agreed that lack of competence in Bangla of the indigenous students is hindrance for the indigenous students to learn English. They always try to make the students attentive and motivated to the lesson. Since the students are not familiar and not proficient in Bangla and English they use the most used language to teach the students. Hence, the lesson would be easy to teach, fill the communication gap and utilize time properly. A teacher has to bring out the predetermined response from the students (Ellis, 1997). In the indigenous populated areas the scenario is little bit different from other parts of the country. First of all the mainstream students already have acquired their mother tongue which is the medium of school, secondly, the books are written based on their cultural aspects. When the teachers were asked if the text book lessons are appropriate for the indigenous students or not, on other hand the indigenous students go to school with their knowledge of their mother tongue. Sometimes they meet their teachers in the classroom who are not belong to their community. Both the teachers and students are from different communities and hold different cultural views, thoughts, and their languages (Greenhill, 2009, p.16). So that, they get a totally new language which is not been introduced in their life before. The researcher has found that most of the remote and semi-urban area there is no use of Bangla in their communities and even their activities. In term of use Bangla and English can be considered as foreign language. The term foreign language, however, refers to language which does not belong to the country where it is being taught and learnt (Parvin, Karim, & Begum, 2008, P.22). Brown (2007) said that the inability to produce an item is not meant that the learner doesn't understand or comprehend the item. Brown also said that second language learning means learning to speak and to comprehend it. Learning

involves in speaking and understanding, not only in reading but also in comprehending the items are produced by the learners. It is seen that most of the students of those areas especially in the remote area sometimes they understand the items and the fact of the context but they can't express it. They memorize the lessons and try to write down as they memorized but they can't express it in their own way. The lack of competence in writing and speaking make them hesitated to communicate, therefore they keep them aside from practice those target language willingly. Brown (2007) also argues that teacher should make the students stress free as possible before giving the class. Teachers should play the role as the parents play role at home to make communication easy and comprehensive in the classroom which provides student proper input for the target language (P. 78).

When the question was asked to the teachers that did they think extra Bangla class is necessary for the indigenous students to acquire Bangla well? Most of the teachers said that since the students do not get enough exposure and environment to practice and use the language in their real life situation they need extra care. They argued that it is difficult for the students to acquire the target languages within six hours classes in a week. If they could give the students more exposure to the target language, they would be able to be proficient in target language. Two teachers said that the indigenous students who are coming from bilingual environment and have enough opportunity to access Bangla they don't need extra class for Bangla language but extra language class for English could be given. Four Bengali teachers and 6 indigenous teachers agreed that Extra language class is necessary for the indigenous students to acquire Bangla well. Muralim said that the environment and family background play a vital role to success in learning process (2009. 3). In remote areas, most of the indigenous students are from poor families. Their parents are uneducated, in joom (traditional cultivation system of indigenous community in CHT) cultivation they have to help their parents. Therefor they cannot continue the regularity of going school in those seasons.

To answer question no- 4, most of the teachers said that they find lack of competency in the indigenous students in comparatively from the urban area indigenous students. Probably it is the effect of living in bilingual environment. In a bilingual environment children can speak in both languages at a time. The urban area students are more efficient and fluent in Bangla and the rate of the ability to learn English is more than the rural areas. The research of Wells and his team concluded that exchange is the basic unit of discourse and linguistic interaction is a collaborative activity (as cited in Rivers. 1986. P. 2). Rivers emphasized on the interaction for effective language learning or acquisition which is a kind of relationship between the sender and the receiver and the context. The rural area students have to struggle to learn two new languages at a time, where, there is no use of these languages in their areas even in their daily activities, further they have to depend on Bangla to learn English. Probably, they are accustomed or compelled to learn English using Bangla. Most of the teachers used Bangla in English classroom and they translate the sentences into Bangla. In the question no- 1, 2 and 16 most of the teachers said they use Bangla in their classroom and also they use the native languages when they think that the use of native language will keep students attentive and motivated. Some teachers consider the application of Bangla in English classroom may help to build the listening and learning ability beside English.

In a classroom there are different level of learners interact each other and low level learners learn from high level learners. According to Lambert aptitudes refers to any class of cognitive abilities, including language intelligence and language aptitudes (as cited in Harley, Allen, Cummins and Swain, 1990, P. 139). In the indigenous populated area students/learners do not get enough interlanguage talk among them which is more present in urban area schools. In urban area indigenous students/learners get more opportunities to interact with more proficient Bengali native speakers. Further, in rural area where is populated by indigenous students they don't communicate among them in Bangla and English; They are

comfortable with their own language to communicate with each other. So interlanguage talk happens in only some activities when teacher instructs them to talk in Bangla and English in the classroom. Interlanguage talk is effective to learn L2, which provides comprehensible input. When the teachers were asked whether they face communication gap with the students. All the teachers said “Yes” that they find most of students of indigenous students have that problem. They added that the students who live in main stream surroundings they have lower level of lack of competence in Bangla.

Bilingual environment provides enough exposure and opportunities to the bilingual indigenous students. Exposure is important for input. According to Scrivener (2011, P.125) there is a sequential process to acquire/ learn L2, as follows; Active use, noticing, ignorance, practice, exposure and understanding. In the first stage a student get totally a new item which is unknown to him, then in the second stage learner hears and reads examples of the items but doesn't particularly notice it. In the third stage learning begins to realize that there are some characteristics which are not clear to him. Then the learner starts emphasizing to discover these items. In this way a language could be acquired.

When the teacher asked to share their point of view from their teaching experience as their suggestion the Bengali teachers suggested that mother tongue would be used in teaching Bangla and English. The English text could be translated into Bangla then Bangla to native language. They also suggested that local government could allot fund for extra language class and application of multimedia in teaching Bangla and English language.

CHAPTER 6

CONCLUSION

Conclusion:

This paper is trying to demonstrate the problem of the lack of competency in Bangla of indigenous students, which becomes a barrier for the indigenous students in performing in academic progress. In spite of having no previous knowledge of Bangla and English the indigenous students are learning language and knowledge of education at a time in school. The indigenous students who come from remote area they don't have the facilities and opportunities to practice this language as the urban area students get from bilingual settings. However, the teachers are always trying to give input to the indigenous students in classroom and encourage them to practice at outside classroom to improve their language skills. The scenarios are different in three different zones in CHT indigenous students' academic success. To reduce the rate of drop out of the indigenous students, they have to build the linguistic ability or mastery of the medium (instructed language). Without having proficiency or proper knowledge of a language and by which indigenous students go through to the academic learning; the result would not be that much positive. On the other hand English is also an important subject for all students, this is not only for academic performance but also it will help to reduce the linguistic barrier to get a higher educational degree. The students cannot perform their level best in public examinations. Lower academic performance demotivates students and also their parents. When the Bengali students (students of main stream) come to school with their proficiency of their mother tongue (Bangla), the indigenous students start to introduce basic form of this language. Moreover, they have to get education through this language. It is far more difficult for the indigenous students to go through a new language and then by this new language to another Language. The measuring scale of education system would fail to evaluate unequal level of competence between indigenous and main stream students that would be injustice to measure the academic performance of the

indigenous students with the main stream students on the same scale. In conclusion the lack of competence in Bangla is a barrier to indigenous students to progress in academic performance and learning English.

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- a) English
- b) Bangla
- c) Other

7) Is it happened to you that you that you can't express clearly in Bangla what you want to say?

- a) Yes
- b) no
- c) Sometimes

8) Is this happen to you that you can't express clearly in English what you want to say?

- a) Yes
- b) No

9) Is this happen to you that you can read Bangla but sometimes you do not understand the meanings of some sentences clearly?

- a) Yes
- b) No
- c) Sometimes

10) Do they think if you could acquire Bangla well they would learn English easily?

- a) Yes
- b) No

11) Do you use Bangla at your home?

- a) Usually
- b) Sometimes
- c) Do not use

12) Do you use English at your home?

- a) Usually
- b) Sometimes
- c) Do not use

13) How often do you use Bangla in your daily activities?

- a. Usually
- b. Sometimes
- c. Do not use.

14) How often do you use English in your daily activities?

- a) Usually
- b) Sometimes
- c) Do not use.

15) Do your parents speak with you in Bangla and English at home?

- a) Bangla
- b) English
- c) Your native language.

16) Which channel do you watch most?

- a) Bangla,
- b) English
- c) No facilities to watch.

17) Do you think you could learn Bangla from Bangla channel television program?

- a) Yes
- b) No

18) Which one is most probable problem to you to acquire Bangla?

- a) Vocabulary
- b) Grammar
- c) Both

19) Do you memorize the lesson without understanding the text?

- a) Yes
- b) no
- c) Sometimes

20) Do you translate the sentences into Bangla when you read English text?

- a) Yes
- b) No

21) In which way you find out the English vocabulary?

- a) English to English
- b) English to Bangla
- c) Both

Appendix: 2

Questionnaire of Survey for teachers:

Institution's name:

Sex: Male Female

Teacher's name:

Please put a tick on any one of the following options of each question. If the options do not express your thoughts properly, you can tick more than one or write your opinion in the blank space besides “Others Options or Comment options”.

Questionnaire: 1

1. Which languages do you use in your English class?

- a) Bengali
- b) English
- c) Others

2) If you use Bengali in English class, how do you use Bengali in the class?

- a) To translate the text and vocabulary
- b) To instruct them in the class
- c) When they cannot communicate with you in English
- d) When they do not understand you

3. Do you face communication gap with the indigenous students for language?

- a) Yes
- b) No.

Comment:.....

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4) Do you find lack of competence in Bengali in the indigenous students?

- a) Yes
- b) No

5) If your answer is “Yes”, how do you define their lack of competence?

- a) They write incomplete sentences in their writing
- b) They cannot express clearly what they want to say
- c) They can read but they do not understand clearly
- d) Sometime they don't understand what you say

6) Do you think lack of competency in Bengali is a barrier for indigenous students to acquire English as language?

- a) Yes
- b) No
- c)

Comment.....
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7) Do you think Bengali plays a vital role in your English classroom?

- a) Yes
- b) No

8) Can you teach the indigenous students English without using Bengali?

- a) Yes
- b) No

Comment:.....
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9) Do you think it is necessary to learn Bengali first to learn English easily in the Bangla instructed school?

- a) Yes
- b) no.

c) Comment:

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10) Do you encourage them to speak in Bengali and English not only in the classroom but also outside of class?

- a) Yes
- b) Never
- c) Often
- d) Sometimes

11) Do you encourage them to watch Bengali TV programs and listen to Bengali and English music?

- a) Yes
- b) Never
- c) Often
- d) Sometimes

12) How do you teach Vocabulary?

a) You define the word in Bengali

b) you give example

c) You give them clue to find out the meaning

d) you define the word in English

Comment:.....

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13) Do you think English text book’s lesson and academic classes are enough for learning English as a language?

a) Yes

b) No.

c)Comment:.....

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14) Do you think extra Bengali class is necessary for the indigenous students to acquire Bengali well?

a) Yes

b) No.

c)

Comment:.....

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15) Do you think extra English class is necessary for the indigenous students to acquire English well?

- a) Yes
- b) No
- c)

Comment:.....
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16) Do they think if they could acquire Bengali well they would learn English easily when Bengali is the medium of teaching?

- a) Yes
- b) No
- c) Comment:

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17) Do you have any suggestions to make the learning Bengali and English easy to the indigenous students?

- a)
- b)
- c)
- d)

