

# Understanding English-Medium Schools Students' Interest in Bangla Language

By

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A thesis submitted to the BRAC Institute of Educational Development in partial  
fulfillment of the requirements for the degree of  
Master of Education in Educational Leadership & School Improvement

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## **Declaration**

It is hereby declared that

1. The thesis submitted is my/our own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I/We have acknowledged all main sources of help.

**Student's Full Name & Signature:**

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## Approval

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## **Ethics Statement**

In order to strengthen the confidentiality of interviewees, it will be noted that the recording in all phases of the report will be transcribed, and fictitious names will be used to maintain secrecy. I requested the participants in the research to refrain from discussing the interview's content.

I transcribed and handled the data entirely on my own and stored electronic data that could be accessed only with passwords. The names of the research participants were kept confidential.

## **Abstract**

Students are encouraged to speak in the Bangla language at the school premises. Students are losing their interest in speaking Bangla and in Bangla language as well. Hence it is important to know the reason for losing interest day by day. This study was intended to explore the current practices of the teaching-learning method of the Bangla language in English medium schools. This study followed a qualitative research approach and with relevant collected data through interviews and observation. The interviews have conducted with three teachers & three parents, and three classes were observed of different grades in the primary section of English medium schools. The findings of the study indicated that there are some reasons students lose their interest in the Bangla language, such as the medium of instruction mostly in English, lack of encouragement, less weekly classes are allocated for Bangla language and lack of cultural attraction also leads students to learn Bangla language in advanced level. Though English has become the most dominant language and the students of English Medium schools of Bangladesh are excessively fond of English. Therefore as Bangladeshi, learning Bangla as a mother tongue is more significant for the Bangladeshi people.

## **Dedication**

This thesis is dedicated to my beloved father, Late Md. Noor Hossain and my sister Roksana Zarin for their love, support, and encouragement.

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This thesis becomes a reality with the kind support and help of many individuals. I would like to thank all of them sincerely. Foremost of all, praises belong to Almighty Allah, the most magnificent, most merciful, most kind, and sustainable to his actions, which helped me finish this study successfully. I want to express my special gratitude and thanks to supervisor Dr. Manjuma Akhtar Mousumi, Assistant Professor of BRAC IED, for imparting her knowledge and expertise in this study encouragement in every step of my study. I want to show my gratitude to the distinguished member of the panel headed by Dilruba Sultana to approve my work & sharing her knowledge, giving me valuable suggestions. I want to show my most generous gratitude to all faculty members and administrators of the institute. I am thankful to all my classmates from M.Ed. program for their support, valuable comments, and suggestions. I am grateful to all my respondents for their honest and cooperative responses to all the questions solicited in the study. I would also like to thank all my supporters, whom I could not mention here individually. Finally, I would like to thank my parents, my husband Md, Saiful Hossain, my sister Roksana Zarin who were by my side when I needed them most, and for the encouragement that helped me complete this paper. My two lovable children Tahia and Ayman, served this inspiration to pursue this undertaking. I am thankful to one of my friends Asad Hossain, who helped me a lot in imparting his knowledge, and my friends whose care, love, and sacrifice have enabled me to complete the pathway of this M.Ed. Program.

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# **Chapter 1**

## **Introduction and Background**

### **1.1 Introduction**

It is perceived that many students studying in English medium schools in Bangladesh face difficulties in the Bangla language. I have observed students usually consider Bangla as one of the most challenging subjects throughout my teaching career in an English medium school and get low marks due to giving less importance to it.

In Bangladesh, there are multiple providers of education at primary & secondary levels; for instance, both the public and private sectors offer primary and secondary education.

1. Bangla medium
2. English medium
3. Madrasha medium

In Bangla medium schools, the medium of education and instruction is in Bangla. Both public and private sectors provide Bangla medium education. However, few private Bangla medium schools and colleges offer both Bangla and English versions of the syllabus.

There are a few international curriculums in the English Medium education system in Bangladesh, such as Cambridge Assessment International Education (CAIE), Pearson Edexcel, Oxford International AQA, and International Baccalaureate (IB). Along with these, there are private schools that are running English version schools using NCTB curriculum.

English Medium system is an education system runs by private ownership where the medium of instruction is English. Any government authorities do not monitor these schools in terms

of their syllabus, recruitment policy, admission procedures, or tuition fee structure. These schools follow the British curriculum directly, other foreign curricula, and syllabus. “English medium education has been chosen by the elite group of the society who do not want their children to lag in the era of globalization, especially when English can bring them good jobs, opportunities of scholarships, and so on” ( Banu and Sussex, 2001, p. 130).

“English is synonymously linked with development, modernity, scientific and technological advancement” (Phillipson, 1992, p. 11, as cited in Haque & Akter, 2013). Since the British colonial days, English has perceived as a language of power and mobility in the "non-English speaking" part of the world. In general, conscious people are aware of this reality (Tickoo, 2006). After the Liberation War of 1971, Bangladesh became somewhat deprived of the use and the learning and teaching of English; it was the elite groups of the society interested in establishing English Medium Schools (Hasan, 2004). According to McArthur (2000), in the closing years of the twentieth century, the English language has become a global resource. As such, it does not owe its existence or the century the protection of its essence to any nation or group.

Nevertheless, as in the colonial period, a significant part of the elite is educated in English medium schools and subject to British-determined curriculum and assessment. English medium private education bears the highest prestige, and the private sector is dominant in secondary education. The role of English is now being complemented by globalization, which threatens the cultural decolonization of Bangladesh (Faquire, 2017).

The national language is Bangla in our country. Bangla has continuously been a symbol of solidarity and national identity after independence. Most of the people of Bangladesh speak in Bangla for daily communication. Bangla is the first language of this country. The English medium schools do not follow the Bangladeshi education system and are under the British

Council's supervision. English medium school teachers encourage students to use English inside the school premises. The first language can play an essential role in a second language or foreign language learning.

In English medium schools, mainly where English is the official medium of instruction, Bangla is taught as a subject of its own to primary-aged students rather than a mode of communication. As a result, the problem becomes multi-layered (Nowshin, 2018).

But according to the National Education Policy 2010, the curriculums at all educational levels, including primary and secondary, should mirror the spirit of the country's Liberation War, Language Movement, mother language, literature, culture, and history. The English medium schools are trying to adhere to the Bangla language and Bangladesh studies on the syllabus to instill patriotism and love for the students' country (Khan, 2016, p.1).

The medium of instruction followed in these schools is English, and many English medium students are even very weak in the Bangla language.

## **1.2 Research Topic**

English medium schools have flourished in the last few years or so in many places in Bangladesh, especially Dhaka. So, the English language plays a vital role in Bangladeshi people's lives; covering daily life to education and profession. The medium of instruction followed in these schools is English. So, ultimately they decrease their use of Bangla, and gradually they become detached from the culture (Al- Quaderi, 2010). Nevertheless, enough information was not found regarding this. This proposal's topic, within the domain of curriculum and the existing practices of learning Bangla language in English medium schools attempting to realize students' interest in learning Bangla language.

Research Topic: Understanding English medium schools students' interest in Bangla language.

### **1.3 Statement of the Problem**

The English medium schools started to grow day by day, with the growing demand for English in every sector (Rahman *et al.*, 2010, as cited in Haque & Akter, 2013). In Bangladesh, day by day, parents are getting fascinated by English medium Schools. A large number of English medium schools in almost every street corner of the main cities of the country confirm intense popular demands of the English language, which has never faced declination before or after independence (Banu & Sussex, 2001). Middle-Class family to higher class family is more enthusiastic about teaching their children in English medium because they think that English medium education can ensure a quality status for their children in the future (Khan, 2016).

Language is an essential medium for expressing oneself, and in many countries, it contains a nation's cultural tradition and unique flavor. A country's language, culture, and tradition are what make it different from others. These are the identity of the citizens of that country. The national language Bangla, which 98% of the people speak, is foundational to Bangladesh's nation as a nation. Language played a crucial role in the struggle for independence from Pakistan, which was finally successful in 1971 (Faquire, 2017).

According to Al-Quaderi (2010); the students of English Medium schools of Bangladesh are excessively fond of the English language and culture (as cited in Akter, 2011). Students of English medium schools are losing interest in learning the Bangla language. They are habituated with the English language. Thus, we are losing command over our mother tongue because we are highly influenced by English (Kuipers and Malik, 2011). This is why I aim to understand why students lack interest in using the Bangla language in English-medium schools.

## 1.4 Research Questions

Based on my teaching experiences in an English-medium school, I have realized most of the students are comfortable using English rather than Bangla language. So, ultimately they decrease interest in using Bangla. I collected some information regarding students' interest in the Bangla language. With the response to the following questions, I will achieve all of my data to study my research effectively.

The following research questions are developed based on the research purpose, which guided the study.

**Key question 1:** What are the current practices of the Bangla language, in particular, in Bangla language classes in English-medium schools?

**Key question 1:** What are the reasons for students' lack of interest in the Bangla language?

## 1.5 Purpose of the Study

This research aims to understand the disinterest in the use of the Bangla language of English medium students. This study investigates the ongoing classroom practices and implements strategies of the Bangla language in English medium schools.

## 1.6 Significance of the Study

Through this study, parents may have an idea about the teaching-learning practices of the Bangla language. In this regard, curriculum and textbook writers can get an in-depth view of ongoing classroom practices in the schools and focus on increasing interest in Bangla language learning. Knowing the real situation would help the higher authority evaluate the policies they impose on the learners' learning and the teachers' teaching.

Therefore, the study's significance lies in finding the real difficulties that the Bangladeshi students come across in their classroom in the Bangla language. This study will add some values in planning that are interrelated and intra-related to teach and learn Bangla of English medium students in Bangladesh.

## **Chapter 2**

### **Literature Review**

This chapter will review the literature collected from different book chapters, newspaper articles, research papers, and internet sites. The literature review aims to understand the research topic and avoid any research that the researcher already conducted. This chapter also encompasses the importance of the theoretical aspect of language, the importance of mother tongue & learning English as a second language, curriculum, and pedagogy of Bangla Language learning in English medium schools of Bangladesh.

#### **2.1 What is language?**

Language is an inseparable part of human beings without which people cannot convey messages, feelings to each other. Language binds people in different relationships and aids them in interacting with them. According to Crystal and Robins (2018); Language, a system of conventional spoken, manual, or written symbols using which human beings, as members of a social group and participants in its culture, express themselves. From the beginning of human civilization, language plays a fundamental role in communication; it is a social phenomenon to correctly understand each other. Language functions include communication, the expression of identity, play, imaginative expression, and emotional release. Language, a system of conventional spoken, manual, or written symbols using which human beings, as members of a social group and participants in its culture, express themselves (Robins, 2020).

According to Crystal (1997); Language is an important medium for expressing oneself, and in many countries, it contains a nation's culture, tradition, and exclusive flavor. For various reasons (e.g. political, economic, cultural, power domination, etc.), some languages turn out to be more assertive than others (as cited in Akter 2018). For example, English has become

the most dominant language. Tomlinson (1991) thinks; that when a language becomes powerful, it replaces the other languages.

## **2.2 English as a global language on education**

In the present time, the demand for the English language has touched the sky. Khan (2016) states, English medium education have a significant influence over our entire education in Bangladesh. English language teaching in Bangladesh has become a supreme concern in maintaining economic growth and developing a skilled workforce. (Rahman, et al., 2019). Since the British colonial days, English has been perceived as a language of power and mobility in the "non-English speaking" part of the world. Phillipson (1992) states, "In the present world, people consider English a language of development, modernity, scientific and technological advancement" (p. 11). According to Bolton (2006), "English is no longer the possession of the British, or even the British and the Americans" (p. 380), and in Kachru's (1988) opinion, "The English language now belongs to all those who use it (p.1)". Among many other colonial languages, only English has had the economic and military power necessary to become the international language (McArthur, 1998, Davies, 1996). Tomlinson (1991) thinks that when a language becomes powerful, it replaces the other. It is also commonly used on the internet, international mass media, and entertainment (Phillipson 1992). Crystal (1997, p.22) states, that "the speed with which a global language scenario has arisen is truly remarkable". English is used as the second official language of Bangladesh, India, Pakistan, Srilanka, Bhutan, Nepal, etc, after the own respective mother tongue independently (Khan, 2016).

### **2.3. Importance of learning Bangla as mother language**

If you talk to a man in a language he understands, that goes to his head.

If you talk to him in his language, that goes to his heart.

- Nelson Mandela

According to Imam (2005), "The national language Bangla, which is spoken by 98% of the people, is a foundation to Bangladesh's nation as a nation. Language played a crucial role in the struggle for independence from Pakistan, which was finally successful in 1971".

Mother tongue is valuable due to several reasons. Mother tongue is vital and in framing the thinking and emotions of people (Nishanti, 2020). According to Savage, "continuing to develop the mother tongue is vital to enhance learning". Children with a strong foundation in their first language often display a deeper understanding of themselves and their place within society. Language and mother tongue also play a massive role in developing personal, social, and cultural identities (Savage, 2017).

Mother tongue refers to the first language children learn mostly at home, not as a language learned at school. They have a reasonable mastery over it before they start formal education. There are several motives to know mother tongue well, despite the medium of teaching. Hence, the importance of learning Bangla as a mother tongue is further significant for the Bangladeshi people. It is part of patriotism. Bangladesh has a glorious history of the Bangla language movement in 1952, leading to Bangladesh's independence in 1971.

The first language a baby learns after birth is the mother language. It plays a decisive role in the child's development and lives for various reasons, including intellectual development and a better relationship with society. The use of mother tongue in foreign language classrooms is

inevitable. Learning to speak in the mother tongue is very necessary for a child's comprehensive development (Nishanti, 2020).

Now English is the global language (Crystal, 1997). However, English took hold of power competing with other languages (e.g. French, German) and ultimately gained international language status since the Second World War (Baugh & Cable 1993, as cited in Haque & Akter, 2013). The government of Bangladesh approved the National Education Policy, 2010 to standardize the education system of Bangladesh along with its National dignity and strength, which introduces several compulsory subjects to primary and secondary levels of general, madrasa, and vocational education to establish a unified schooling system and for the government is yet to confirm whether English medium institutions of Bangladesh would be under this policy (The Daily Star, 13 June 2010). We believe that if you don't like your mother tongue or culture, you cannot receive the others, too (Khan, 2016).

## **2.4 Focus on English language learning in English medium schools**

Hasan (2019) found the following;

As per Education Policy-2010, the ministry of education emphasizes ensuring quality education in the country's educational system, and accordingly, many changes have been introduced in our education system. English medium education has a significant influence over our entire Education in Bangladesh because they think that English medium education can ensure their children's quality status in the future.

Realizing the importance of learning English as a media of study, parents are more interested in educating their children in English medium schools in Bangladesh. English medium schools were abolished in 1972, shortly after independence, as an attempt to "establish Bangla in all spheres of life" (Banu & Sussex, 2001, p.124). After the independence in 1971,

guided by the thought of nationality and love for mother tongue, the government banned English medium schools (Banu and Sussex, 2001, p. 129-31). However, it was challenging to avoid English as media of study at the tertiary and university levels. Mostly because the language of the books and journals for higher studies are written in English. Besides, high-end level society started to realize the necessity of English, and consequently, English medium schools began to emerge again (Ainy, 200, as cited in Haque & Akter, 2013).

The current trend of sending children to English medium schools in Bangladesh has an explosive growth (Mousumi and Kusakaba, 2017). Considering the growing demand, after 1980s, English medium schools, started to flourish in Bangladesh, especially in Dhaka (Banu and Sussex, 2001). Middle class family to higher class family is more enthusiastic to teach their children in English medium. Because they think that English medium education can ensure a quality status for their children in future (Khan, 2016). The students of English medium schools follow the British curriculum and syllabus directly (Haque, 2009). They read imported western books written in English in a western context (Al-Quaderi, 2010). After reading these books, the students become familiar with western culture, geography, history, and language.

Consequently, they know less about Bangladeshi culture and language. For instance, students of English medium school are more acquainted with William Shakespeare than Rabindranath Tagore (Haque, 2009). Western philosophies and values explored through the British council's books and curriculum make them inferior in Bangla language and know less about Bangla culture. The extensive trust in the power of English is causing many to hold a negative image of their own language (Hassan, 2011).

## **2.5 Problems faced by students in the Bangla language**

English Medium Schools students follow the British curriculum and read books mostly written by English native language writers. The students are prohibited from using their Bangla in the school premises from their early childhood. Henceforth, home is the only remaining place to use their mother tongue or other dialects without any restrictions. In many cases, teachers also suggest the students and their parents use English at home. According to Ahmed (2017); some top-ranked English medium schools in Dhaka discourage and even ban the use of the Bangla language on campus for making students proficient in the English language, but their 'no Bangla' policy ultimately instigates disastrous aftermath. The policy fails to teach students the English language's four skills properly and distances them from their mother tongue.

As a direct effect of linguistic imperialism, the students may start to have a strong perception that, Bangla language is inferior to English, and so is Bangladeshi culture. This kind of perception about their mother tongue creates a colonized attitude and linguistic tension among them. Gradually the students start to practice western culture and forget their traditions and values. The quality of Bangla is very low in these British curriculum schools. This is also one of the reasons why I keep a teacher at home to teach my daughters Bangla language and literature (Karim, 2016).

The students of English medium schools" tend to feel comfortable using English rather than Bangla. This fondness eventually results in the fondness for the foreign or western culture, tradition, and other things, which is a serious issue for any part of the world because losing one's own language means losing one's own identity (Islam, 2019). They usually consider Bangla a difficult subject and usually score low marks in Bangla subject because of not

paying much attention to Bangla. Ultimately they decrease their use of Bangla, and gradually they become detached from the culture (Haque, 2009).

From the review of the above literature, this is clear that no comprehensive study has not been conducted on the student's interest in Bangla language learning in English medium schools. That's why I have decided to conduct a study in this area to find out the actual scenario of Bangla language learning in English medium schools.

## **Chapter 3**

### **Methodology**

#### **3.1 Research Approach**

The main purpose of this research is to understand English medium school students' experience with the Bangla language. Considering the objectives of my research, I have chosen a qualitative research approach, and for that, I interviewed the teachers and parents about students' experience with the Bangla language and the Teaching-Learning practices of the Bangla language in English medium schools. I also observed classroom practice of teaching Bangla language and students' interest in it

According to Rossman & Rallis (2003), a qualitative approach is used especially for social circumstances through a close and thorough interaction with the people in the real field. In my research, I wanted to know the current practices & ways to improve the Bangla language interest for English medium school students. For conducting this research I used a qualitative research approach.

In my research, I used non-numerical data to understand the students, teachers, and guardians' opinions and experiences. The research approach helped me to gather in-depth insights into the problems I identified throughout my research. I used the Phenomenological research approach (Bhandari, 2020) to investigate a phenomenon or event by describing and interpreting participants' live experience.

### 3.2 Research Site

As my purpose in this study is to know the student's interest in Bangla language in English medium schools so I had to choose English medium school to collect my data. My research site is one of the English medium schools in Dhaka. I selected two branches of the school. The school was established in 1996. The school's main branch is in Uttara sector four, and another one is in Gulshan circle 2. The number of students in the Uttara branch is about 600 and the number of teachers is 65. It is a five-storied building with well-equipped classrooms with whiteboard, projector, air conditioner, CCTV camera and parents waiting zone. In Gulshan, branch, the number the students is near about 500 and the number of teachers is 40. It is a four-storied building with well-equipped classrooms with whiteboard projector, air conditioner, CCTV camera, and parents" waiting room. The table below describes the research site at a glance. I used research tools like interview, observation, and document review for non-numerical data collection from schools for conducting this research.

**Table-1**

Established	1996, Uttara	1996, Gulshan
Number of teachers	<b>65</b>	<b>40</b>
Number of students	Approximately 600	Approximately 500
Facilities	Well-equipped classrooms, whiteboard, projector, and air conditioner, CCTV camera, parents in the waiting room	Well-equipped classrooms, whiteboard, projector, and air conditioner, CCTV camera, parents in the waiting room
Building size	five-storied building with classrooms	four-storied building with three classrooms

### **3.3 Research Participants**

I have selected three teachers and three parents from two branches of the school. As my objective is to investigate the students' interest in the Bangla language and current practices of teaching the Bangla language in English medium schools, teachers are the appropriate source to collect data for my study. Additionally, students were also participants in my research. To whom I observed during their teaching-learning session in the classroom. I selected three teachers from two branches. They all are females and experienced more than ten years. Their age range is 40 to 50. The parents I selected for my research are male, and the age range is from 35-45. They all are educated. I prepared two types of a questionnaire for parents and teachers. I observed three classes of different grades. During my observation, I tried to observe the teaching-learning method, students' teacher's interaction, and classroom atmosphere, and classroom management. To make my observation successful, I used a checklist. The site and the participants were selected for this qualitative study" purposefully" to provide "best help" to the researcher understand the problem and the research question" (Creswell, 1994, p.178)

### **3.4 Sampling Procedure**

For research purposes, my targeted participants are four teachers and four parents for interview. I also observed 4 Bangla languages of different grades, such as grade 1, grade 2, grade 3, and grade 5, from different branches. The number of students in each class was 24. For the qualitative approach, I chose these little quantities of participants to collect in-depth information.

### **3.5 Data Collection Methods**

The data collection method involves the techniques to gather data. My study's main purpose is to know the students' interest in the Bangla language of English medium schools. I gathered data by qualitative research collection method. Among them, I used interview, observation for data collection. I took interviews with three parents, three teachers. I observed three classes of different grades in primary sections. I wanted to know the students' interest in the Bangla language and the current teaching method of the Bangla language. In the qualitative research approach, the researcher is involved in the data collection procedure and articulates the findings by details analysis and interpretation of data in a narrative and descriptive way (Rossman & Rallis, 2003). For my research, I myself went to the field to collect data from research participants. Furthermore, Qualitative research uses interviews, observation, document analysis, and audio-visual materials in data collection (Cresswell, 2009). For conducting my research, I took interviews, observation, and document review tool as a method of data collection

#### **3.5.1 Interview method**

A major part of a qualitative research is in-depth interviewing. I have prepared a semi-structural interview questionnaire for my research. Burgess (1984) in Rossman & Rallis (2003) described, “interviewing as a conversation with a purpose” (p. 181). My aim is to know the interest in students' Bangla language in English medium school and investigate teaching-learning practices. I was able to collect in-depth information regarding my study through semi-structural questioners In addition; the interview also allowed me probing and follow-up questions. (Johnson & Christensen, 2004) to receive more in-depth and useful information for my research.

**Procedure** Semi-structured, face-to-face interviews were conducted. Semi-structured interviewing is chosen for the study as it facilitates the researcher to gain in-depth knowledge of respondents' thoughts and provides the flexibility to present new questions as well when needed. I have prepared two sets of questionnaires for the Bangla language teacher & another one for the parent. I accumulated questions by the knowledge gained from my Masters' study, reviewing related literature, and my years of hands-on experience.

After taking permission from the higher authorities of the school, I conducted interviews with the selected participants. I began the interview with casual oral communication to avoid any bias on information that I received from the interviewees.

### **3.5.2 Observation**

The observation was another foremost tool of my study. Observations were very crucial and important to achieve my research result. By observations, practical experience of the classroom practice can be known. According to Marshall & Rossman (1999), observation is a crucial and very important method in all qualitative inquiry. It is used to discover complex interactions in natural social settings. Moreover, (Nassaji, 2015), says observation provides rich data sources that offer an in-depth explanation of the case. Since my research is to know about the interest of English medium schools students in the Bangla language, it is important to see what teachers do in the classroom to teach the Bangla language. Through these classroom observations, I had real experience with teachers' strategies and ongoing classroom practices. Therefore observation was an excellent way to discover what was occurring in a real-life environment. Additionally, through observation, I can find out if there is any gap between the mentioned curriculum strategy and implementing strategy for teaching-learning practices. According to Johnson & Christensen (2004); observation allows the researcher to directly see what people actually do without relying on what they say they are doing.

**Procedure:** I have observed three classes of different grades of primary classrooms. I took the role of observer- for a class's duration of 40 minutes.

In my research I have observed the teaching-learning practice of the Bangla language through classroom observations. I also observed the students' responses and reactions towards the classroom's lessons and their strategies. The observations provided me additional in-depth information and practical knowledge, which interviews are unable to deliver.

### **3.5.3 Document Review**

Documents review was an important tool for the data collection of my research. According to Bowen (2009), Document analysis is a systematic procedure for reviewing or evaluating documents, both printed and electronic material. I used the English medium school's curriculum and the teacher's instruction guide as a means of document review. As a part of document revision, I have collected the syllabus, routine, and lesson plan for the Bangla curriculum from the concerned authorities after seeking permission. I used the syllabus to ensure whether or not it was suitable for enhancing student's language skills. I used the routine to see if the number of classes allocated for Bangla was congruous. Lastly, I used the lesson plan to ensure a number of things, which include knowing if the lesson plan is suitable or not and also if they were following all the applicable strategies while preparing them. The interview and observations and document review on the curriculum on Bangla language helped me triangulate my analysis. Denzin (1970) in Bowen (2009) stated that document analysis is often used in combination with other qualitative research methods as a means of triangulation, the combination of methodologies in the study of the same phenomenon. Document review is used to determine if implementation of the program reflects program plans; the review of program documents may reveal a difference between formal statements of program purpose and the actual program implementation (Creswell, 1994). Additionally, Creswell (1994) in his book of Qualitative Design cited that document

review helps develop other data collection tools for evaluation. Thus, document review also helped me develop my further data collection tools like preparing interview guide for the teachers and trainers.

### **3.6 Role of the Researcher**

In qualitative research, the researchers need to identify their biases, values, and individual interests about research topic. They are also expected to include the statement of their experience (Creswell, 2003).

I got a chance to join an English medium school where I was a pre-school teacher. During that period, I felt how much children are involved with their teachers and follow the teachers' footsteps. So it's been a long time I am involved with little kids and young learners. I am working as a supervisor since 2010 in an English medium school in the primary section. My interest in the young learners made me chose my research topic, but I tried not to impose my previous experience, knowledge, and interest on this research issue. I tried to play solely a researcher's role who is just gathering information. I shared the purpose of my study and observation sectors with the participants beforehand conducting the data collection. I did not show any dissatisfaction, criticism, or suggestion that can embarrass or degrade my research participants.

In my study, I tried my best to be free from this foreordain assumption. I tried not to harm anyone and authentically using credible data. I tried to be very cordial and respectful to all participants and create a good relationship and environment before starting interview and observation.

### 3.7 Data Analysis

After collecting the data from different sources and transcribing the interviews and field notes, I analyzed it and interpreted it. I monitored the specific data for my study as after collecting data, I arranged data using pens of multiple colors to mark the data with the date and numbers of research tools, coding data, categorized and organized the data according to a theme, sub-themes, and patterns based on my research questions, read those questions repeatedly and try to understand what these data was telling, presented qualitative data to summarize the main points after each theme, analyzed data considering key words which was related with key questions. It is the process of bringing order, structure, and meaning to the mass of collected data. I have analyzed my qualitative data in three significant steps. They are:

**Organization of the raw data:** It is generally cleaning up the irrelevant data not related to the interview purpose and study objectives.

**Data Reduction:** It is generally done by making the data small through categorizing and coding the data. This phase of data analysis is the most difficult, complex & ambiguous but also creative. *Coding*- it is the formal representation of analytical thinking. It is the process of organizing the material into chunks or segments of text before bringing meaning to information (Rossman & Rallis, 1998). *Categorizing*- I clustered together with similar topics and categorized them.

### 3.8 Ethical Issues and Concerns

All the necessary information about interview was given to the participants on the particular day of conducting my interview and the given information in the invitation-for-participation letter. On the interview day and in the invitation letter, personal information would not be

published. Moreover, it was stated in the invitation letter that participation in this study was completely voluntary.

Studies that involve collecting data from participants' researchers should consider protecting research participants from possible harm and maintaining the participants' privacy and confidentiality (Gall et al, 2007). In this regard, I did not disclose my interviewee's name and did not do anything without the institutions' consent where I went for my data collection. I shared my purpose of the study and the reason for the interviewing, observation sectors, and how my findings will be used before conducting the participants' data collection. I provided my participants' an informed consent. According to Johnson & Christensen (2004), Potential research participants must be provided with information that enables them to decide whether they want to participate in the research study. Ethical consideration is part of the research works and cannot be avoided (Bryman, 2004).

### **3.9 Credibility and Rigor**

To establish the usefulness of a study, one should provide complete descriptions of theoretical and methodological orientation and the process. Also, provide a thick, rich contextual feasible, detailed description of his learning (Rossman & Ralls, 2003). Completing two courses on research methods under M. Ed program, I came to know how to design and conduct research. On the basis of identifying a specific problem of teaching-learning method in the education system in Bangladesh. Through literature Review, I selected my research topic. I discussed it and got an opinion from the faculty members and peers. Afterward, I have conducted piloting to get a preliminary idea about my research site and research participants.

Again, I presented my thesis proposal from the field study and incorporated the valuable feedback. In this way, with my supervisor's help, I finalized the research topic, research

questions, research tools, research locations, research participants, and data collection methods. Finally, under the guidance of my supervisor, I conducted the research. I have designed the interview for parents & teachers and class observation to answer the research questions. Before going to data collection, I have followed the field plan and informed the concerned authority. I provided a consent letter wherever needed. I have chosen a silent place for the interviews. It was clearly mentioned to every participant that they could withdraw from the study at any time. The institution's names and the participants in the study were changed using pennames, thus guarantees confidentiality and privacy.

### **3.10 Limitations of the study**

It would be better to collect data from more English medium schools to gather different school's teaching-learning practices of the Bangla language and students' relationship. Still, due to the time limitation and the reluctance or lack of interest of the school administrative bodies, it was impossible. Due to the short duration of the study, it was not possible to observe overall effects. It would be better if the interactions between the parents with their children could be observed. Besides, it was difficult to find significant relationships from the data due to the small sample size. The small sample size may not ensure an accurate representative distribution of the population. I faced difficulties finding the literature of my research topic as there hasn't done much research in my area. As a researcher, I met many problems to take permission from the schools. As a private school, it was only up to the authority to give consent. Schools were rigorous to share any information. I created a friendly environment so that the participants talk to me spontaneously.

## **Chapter 4**

### **Results**

#### **4.1 Introduction**

This chapter will elaborate on my research findings based on the parents' & the teachers' questionnaires and classroom observations. This study tried to relate the result with research questions & the purpose of the study. By analyzing this, I have categorized my result into two areas with key points.

#### **Findings from Parents' Questionnaire**

##### **4.1.1 Rationale of the parents of choosing an English medium school**

I found that parents have different opinions of choosing English medium schools for their children. The two parents had similar views. They have emphasized English as it is the international language that will open up their door in every sector in the future and higher education. One parent mentioned,

"In the age of globalization and digitalization, English as an international language will open the door to every sector in terms of education, especially higher education and communication" (# Interview 1, Date: 02.01.2020, at a cafe, Uttara).

Another parent has focused on a classroom environment where students can share their ideas and thoughts creatively. In English Medium schools, parents feel that all children get a fair chance at showing their caliber and share their thoughts. According to the parent,

"Students should be taught English from a young age, as Bangla medium schools do not use it as their language of communication; it becomes tough for children to learn

that easily, whereas their children can communicate in English just at the age of 4” (# Interview 2, Date: 03.01.2020, at a coffee shop, Uttara).

That is the reason for choosing English Medium School for their children.

#### **4.1.2 Parents perception in using language**

Parents prefer their children to use the English language at school because that serves their children's purpose to send English medium school. According to one parent,

“Children's brains are fresh to learn new things very quickly than adults. This is the perfect time to develop any skill. Children can adopt new things quickly. So the English medium school has an environment for them to learn a foreign language perfectly and quickly” (# Interview 2, Date: 03.01.2020, at a coffee shop, Uttara).

Regarding language practice at home, the majority of the parents think that „students should preferably use Bangla language at home while a few think otherwise. But one parent prefer English to use in the home, according to the parent,

"Because they will be in practice and will help them improve their English language skills. Parents also request class teachers to encourage their children to practice English both at school and home" (# Interview 1, Date: 02.01.2020, at a cafe, Uttara).

Parents do not equally encourage students to learn Bangla compare to other subjects. One teacher states,

“Their ultimate goal is to make their kids expert in English as they have chosen the English medium school for their kids” (# Interview 3, Date: 04.01.2020, at a cafe, Gulshan).

Another teacher also said in the same way, she said,

"I think Parents similarly don't encourage students to learn Bangla language (Spoken, writing, listening) compared to English. They think they send their children to English medium school to learn the English language, not Bangla language" (# Interview 1, Date: 02.01.2020, at a cafe, Uttara).

From the parents' perspective, Bangla is a very easy subject as it is their mother language. So they are not encouraging their children to learn or to practice. According to a parent,

"To master English needs more and more practice. If they use Bangla more in their day to day conversation, they will have less opportunity to practice English, and that will hamper their learning of English" (# Interview 3, Date: 04.01.2020, at a cafe, Gulshan).

I got almost similar opinions of student's interest regarding the Bangla language & culture. The teachers' responses show that English medium students show lower interest in learning the Bangla language as they are more engrossed in learning English. She said,

"Students of English Medium students struggle severely in Bangla than any other subjects. Though their mother tongue is Bangla, while it comes to academics students, tend to avoid the subject in all manners. Bangla has 11 vowels and 39 consonants and many more signs which students of English Medium find too difficult to study". (# Interview 4, Date: 05.01.2020, at school premises, Gulshan).

Another teacher said,

"They don't have the same interest to learn Bangla language compare to the English language. As all the books they read are written in English, they are becoming familiar with the English language quickly. In Bangla language, there are more letters than English (they feel Bangla is hard to write) and some have a bit same sound, it makes them confused to read/write" (# Interview 1, Date: 06.01.2020, at school premises, Uttara).

#### **4.1.3 Teachers' experience with students' use and practice of Bangla language**

Teachers mostly used activity-based teaching in Bangla classes. In few classes, traditional teaching methods are used as well to help the students understand better. Analyzing the

responses from the teachers, I found that there are four classes per week on average to teach Bengali subjects. Below is a table of class distribution between Class 1 to Class 5

According to the responses I have received from the teachers, the grades received by English medium students in other subjects are visibly better than their grades in the Bangla language. According to a teacher,

"Students receive a higher grade in other subjects compare to Bangla subjects because all the other subjects are written in English, and they are becoming more familiar with this language in reading and writing" (# Interview 1, Date: 06.01.2020, at school premises, Uttara).

According to the participant, an average grade received in the Bangla subject is lower than the English subject's average grade. Different issues were identified behind the lower grade in Bangla subjects from the following statement of a teacher,

"Only in Bangla class they can speak & write in Bangla. For that reason they pick less Bangla vocabulary" (# Interview 4, Date: 05.01.2020, at school premises, Gulshan).

I got a different opinion from the responses; according to one teacher responses,

"Textbooks are sufficient to learn Bengali language and culture" (# Interview 1, Date: 06.01.2020, at school premises, Uttara)

While others think that textbooks are not good enough. Other than the textbooks, she said,

"Students can learn the language by participating in activity-based learning. To do so, teachers do prepare lessons as per the requirements of the students and also by following the Bloom's taxonomy" (# Interview 1, Date: 06.01.2020, at school premises, Uttara).

Besides using textbooks, teachers use storybooks as additional Teaching Learning Materials to teach Bangla subjects.

The school arranged different activities for the weak students in Bangla subject. Extra care during lessons, continuous encouragement, parents' involvement, and additional

homework/are significant. While school receives any complaints from parents about students' weakness in Bangla subjects, schools promptly respond. In such cases teachers are also aware of such students' weakness and take necessary measurements eg; extra class, providing them with easy story books, making them read aloud from books to identify their weakness. Teachers also ask these parents to make the students practice reading and writing at home regularly.

Most of the students use the Bangla language with their friends and relatives at home. One parents said that,

"I try to motivate students to grow interested in Bangla language Bangla subjects by telling them Bangla traditional stories, aware them by telling Bangladeshi History or cultures even sometimes, I encourage them by giving emotional motivation" (# Interview 3, Date: 04.01.2020, at a cafe, Gulshan).

Parents encourage students to recite poems and try to find out the meanings of the poet's phrase. They also watch Bangla Drama together and fulfill the queries of their children about the Bangla language.

## **4.2 Classroom observations**

From my observation, I have collected some important information about the way of classroom interaction, preparation & presentation of lesson plan and classroom atmosphere & management. Classroom observation was ranked by three categories i.e. good, fair, and poor. If the activities fall under the good or fair category, I consider it satisfactory and effective to learn the Bangla language.

### **4.2.1 Way of classroom Interaction**

I got some information from my observation about the classroom interaction. The way of instruction is in English in English medium schools. But as per school rules, communication will be in Bangla language in Bangla classes. As I observed Bangla language classes, teachers & students' interactions were in Bangla. The teacher-student relationship was comfortable. At the beginning of the class, teachers took attendance. The classrooms are very spacious & well equipped. The environment seems very friendly between teachers and students.

### **4.2.2 Preparation & Presentations of lessons**

During my class observation, I got a detailed lesson plan, which is very organized. It seems very useful for the students. There were learning objectives, warm-up sessions to get students' prior knowledge, learning activities, and wrap-up sessions to get students understanding of that specific lesson plan. There was an appropriate balance of structured and open-ended/communicative activities, and the lesson plan was geared toward real/authentic language use.

During the class, I found that the lesson was presented effectively and clearly. The activities/exercises chosen to achieve the objectives and the type and amount of teacher feedback were effective. There were smooth transitions between activities. The time allotted for activities and the amount of teacher talk and student talk was appropriate. The instructor used the target language in the classroom appropriately. Instructors also use Bangla language appropriately as per student needs.

### **4.2.3 Classroom atmosphere & management**

The class atmosphere was warm, open, and accepting. The instructor was also found sensitive to students' difficulties and abilities. One student was struggling with spelling, so the teacher tried a lot by sounding out the spelling syllables. The students seem very active and lively. The use of small groups/pair work and the seating arrangement was appropriate, and it's facilitated her attention among students appropriately and students appropriately participate in the classes. I found the technology that the teacher used is creative.

## **Chapter 5**

### **Discussion and Conclusion**

#### **5.1 Discussion**

The research was conducted to know students' interest in the Bangla language in English medium schools in Bangladesh. I conducted a literature review based on the objective of my research. I reviewed the relevant literature though I found very little work has been conducted in this area. My research participants were teachers and parents from Class I to Class V. I conducted semi-structural questionnaires and interviewed teachers and parents. I also observed teachers and students in the classroom environment to in real-life scenarios. I found from my classroom that teachers are very friendly and have good interaction with their students. Their body language is appropriate and lectures are loud and fluent. Throughout my research, I found that students' have a lack of interest in learning the Bangla language. I found several reasons behind of less interest in learning the Bangla language of the students. Parents' negative attitude towards learning Bangla language, less time allocation to teaching Bangla subjects in school.

Bangla language is significant among them. As a result, students Bangla writing, vocabulary, and pronunciation efficiency remain poor, even after completing eight years of study from early childhood to Class V in English medium school. To make the Bangla language more enjoyable and interesting to the students, I recommend several initiatives like allocating more time for Bangla subjects; introduce interactive and fun based Bangla language classes, more cultural and extracurricular activities in Bangla, and change of negative attitude of parents towards learning Bangla language. I found the Bangla curriculum for English medium schools is well developed and enriched to learn Bangla language. Though, I recommend further research in this area. Above all, the overall approach that English medium schools are

only for English language learning should be changed by the relevant stakeholders of this English language curriculum-based education.

English medium schools follow mostly British board curriculum that uses English as the medium of study. Textbooks and other learning materials are prepared in English. Class lectures are also delivered in the English language. Bangla is one of the subjects for English medium students to study till 10<sup>th</sup> grade to appear O level exam. As the English language is the medium of study for all subjects, students only get an opportunity to learn and practice the Bangla language during Bangla classes.

In most cases, the opportunity of learning the Bangla language is very limited. On average, only four classes in a week are allocated for English medium students to learn Bangla subjects. For the students' prompt understanding, teachers use both English and Bangla language to deliver lectures in Bangla subjects' classes. These further lose the opportunities of the students to learn the Bangla language. The study also found that the textbooks that are used for teaching Bangla subjects are not entirely content enough to learn writing and pronunciation of Bangla at an advanced level. That's why in most of the cases, students have basic skills in Bangla writing, pronunciations and vocabulary, even after eight years of learning from early childhood to 5<sup>th</sup> level.

In the classrooms, teachers use both traditional and activity-based teaching to teach the Bangla language. The class exams only use students' efficiency in the Bangla language. There are no extra classes for teaching the Bangla language, neither any individual assessment of the students for Bangla language. Initiatives like extra care during the lesson, continuous encouragement, parents' involvement, and extra homework are provided to students, who are weak in Bangla subject. These initiatives are also taken for other subjects. Although, the initiatives found helpful for other subjects it was found less effective for

Bangla subject. I identified issues like fewer parents' encouragements, students' interest, and less opportunity to learn the Bangla language as the reasons for less effectiveness of school initiatives.

Most of the students of English medium schools think that English is easier to learn than the Bangla language. Since they get few classes to learn the Bangla language in most cases, it becomes very difficult to learn the Bangla language's complex structure compared to English. Students face difficulties in learning too many vowels and consonants of Bangla alphabets, clusters of consonants, abbreviated and variant forms consonants, and several exceptions of the use of alphabets. On the other hand, students found it easier to learn English alphabets. Since there is less use of the Bangla language to learn their subjects, students usually do not heavily concentrate on the Bangla language and avoid complex learning of the language. Parents also do not emphasize interest in learning Bangla for their children because of the less use of the language for the school curriculum.

Our study found less motivation from parents for students to learn the Bangla language. According to the parents, in the age of globalization and digitalization, English as an international language will open the door to every sector, especially for higher education. In professional life, English is the language for communications. Computer literacy and digital communications are also based on English.

The language all over the world is English. So, choosing higher education in any sector and choosing a career at home or abroad will be more meaningful, effective, and easier to adopt if their children learn English. Though few parents informed that they encourage their children to read storybooks, but mostly found their main intention to send their children to learn advanced-level English language than Bangla language. Parents feel proud of their children can speak and write advanced level English language.

English medium schools in Bangladesh offer different cultural activities, celebrations, and extra-curricular activities in the Bangla language. Teachers try their utmost level to fire up students' motivation to learn the Bangla language. In the class, teachers usually discuss the importance of learning mother tongues and how it develops a person's personal, cultural and social identity. Teachers try to develop students' critical and literacy skills in the Bangla language so that students never run out of reasons to learn the Bangla language. Students are continuously asked to speak in proper Bangla during Bangla classes, read aloud with confidence, and participate in public speaking. To increase vocabulary, they are referred to storybooks of their level and listen to Bangla stories, which are available in different media. Teachers help students to understand and know Bangladeshi history and cultures. Even sometimes, teachers try to motivate students emotionally.

It was observed that the classroom environment is quite favorable to learn the Bangla language. Teachers are well prepared for classroom lessons and delivered their lectures clearly and affluently. Teachers use both English and Bangla language to deliver teaching. Students also use both languages to communicate with teachers. The classroom atmosphere is very active and loud. Teachers well manage the classroom so that students can participate effectively. In addition, appropriate and state of the art technology were used in the classroom to deliver the lecture and communicate with students. It was also observed that the teacher is very friendly and has good interaction with the students. Teachers' body language is very appropriate, and lectures are very articulate. Teachers begin the class by telling short stories on the topic to grab the attention of the learners.

Most of the students in English medium schools like the culture of foreign countries of which curriculum they follow. Though they like to celebrate different Bangla festivals in school, Western countries' culture attracts them more. They are more likely to celebrate English New Year than Bangla Pohela Boishakh. Most of the English medium students plan to study in foreign countries after their O level exams. They like to get habituated from their school level with western culture and language to adjust with western society in the future. Parents also encourage students to practice western culture and celebrate festivals that basically celebrate western people. Lack of cultural attraction also leads students to learn the Bangla language at an advanced level. Most of them only achieve basic skills level after completing the first eight years of study.

My research found that students are weak in Bangla language rather than the English language in every aspect of proficiency, i.e. reading, writing, and spoken. The Bangla language weakness is mostly the outcome of their low level of vocabulary in Bangla and poor quality of pronunciation. Since English medium students have a very limited vocabulary in Bangla, their writing skills are also very poor. They conduct several spelling and grammatical mistakes and poor quality of sentence construction in their Bangla writing. Because of their poor pronunciation skills in Bangla, they frequently face difficulties communicating in Bangla. Though, most of the students of English medium schools can read Bangla well after completing 5<sup>th</sup> grade. But their writing, vocabulary, and pronunciation skills remain very poor.

In English subject in grade -2, in last academic year, the highest mark was 100 out of 100, the lowest mark was 89, and the class average was 95. But in Bangla subject in grade -2 in last academic year, the highest mark was 92 out of 100, the lowest mark was 37, and the class

average was 81. In Grade 1 in the last academic year, the highest and average grades were "A" and the lowest grade was "C". Same test performance happens in grade 4 also. The average score of the Bangla subject was 77, while the highest and lowest scores were 96 and 51 respectively in the last academic year.

## **KEY FINDINGS**

The detailed review of the result states the following findings:

- ❖ Pedagogy of English medium schools follows mostly British board curriculum that uses English as the medium of study.
- ❖ Performance of the students in Bangla language is meager than the English language.
- ❖ Bangla writing, vocabulary, and pronunciation efficiency of the students stay behind poor.
- ❖ Lack of cultural attraction also leads students to learn the Bengali language at an advanced level.
- ❖ The classroom environment is favorable & friendly to learn Bangla.
- ❖ Teachers use different types of activities to motivate the students.
- ❖ Parents have less interest in encouraging their children to learn the Bangla language.
- ❖ Comparatively less weekly classes are allocated for learning in the Bangla language class.

## **5.2 Conclusion**

This chapter highlights the results of the findings and discussions by presenting the context. It blends the questionnaire responses with the research findings. Finally, recommendations and conclusions are provided on the basis of the findings and discussions. The findings of the study also reflect on the important issue that English is not just a

foreign/second language in the context of Bangladesh; rather, it delivers what Gee (2011), called "social goods in the society: who gets what in terms of money, status, power and acceptance" (p.7).

The research was accomplished to determine the efficiency of English mediums students in the Bangla language. Through classroom observation and the interview with the teachers & parents & my own teaching experience in English medium school for 15 years, I found, students of English medium schools have lower efficiency in Bangla language though Bangla subject curriculum is enriching enough to learn Bangla language. As the English medium school's Students use English in their academic sphere on a large scale, parents' responsibility is to provide opportunities to nurture their own language and culture at least in the home domain. Though as a parent it is required to ensure quality education, academic success, bright career for their children, but it is far more crucial to understand that having sound proficiency in English, even if neglecting one's own mother tongue if it requires, cannot be and should not be the only way to achieve these. As the parents are completely influenced by the teachers and school authorities, the teachers' attitudes need to be changed so that using Bangla at home and with friends & family would not affect children's proficiency in English.

Therefore, parents' positive attitudes and perspectives towards the Bangla language can help them get interested in the Bangla language. But only educational institutions cannot single handedly solve this problem; I believe parents should also teach their children about the nation's history and the government should also take the initiative (Nowshin, 2018). However, further scope of research can be in the area of textbook and curriculum development of Bangla subject in English medium schools. This can be done by reviewing and assessing the Bangla curriculum, textbooks, learning material development, teacher training; and the assessment and examination system in the context of Bangladesh's general

education system. Curriculum development will also examine the content and pedagogical approaches of English medium schools, review the delivery modalities used in English medium schools and improve the English medium schools' effectiveness of teaching methodologies.

## **5.3 Recommendations**

### **5.3.1 Allocate more time for Bangla classes**

Only four classes in a week are not sufficient for students to learn the Bangla language at an advanced level. It is recommended that more classes are required. The content teaches for Bangla subject learning was found satisfactory, and the curriculum is well enhanced. It only requires more classes to teach it perfectly. I recommend at least six classes in a week for the students from Class 1 to Class 5.

### **5.3.2 Introduce interactive and fun based Bangla language class**

Though there are extra classes to teach the Bangla language for the weak students in Bangla, the school should include interactive and fun-based Bangla language classes to enhance Bangla education's quality and relevance in English medium school. Relevant teaching-learning materials should be developed to make the language classes more interactive and fun-based. It is required to develop ICT for pedagogy, increase teachers' capacity, and make effective planning, linguistic management, and coordination for Bangla language classes.

### **5.3.3 More cultural and extra-curricular activities on Bangla language**

English medium schools provide extra-curricular activities such as Boshonto-Utshob (spring festival), Pohela-Boishakh (New Year), Pitha-Utshob (rice cakes), Rabindra, and Nazrul-Joyonti (birth anniversary) to enhance their knowledge of the language and culture of Bangladesh. Mother Language Day, Independence Day, Victory Day, and other remarkable national days. However, the extra-curricular activities are abundant but not sufficient. It is recommended to improve extra-curricular activities of students of English medium students. Extra-curricular activities may include more events related to Bangla culture and language. Schools can introduce the national anthem of Bangladesh every day at the beginning of school. Bangla poem reciting competition, Bangla songs and storytelling competitions, Bangla drama competitions and Bangla writing competitions may also include encouraging students more on Bengali language learning.

#### **5.3.4. Change Parents negative attitude towards Bangla language**

Parents can be involved to encourage their children to learn the Bangla language. Campaign to change the attitude of parents towards the usefulness Bangla language learning may arrange. A campaign may include different dissemination and media activities like workshops, seminars, and press releases. Several incentives like stipend on learning Bangla language and discount on tuitions for the students who are good in Bangla language may also introduce.

This is high time we need to address prejudices and ignorance to recognize the importance of local dialects. Students might have their choice whether they will use their local dialects or not, but parents should not hold such kind of negative attitude towards their local dialects. They need to be enlightened about the matter that language, even local dialects carry culture and group identity. The linguistic diversity enduring beyond institutional pressures and social prejudices against non-standard regional dialects (i.e., through national language policies, school, media, as well as stigmatization and negative social judgments) questions the social

forces underlying dialect maintenance across generations and how children contribute to this process.

Educative and instructive posters about First Language awareness and language distortion should be placed in different places. The posters should clearly indicate and vividly highlight the consequences of mother tongue neglect. Additive bilingualism will, therefore, be achieved as none of the two languages will be devalued. Infect all educational stakeholders need to be enlightened on the importance of using mother tongue, which has become a global phenomenon.

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## Appendix A.

**BRAC Institute of Educational Development, BRAC University**  
**Master's Thesis Programme**  
**MEd in Educational Leadership & School Improvement**

**Consent Form**

I am Farzana Zarin M.Ed. student in Educational Leadership & School Improvement at BRAC Institute of Educational Development of BRAC University. A research-based Master thesis will have to be submitted to my thesis committee as part of my obtaining the degree. You are invited to participate in a study titled “understanding English medium schools students interest in Bangla language” This research aims to understand the disinterest in the use of the Bangla language of English medium students. My research will try to look at the present practice of the teaching-learning process of English Medium Schools. You have been chosen as a possible participant in this study. I will observe one of your English reading classes to know the views on the issue, and your class about our topic will contribute to the study a lot. Probably, it will take around an hour. There will be no monetary compensation for your participation. There is no identified risk from participating in it.

The researcher will maintain the confidentiality about your identity. Any information that is obtained in connection with this study and that can be identified with you will remain confidential. The researchers named below will be responsible to ensure the protection of the information.

If you are willing to participate in this research, we would request you to sign this consent form. Your participation in this research is voluntary. Therefore, you may withdraw your participation at any time during the interview or later while the information is analyzed.

If you want to know more about this research or if there is relevant clarification that you may require, please contact the following persons.

Name: Dr. Manjuma Akhtar Mousumi Supervisor MEd in Educational Leadership & School Improvement; BRAC University; Dhaka. Address: Email:	Name of the Student: Farzana Zarin, MEd in Educational Leadership & School Improvement; BRAC University; Dhaka. Email: farzanazarin3011@gmail.com Mobile: .....
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I have read the consent form or my acquaintance read it to me. I completely understand my rights about participation and am willing to participate in this research.

Name: \_\_\_\_\_ Signature & Date: \_\_\_\_\_

## Appendix B.

### Interview Guide for parents:

#### Semi- Structured Interview Guide for Parents

**Project:** Bangla Language skills of English Medium Schools Students: Current practices and way forward to improve

**Site:** International Turkish Hope School (Primary Section)

**Duration of interview:** 60 minutes

**Interviewer:** Student of MED of BIED-BRACU

**Interviewee:** Parent of International Turkish hope school..

Parent's Age .....

Occupation .....

Educational Background .....

1. Tick the box for the grade your child is attending:

1	2	3	4	5
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2. Why have you chosen English Medium School for your child?

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3. Which Language do you prefer for your child to use in home, English or Bangla and why?

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4. Which language you prefer (English or Bangla) for your child to use while speaking with friends in a homely get together or playground and why?

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5. Which language (English or Bangla) you want your child to use while speaking with relatives or neighbors and why?

6. Do you think knowing local dialect or heritage language is important or not? Why?

7. Do you think your child should be proficient enough both in Bangla and English? If your answer is yes, please mention why?

8. Do you think that using Bangla or dialects in home can be detrimental to master in English?

9. Do you think that using English in home can be detrimental to master in Bangla?

10. Do you suggest your child to use a particular language at home or you let them use according to their own choice?

11. How often does your child read Bangla story books at home? If your answer is rarely or not at all is it because he understands English more than Bangla?

Very Often	Often	Rarely	Not at all
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12. How often does your child watch Bangla Channels/ movies/cartoons? If your answer is rarely or not at all is it because he understands English more than Bangla?

Very Often	Often	Rarely	Not at all

13. How often does your child listen to Bangla songs than English language song? If your answer is rarely or not at all is it because he understands English more than Bangla?

Very Often	Often	Rarely	Not at all

14. Does your child face difficulties to communicate with grandparents/elderly relatives in Bangla? If your answer is very often or often, is it because he understands English more than Bangla? Please mention if there is any other reason.

Very Often	Often	Rarely	Not at all

15. Do you think using Bangla more in their day to day conversation will hamper their learning of English? Whether your answer is No or yes, please mentions your logic for your answer.

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16. Do you think using English both for academic purpose and daily use will be not harmful for learning Bangla? Whether your answer is No or Yes, please mention your logic for your answer.

17. Do you encourage your child to use proper Bangla in their daily conversation and writing? If your answer is yes, what is your process to correct your child's Bangla language at home?

18. Does your child show interest in his or her school work in Bangla more than English? If your answer is no, what do you think the reason is?

19. Do you think your child is proficient enough in Bangla reading and writing than English? If your answer is no, what do you think the reason is?

20. How is your child progress in Bangla subject compare to English? If it is moderate or low, what do you think the reason is?

Very good	good	moderate	low
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21. Does your child like his/her Bangla teacher?

22. Does your child receive proper help from the teacher to learn Bengali language? If your answer is no, do you have any suggestion?

23. Do you think teachers attitude, personality influences your children to use Bangla language more than English language?

24. Does your child have fear for Bangla exam than English exam? If your answer is yes, what do you think the reason is?

25. Do you think, Teaching Learning Materials (TLM) used in classroom functions well for your child to learn Bangla language? If no, do you have any suggestion?

26. Do you think the extracurricular and cultural activities in school are sufficient to motivate your child to learn Bengali language and culture or it needs to improve?

## Appendix C.

### **Interview Guide for teachers:**

#### **Semi- Structured Interview Guide for Teachers**

**Project:** Understanding English medium schools students interest in Bangla language

**Site:** International Turkish Hope School (Primary Section)

**Duration of interview:** 60 minutes

**Interviewer:** Student of MED of BIED-BRACU

**Interviewee:** Bangla Teacher of English Medium School.

1. How many years do you have teaching experience?

2. Which grades do you teach?

3. How do you rank/categorize the school you teach?

Excellent/Good/Moderate/Bad

4. Did you teach any Bengali medium school before? If your answer is Yes, please mention how many years and how many schools? If your answer is NO, can you compare Bangla language skills between same categories Bengali medium school students and English medium schools students? Please elaborate your answer to tell us how?

5. Please mention the average, highest and lowest grade of Bangla subject in last academic year of any particular class?

6. Do you think, students receive higher grade in other subjects compare to Bangla subjects? If your answer is Yes, can you mention reasons for the weakness? Can you compare Bangla subject exam score with English subject exam score of a particular class. You can compare by highest, lowest and average exam score of Bangla subject and English subject of last academic year.

7. Do you have any assessment for students to assess spoken, writing and listening skills of Bangla language? If No, how do you assess students Bangla language skills?

8. Do you think students have equal proficiency in spoken, listening and writing in Bangla language? If your answer is No, please mention which areas of Bangla language students are mostly weak.

9. Do you think students have same proficiency in Bangla language (Spoken, writing and listening) compare to English language? If your answer is No, can you mention any reason? Please also mention how do you know, they do not have same proficiency?

10. Do you think students have similar interest to learn Bangla language compare to English language? If your answer is No, can you mention any reason? Please also mention what makes you feel that.

11. What do you think, which cultural activities attract students more? Is it Bangladeshi or the countries of which, school curriculum they follow? If it is not Bangladeshi, can you mention any reason?

12. Do you think parents equally encourage students to learn Bangla subject compare to other subjects? If your answer is No, can you mention any reason?

13. Do you think Parents similarly encourage students to learn Bangla language (Spoken, writing, listening) compare to English language? If your answer is No, can you mention any reason?

14. Do you think, Parents priorities students to learn Bengali culture? If your answer is No, can you mention any reason?

15. Do you receive any complain from parents about students' weakness in Bangla subject and/or Bangla language? If your answer is yes, how frequent it is? How do you solve the complain?

16. Which language do you teach in classroom?

Bangla language / English language/ Both

17. How many Bangla classes do the students have in a week? Please mention from early childhood to grade 5.

18. What method do you use?

Traditional / Activity based / Both

19. In the Bangla class do students feel uncomfortable speaking in Bangla?

Yes /No/often

20. Do you have additional books for Bangla besides text book?

Story books/ general knowledge/others

21. Do you think Bangla text book is sufficient enough to learn Bangla language, literature and culture? If your answer is No, please mention the reason.

22. Do you try to motivate students to grow interest on Bangla language and Bangla subjects? If your answer is yes, please mention how?

23. What initiatives do you take for the students who are weak in Bangla subjects and/or Bangla language?

Extra care during lesson / Continuous encouragement/ Parents involvement/ extra homework/All

## **Appendix D.**

### **Checklist of class observation:**

**Name of the school:**

**Name of teacher: Class:**

**Date:**

#### **A. PREPARATION**

1. The instructor had a clearly discernible lesson plan. *Outstanding Good/ Fair/ Poor*
2. There was an appropriate balance of structured and open-ended/communicative activities.  
*Outstanding Good/ Fair/ Poor*
3. The plan was geared toward real/authentic language use. *Outstanding Good/ Fair/ Poor*

#### **B. LANGUAGE USE**

1. The instructor used the target-language in the classroom appropriately . *Outstanding Good/ Fair/ Poor*
2. Use of Bangla language was appropriate to student needs. *Outstanding Good/ Fair/ Poor*

#### **C. LESSON PRESENTATION**

1. The lesson was presented effectively and clearly. *Outstanding Good/ Fair/ Poor*
2. The activities/exercises chosen to achieve the objectives were effective. *Outstanding Good/ Fair/ Poor*

3. There were smooth transitions between activities. *Outstanding Good/ Fair/ Poor*
4. The time allotted for activities was appropriate. *Outstanding Good/ Fair/ Poor*
5. The amount of teacher talk and student talk was appropriate. *Outstanding Good/ Fair/ Poor*
6. The type and amount of teacher feedback was effective. *Outstanding Good/ Fair/ Poor*
7. Cultural instruction was integrated into class activities. *Outstanding Good/ Fair/ Poor*

#### **D. CLASSROOM MANAGEMENT**

1. The use of small groups/pair work during each activity was appropriate. *Outstanding Good/ Fair/ Poor*
2. The seating arrangement facilitated learning. *Outstanding Good/ Fair/ Poor*
3. The use of audio-visual & tech materials was effective. *Outstanding Good/ Fair/ Poor*
4. The instructor divided his or her attention among students appropriately. *Outstanding Good/ Fair/ Poor*
5. Student participation was on task. *Outstanding Good/ Fair/ Poor*

#### **E. CLASSROOM ATMOSPHERE**

1. Student participation was active and lively. *Outstanding Good/ Fair/ Poor*
2. The class atmosphere was warm, open and accepting. *Outstanding Good/ Fair/ Poor*

3. The instructor was sensitive to students' difficulties and abilities. *Outstanding Good/ Fair/ Poor*

#### **F. USE OF TECHNOLOGY**

1. Use of technology (video, audio, web materials) was appropriate given the material being presented. *Outstanding Good/ Fair/ Poor*

2. Use of technology was particularly creative, i.e. it accomplished something that could not have been done as easily with other media. *Outstanding Good/ Fair/ Poor*

3. Use of technology is limited in the classroom, but used appropriately outside the class (e.g. for email, drilling, background, etc. *Outstanding Good/ Fair/ Poor*

#### **COMMENTS**

STRENGTHS:

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SUGGESTIONS FOR IMPROVEMENT:

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