

Challenges Faced Attitudes Developed While Learning English as a Foreign
Language: An Empirical Study of Primary School in Munshigonj District.

By

L.M. Raghiv Nihal

16203009

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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:

L.M. Raghiv Nihal
16203009

Examining Committee:

Supervisor:
(Member)

Mohammad Mahmudul Haque
Assistant Professor
Department of English and Humanities
BRAC University

Departmental Head:
(Chair)

Professor Firdous Azim, PhD
Professor and Chairperson
Department of English and Humanities
BRAC University

Abstract

This research looks into the matter of the challenges and attitudes towards learning English as a foreign language for the students in rural areas' primary schools. In rural areas, English is first introduced at the primary level and the objectives of teaching English language at the primary level are to flourish their learning competence. For this research, the students of primary schools are the target persons. This research finds out the process of learning English language in rural areas' primary schools. In the very early stage of teaching, it is the responsibility of the teachers to provide the necessary things like classroom materials, posters, flashcards, placards, visual aids for the students to make the class interesting and attractive. The students should know the English language at their very early stage so that they do not face any problem afterwards and they find it easy and amusing. However, the scenario is different in rural areas' primary schools in comparison with the urban area's schools. On the contrary, the teachers of primary schools may not have a very good idea in English language because of not having proper training. Most of the teachers do not have any idea how to make the English language class attractive. Besides, the researcher tries to find out the factors that interrupt English language learning and the scenario of primary schools' learning procedure as well.

The researcher always tries to highlight the research topic and explore the problems related to English language learning throughout the interviews with the learners and the teachers as well. Both the students and the teachers played a very important role for data collection procedure. The result of this study is to show the process of learning English as a foreign language in country side's primary schools.

Keywords: Primary School, Rural Area, English Language Learning.

Dedication:

It is my extremely pleasure to dedicate my work to my beloved parents who gave me the opportunity to see this beautiful world. My mother who always support me and my father for whom I have chosen English Department in BRAC university.

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Chapter 1:

1.1 Introduction:

In Bangladesh, English is a compulsory subject from the very elementary stage. Furthermore, English has not yet been declared as a second language although most of the private universities and other multinational organizations, almost all external works are handled in English. Bedir (2009) mentioned that teachers seem to be ignored the differences between the characteristics of learning new language and learning foreign languages. He added that if we don't have good learners, it is quite impossible to create such desirable stuff of international standards. It is true that in rural areas' primary schools hardly have such good teachers who will take the responsibility of the students in our country.

The English language has been introduced in the late 1900s in national curriculum. In rural areas, students start academically studying English at their primary level. The lack of teaching materials in the countryside primary schools makes English language learning very tedious. It is one of the major problems to the students in rural areas' primary schools. From the primary stage, English language has been introduced to the students but still, they find English language learning boring and hard.

This chapter provides an overall introduction and explores the difficulties that the students face while learning English as a foreign language.

1.2 Background of this study:

We deal with language in every part of our lives. Language is a structural system of communication, especially for human being. Language is everywhere and it is necessary for us. Language is one of the most important things for education. The higher status of English in global economy of language means that English language education is on the rise in international development day by day. Learning English language has made a significant role in Bangladesh. In urban areas, a lot of English medium schools, colleges, and universities are seen where the use of English language is a must and the students are in advance. The scenario is different in rural areas. The rural areas' students are deprived of English language learning in comparison with the urban areas. Most of the parents are illiterate in rural areas. They earn their living by farming, weaving, pulling rickshaws, cobbling, etc. They are not aware of their children's education. So, the teachers of the rural areas are somewhat indifferent to their students. English is mandatory at the elementary stage nevertheless, it is found that the learners at the primary stage do not have much interest in learning English and they seem to be unhappy to take part in English language classes (Manzoor, Ahmed, & Gill, (2014). English language learning in the countryside schools is always a major problem as the students face much difficulty to raise the level of proficiency because of the background where the English language is almost out of mind to the language learners every day outside of English language classes and English is seen as a foreign language (Thiyagarajah, 2003). Most of the students do not focus on learning and they just want to finish the syllabus. The English language is almost non-existence in rural areas. It is seen that most of the students dislike to practice English language outside of the classroom. The students just study for their exams. They do not focus on their basic learning. Thus, students in the rural areas are also being deprived of the quality of education. So, the result is imbalanced between the students of urban areas and rural

areas. The students of the urban areas are good at English language learning. Moreover, the students of the rural areas are not proficient in English because they are deprived of good quality of education.

1.3 Primary education in rural areas of Bangladesh:

Bangladesh is a developing country and here primary education is free for all. Article 17 of our Constitution mentions that the state should ensure a ‘uniform, people-oriented, and universal’ system of education. The government is supplying books free of cost and the students are receiving scholarship as well. Despite that, primary education is lagging behind in rural areas. There are some reasons behind it. First of all, parents of the students are unconscious of their children’s education because most of them are illiterate.

The scenario of primary education in rural areas of Bangladesh is very unsatisfactory. There are several problems that are seen in primary schools. Generally, the learners study Bangla, English, Science, Mathematics, Social Science, and Religion there. Their main objective is to pass the exams and the teachers want to complete their syllabus. Very few English version or Kindergarten schools are seen in rural area. Parents who are well off are seen to send their children to the schools. There are some parents who can afford to pay the fees to their private tutors but the rest of the parents cannot afford to pay the fees.

1.4 English language learning process in rural areas’ primary schools:

The purpose of teaching English at the elementary stage is to develop competence through meaningful and enjoyable activities (NCTB, 2012). It is important to study English as a foreign language for all the students. English is introduced first to the students at the primary level. They

Running Head: Challenges faced Attitudes developed while learning English

are taught Grammar Translation Method (GTM). However, in 2012 CLT was introduced and teachers were asked to teach in this method. According to NCTB (2012), textbooks are designed in CLT (Classroom Language Teaching) method, and teachers are asked to follow this method. In accordance with the National Curriculum and Textbook Board (2012) based on the objectives of primary education, the curriculum is designed to guide teachers with terminal skills, class-based achievement skills, and learning outcomes.

The difference between rural areas' and urban areas' primary education is noticeable in terms of English language learning. In rural areas, students are not aware and they only focus on memorizing and how to pass the exam. On the other hand, teachers focus on completing the syllabus. However, lack of qualified teachers is one of the major problems. Teachers are not so qualified to teach the students English language in rural areas. Generally, in the service of primary schools, teachers are to pass "Primary Assistant Teacher Recruitment" (PATR) exam for being a teacher. For applying as an assistant teacher in the primary school in Bangladesh, the qualification for the female is minimum H.S.C. and for the male is minimum graduation. The teachers are not properly trained to teach the students. However, most of the teachers do not have any idea about the methods of teaching English. They just follow the traditional method and the way they learnt in the institutions from their teachers. They are indifferent to follow any creative method to teach their learners. This is why, they are deprived of learning English language. They also find no interest in learning English because they think English to be tough and boring. In the primary schools, teachers are asked to follow the guideline properly. They are asked to follow four language learning skills such as reading, writing, listening, speaking. But teachers hardly follow them in the classroom.

1.5 Problem Statements:

The students in rural areas primary schools are not proficient enough in English language learning. Lack of qualified teachers is one of the major problems and parents are not educated enough as well. In most cases, the rural areas' students cut a sorry figure in their public exams. Most of the students focus on memorizing and just want to pass the exams. They are careless about the basic knowledge in English. There are four skills in English language. However, the main objectives of this research are the challenges that the rural students face and the attitude they develop in terms of learning English Language

1.6 Central Research Questions:

1. What is the overall condition of motivation, anxiety and self-confidence primary students in terms of English language learning?
2. What are the barriers to learn English language of primary school students?
3. What is the condition of the students' interest in English language learning?

1.7 Significant of this study:

The objective of this study is to contribute to improve the quality of English education in rural primary schools in Bangladesh. The significance of this research is to focus on the learning method of the students in rural areas' primary schools. The learning method is completely different from urban areas. Necessary steps should be taken to be successful and the foundation should be made strong in English throughout effective teaching.

Chapter 2

Literature Review:

2.1 Introduction:

There are some benefits of learning English in primary level as it provides a link between further learning, the basic concepts of modern cultures and communication and understanding of new concepts (Burnfit, 1991). According to National Education policy (2010), the main objective of learning English at primary level is to help students to develop competences in all four skills in English through meaningful and enjoyable activities. However, Karahan (2007) claims about English language learning that Positive attitudes give students a positive energy towards learning English and attitudes can play a very important role in language learning as it seems to affect students' success and failure in their learning.

2.2 Importance of Primary Education:

English is taught in schools from the very beginning so that the students can understand the four skills of the English language. Qoriah (2017) states that in the primary school, students are taught very basic strategies of reading English language. Reddy and Rao (2003) indicated that education is called the social indicators and primary education is necessary because economic development depend in it. They also added that the level of literacy or education is directly related to the overall domestic product with poverty, population growth, health and crime rates. In the age of globalization, it is important to communicate or use English language fluently in different situation. Though it is important but education at the policy level continues to be a neglected area

Reddy and Rao (2003). Kumar, Kopper and Balasubamanian (2003) said that there are some main objectives of primary level education and it helps the students gain their basic knowledge of reading and writing and a little basic idea of arithmetic. Reddy and Rao (2003) mentioned that education plays a key role in the country and it is given the recognition for empowerment in the individual and overall development of the society and the country as the primary input. In primary education, there has some basic strategies of learning English language which helps the learners to learn quickly. The purpose of teaching English in primary schools is to enable the students and make them understand the four skills of this language, namely listening, speaking, reading and writing through continuous practice of English in the classroom. Qiang (2002) added that students in primary school have been learnt through different kinds of activity-based approach and they are learnt from different kinds of activity-based approach such as playing, viewing, singing, acting, presenting, miming, gesturing and posturing based approach as well. He added that students in primary school are taught English language through different kinds of skills such as reading, writing, speaking and listening and the students are asked to learn with that process and that learning method can be expected to be a playful and happy experience. Kumar, Kopper and Balasubamanian (2003) identify that in primary education, students have got the very basic knowledge about their fundamental subjects and day by day they will get to know how it works. He added that they should have taught the English language skills at the very elementary level specially when they are in primary level. According to National Education Policy (2010), primary education curriculum has been revised and it gives much importance on learning English for communicating locally and globally.

2.3 Importance of learning English at the Primary Level:

More than fifty-three country are using English as their first language. Biswas (2018) states that in todays globalized world, English language education has become more important than English. Di pietri (1994) mentioned that language is one of the most useful things for human and without this we cannot think of thoughts that can be expressed to others, the society we build ourselves cannot engage in activities that take place in general. One of the objectives of learning English is to describe persons, objects, places and events and to express needs and feelings in English. According to Amarta Sen (2002), Primary education suffers not only from inadequate allocation of resources, but also from inadequate management and organization. Furthermore, Dacio Curriculum Base (1992) states that in order to improve the quality of second language learning, “reform” also emphasis short skills, student centered syllabus, collaboration and coordination among teachers, new students’ criteria and allows for a slight reduction in the number of the students in the classroom. In rural areas, most of the people are illiterate and they do not have enough knowledge of English language but now it is important and a part and parcel of their life. However, the situation is changing day by day and they have realized the importance of English language learning. Biswas (2018) mentioned that English is now an important part in the life of the people of Bangladesh, from everyday life to education and careers, where elementary English education is the baseline for students, especially in rural Bangladesh, though there are so many ups and downs. He also believed that the situation is changing constantly and so has the focus on teaching and learning English and it is necessary for the students to practice English in real life, communicative language teaching system or CLT has been introduced at the primary schools on Bangladesh. Moreover, Cahyati and Madya (2019) mentioned that Teaching English in primary

school means teaching 6-12-year-old students, considering them as young teachers and they come to classes at different levels of English knowledge because they are still young. It is better to have knowledge in English language from the very early stage otherwise it will be difficult to learn English afterwards. He added that some of the students of primary school may have good idea in English language; Others might know nothing about English and in addition, students who are very interested in English need to have a suitable English lesson experience, although those who are not interested in learning English need to be more inspired and supported by showing English to be exciting and fun. Hossain (2016) mentioned that it is better to have knowledge about the English language from the primary level otherwise it will be a problem for the students who do not have any knowledge in English language specially when they compete with other students. The school needs to have every facility to acquire proper knowledge in English language. Cahyati and Madya (2019) said that if schools have appropriate facilities such as English books, media and suitable teachers, they can help and assist students to learn English. Cummings (2002) as quoted in Wang et al. (1994) said: “when I hear, I forget. When I see, I remember and when I do, I learn” (p. 111).

2.4 Attitude towards learning English as a foreign language in Primary School:

Rahimi and Hassani (2011) uphold the issue that there is no doubt that English language plays a very important role in the whole worldwide relationship and it has become an international language. They also added that for many countries, it is considered as the 2nd language and they also include it in their educational policies as English has become an official language and it helps to engage in international activity. Oroujlou and Vahedi (2011) said that English language is widely accepted in the field of scientific communication, business world, cultural independence

and political issue as well. It is true that “language attitude is one of the important issues which plays an important role in language learning” (Mosha, 2014). Brown (2000) claims that attitude refers to the set of beliefs that trainers focus on and target members of the target groups and its own culture as well. Attitude and motivation emphasize the relationship with the student’s linguistics performances (Gardner, 2001,2002). Researchers found that positive aspects of attitude help the language learning process and it also helps the learning process easier (Khanna and Agnihotri,1994). Hossain (2016) mentioned that there are many differences between rural areas and urban areas students’ attitude towards English language learning. He also mentioned a problem statement which refers that in rural areas of Bangladesh, 99% of the people speak Bangla language as it is their mother tongue and primary school student in rural areas study English language as a subject and they just want to pass in the exams. So, language learning attitude varies from rural areas to urban areas.

2.5 English language teaching and learning process in rural primary schools:

Learning English language as a foreign or second language is taken more seriously and people in every part of the world are using English language and it helps to communicate with others. Biswas (2018) believed that English has become the modern lingua Franca and it helps to communicate with the others culture people. Cahyati and Madya (2018) mentioned that if schools have adequate English teachers, media and textbook only then they are ready to teach English. He added that in Primary school, they deal with 6-12 years old students and this time is believed to be the best moment to acquire English knowledge and this is consistent with the Principle of primary education so that young students can learn English Better. In English language classroom, there are two different participants and it is important to have a nice environment in the classroom and

proper materials and facilities have to take to engage participants in classroom. Teaching and learning process are two different things and they engage in two different participants in classroom and it is not only the teachers-oriented word, in these students have some responsibility for learning process as well (Quist, 2000). Cummings (2002) noted that students who are interactive, produce much more effective participation in class and language learning and teaching in the classroom will depend on the teacher's curriculum. Quest (2000) added the idea that quality of effectful teaching and students learning is closely linked to the knowledge and understanding of the subjects of the teachers. Pooja (2013) mentioned that as ELT (English Language Teaching) teachers in primary schools are not properly trained, they are facing problems when they teach. This is because they could not be able to make them understand so many things when students raise any questions. Though English language learning is compulsory in primary level but the result is not satisfactory enough and students are not paying attention in classroom because of the traditional way of teaching and students and their parents are paying more attention to private tutoring than classroom teaching. Though English has been taught compulsory in primary and secondary level, students' performance in English is not satisfactory enough (Chowdhury and kamal,2014). Hamid, Sussex and Khan (2009) uphold the issue that nowadays private tutoring and coaching plays a very significant role in Bangladesh and parents prefer private tutoring most. Ahmed (2013) mentioned that in Bangladesh, teaching and learning process are teacher-oriented, here the teachers just teach the lessons in traditional way as most of the teachers are not trained. He upholds the issue that in this process, students have to memories the rules, composition, paragraph and so many things and they have to cover their syllabus as well, though in Bangladesh, CLT is implemented but GTM is followed in Bangla medium schools.

2.6 Challenges of learning English language in Primary School:

Primary school students in rural areas are facing problems with English language. There are barriers to learn English. Students are facing difficulties in terms of English language learning. Hossain, Nessa and Kafi (2015) mentioned that most of the primary schools are in the rural areas and those schools do not have enough modern facilities for learning English language. As a result, it effects on learning English language for the primary school students. He also mentioned that English language learning might be boring for the students because teachers of the primary schools do not even care to use any interesting strategies for them to learn English.

2.6.1 Lack of facilities:

Hossain, Nessa and Kafi (2015) claims that rural areas students are afraid of learning English because almost all schools' authorities do not care to emphasize in learning English and they do not provide enough teaching learning materials and facilities for learning English. Hossain (2016) mentioned that most of the students in rural areas in Bangladesh could not pass in their public exam in English subjects because they do not get enough facilities for learning English. Hossain, Nessa and Kafi (2015) found that teachers in primary schools only use their previous lecture method and do not follow the new methods that has been implemented and primary schools' teachers do not have any knowledge of modern language learning method and techniques. He also mentioned that teaching guide is important for the teachers which helps the teachers to follow the proper instructions or guideline about how they should teach but the thing is, most of the teachers do not follow the instructions and guidelines which they have been provided as a teaching and learning materials.

2.6.2 Lack of English skills; teachers and students:

Kamrul (2014) claims that rural areas primary school teachers have not graduated either in English language or in English Literature and they have not much knowledge about GTM or CLT methods, they have a little knowledge over English Language and they hardly have the idea how to teach English. He added that most of the teachers in primary schools use the previous method of teaching. Research has shown that teachers in rural areas do not receive adequate training to teach English and have no idea how to make this teaching and learning strategy interesting. Hossain, Neassa and Kaif (2015). They added that training in education is important to enrich their knowledge. Kamal (2014) mentioned that as they have no degree on English Language and Literature and they do not get any training, they do not have the good command in English. Hamid, 2005; Hamid and Baldauf, 2008; Anwar, 2005; Hamid, 2009; EIA, 2009; Chowdhury and Phan Le Ha, 2008; Rahman, 2007; points out that lack of English proficiency skills is one of the biggest problems in implementing CLT classroom institution in Bangladesh. Hossain, Nessa and Kaif (2015) told that since there is no ELT provision in their PTI (Primary Training Institute), most of the teachers do not take any training to teach English and because of this they do not have the idea to teach English effectively.

2.6.3 Influences of the previous methods:

As most of the teachers completed their study in Grammar Translation Method (GTM) so they are following the same techniques when they teach the students and most of the teachers have no idea about the Communicative Language Teaching which is CLT method. Hossain, Nessa and Kaif (2015) mentioned that though CLT is implemented, but most of the teachers in primary school

follow the previous method which is GTM method. He added that as they are familiar with the previous system, it is quite difficult for them to change it. He also points out that some of the teachers try to use different methods in classes but it is hard for them to switch one method from another methods and some teachers still use previous methods which is GTM (Grammar Translation Method) because they were taught in this method and they did not get any training in CLT methods.

2.6.4 Motivation behind language learning:

Mosha (2014) told that for a learner, inspiration is one of the most important notion to explain a student's failure or success. Motivation has been identified as one of the main factors that affect the speed and success rate of learning a foreign or second language (Gardner, 2006). He also points out that in primary school teaching, motivation is one of the most important factors which determine success or failure in learning second or foreign language. It is important to motivate the students throughout their learning process for the betterment of learning.

Chapter 3

Research Methodology:

3.1 Introduction:

This chapter deals with the research design including the methods that the researcher had done to conduct the research. The researcher first started this chapter with the objective of this research and gradually mentioned research design, the context of collecting information, sampling for the research which were used to data collection analysis. Then, he moved to the information regarding students, teachers, parents, and private tutors as well. He also talked about the instruments when collecting the data then move on to the obstacles encountered in this study and ended with how ethically this study was maintained.

3.2 Objective of this Research:

The purpose of this study is to find out the challenges and attitudes towards English language learning in primary schools. In Munshigonj District, the English language teaching and learning process are similar in almost all primary schools. According to the National Education Policy (2010), “the primary education curriculum has been revised which emphasizes learning English for communicating locally and globally”. They have the fixed curriculum that they have been provided by the government or Education board (NAPE, 2012). However, the main goal of this study is to find out how primary school students are learning English language and how teachers are teaching English. What is the attitude towards English language learning in rural areas primary

schools and what are the challenges they face when they are learning English language, what are the necessary steps that the teachers are taking when the students do not follow the instructions, how much proficient they are in English language and what are the challenges the teachers face during teaching English language? There are some reasons behind focusing on primary school especially because researcher believe that family is the most important place where a child starts learning things first then parents are not educated enough to teach them English especially in rural areas and parents rely on primary school to learn English. No matter what students learn in their early stages, it helps them build their whole life

3.3 Research Design:

This research has been designed through the qualitative method. It is an in-depth technique that has been done by interviewing. Qualitative research is a form of constructive research that incorporates specialized techniques to gain in-depth feedback on what people think and feel (Dongre, Deshmukh, Kalaiselvan, & Upadhyaya, (2010). Atmowardoyo (2018) said that the research method is a systematic method, which the researcher uses to solve specific research questions through research design, data collection, and data analysis. Qualitative data are presented as text and images, not as numbers (Gilgun, 1992). It addressed three important steps which are research design, data collection procedure, and data analysis as well. Hammersley (2003) said that both research collection and observation use continuous forms of data collection and answer verbal descriptions and interpretations rather than quantitative measurements and answer statistical analysis is called qualitative study. As the researcher is doing a qualitative study, it is important to collect and observe the data. Patton (2005) stated that qualitative research begins with a detailed description then the depth of the subject is added to the study. This has created a search for empathy

and explanation for the new case. However, qualitative data was collected through interviewing students and teachers by asking questions that are open-ended and close-ended as well. Participants are randomly selected. By doing any research, the researcher needs to apply methodological studies and methodological investigations because different approaches are needed to achieve different research goals (Polski, 1929). The researchers created some questions to conduct the research as well.

This research aim is to address the questions to the students by understanding and their perspectives on these issues. The researcher interviewed 5 teachers of the different primary schools. He applied in-depth interviews for collecting the data for the qualitative method. At first, the researcher asked some questions to the teachers, and then he asked the questions to the students. Before introducing the questions to the students, he introduced himself and randomly talked to them to make them comfortable. The researcher did this because he wanted them to feel relaxed and he did not want them to hesitate with somethings in front of him. The researcher gave them some chocolates and made fun with them and then he started asking questions one by one. He gave them sometimes to think and made them understand the questions again and again so that they could answer the questions properly.

3.4 Context of Collecting Information:

As my research topic demand to visit Primary School, the researcher chose the Munshigonj District area because it is his home town and the researcher lived there for so long. He studied in a primary school and he knows some schools here. For that reason, He thought that it would help him to continue his research. Particularly, He talked to the students about the challenges they are facing when they are learning the English language and what is their attitude towards the English

language learning. However, Munshigonj district is near Dhaka city and it is a kind of rural area. There are so many primary schools here and the researcher chooses 5 primary schools in this district. The researcher chose classes 4 and 5 students. The total participants were 17 for the interview. Teachers are 5 and students are 12. There were mixed students like good and bad; (academic results) male and female as well.

3.5 Sampling of this Research:

There were several participants there. The researcher had chosen 5 schools in the Munshigonj district. He had chosen the participants randomly. He had chosen 4th and 5th grade students. He did not interview 1st, 2nd and 3rd grade students. The total participants were 17 in total and 5 of them were teachers and 12 students. They were very helpful.

3.5.1 Information regarding Institutions and teachers:

The researcher had earlier mentioned that he had selected 5 primary schools in Munshigonj district. He is using the pseudonyms of those schools and teachers as well. The total number of teachers were 5 from 5 primary schools. He made 8 questions for the teachers. But when he was asking questions to the teachers, sometimes he realized that he needed to change his questions or ask different questions based on their answers.

Detail of the schools.

Institutions	Number of teachers
Primary school I	1 (A)
Primary school II	1 (B)

Primary school III	1 (C)
Primary school IV	1 (D)
Primary school V	1 (E)

3.5.2 Information of the Students:

There were a number of students there. The researcher interviewed in total 12 students. He will also use pseudonym here. They are studying in class 4-5. Their age range is 9-11.

No	Name	Class
1	Student 1	5
2	Student 2	5
3	Student 3	4
4	Student 4	5
5	Student 5	4
6	Student 6	4
7	Student 7	4
8	Student 8	5
9	Student 9	5
10	Student 10	4
11	Student 11	4
12	Student 12	4

3.6 Data collection procedure:

As this research is done through the qualitative method, the researcher had to be very careful. The method of data collection was done by interviewing students and teachers as well. Interviewing someone for the data collections is one of the most common and useful methods. It has many advantages. Kothari (1989) mentioned that it is easy to get personal information, it is easy to get all the answers and more questions can be asked if there is any confusion. He added that the interviewer can investigate the matter in-depth, and more information can be obtained and the advantages of choosing a suitable response to the personal questions is easy to understand through body language. The researcher was talking to the interviewers before taking the interview. The researcher made them comfortable. Seliger and Shohami (1989) said that for data collection, an interview can be a useful method as it “allows a level of in-depth data collection that cannot be achieved by other methods”. According to the National Education Policy, 2010, the purpose of learning English at the elementary stage is to understand general command, instruction, request, and carry them out.

The researcher had a plan to observe the classes but the worldwide pandemic COVID-19 made it impossible. The government shut down all the schools, colleges, and universities as well. The researcher made the questionnaires for the students and teachers as well. It took time to make researcher-based questionnaires. Different questionnaires need to be done for students and teachers because the questions that the researchers asked the teachers were not suitable enough for the students. The researchers asked the questions to the teachers when they were in the school. Though

all the schools, colleges and universities are closed but primary schools' teachers had to go to the schools 2-3 days a week or whenever the school authority think that they need to go to the school, the school teachers come to the school. So, at that time the researcher went to the primary schools for taking the interview. Sometimes he had to go to the same school because sometimes some teachers were absent.

For the students, the researcher knew some students who are primary school students and those students introduced me to some of their friends. The school authorities were helpful enough and they introduced me to some students who are living near to the school. It took a lot of time to take the interview. Interviewing someone is fun and interesting. Before taking their interview, the researcher made them comfortable through taking, making jokes, and giving them some chocolates.

3.7 Interview:

Interviewing someone is not an easy process. It took a lot of time and energy. Convincing someone for the interview is a difficult process. For this research, it took almost 1.5 months. For this research, the researcher chose students and teachers. For the teachers, the researcher took interview 8-10 minutes and 5-6 minutes for the students. It was not possible to observe the classroom discussion and chose good and less good students because of the COVID-19. For this reason, the researcher chose the students randomly. However, teachers were interviewed in the schools. They were helpful and cooperative. The researcher talked with them in person and talked through the phone as well. Interviewing students was a bit difficult and time-consuming because there were a lot of students and the researcher took the interview one by one. They were given sometimes for thinking about the answer as they are not old enough. But overall, it was a pretty good interview.

3.8 Instruments for this research:

As this research has been done through the qualitative method, there are so many things that the researcher needed to complete the research. For the interview, the researcher had to carry some instruments like pens, pencils, paper, questionnaires, chocolates for the students, notebook, mobile for the recording purpose, some sweets for the teachers. Students were happy to get some chocolates.

3.9 Data analysis Procedure:

Taylor-Powell and Rennar (2003) suggested that data collection procedure was analyzed in five steps. The first step is “Getting to know data”. It is necessary to have good knowledge about the data. After collecting the data, the researcher should have good knowledge about the data. Then, the second step is titled “Focusing the Analysis”. It is necessary to focus on how the participants respond to the questions. Focusing on data is mandatory. Without focusing on the data, it is not possible to categorize the data. The third step is “Categorizing the data”. In this part researcher needed to identify the theme first and then categories from the data. The fourth step is, “identifying patterns and connections within and between categories”. Here the researcher needed to summarize the information. The final step is, “interpretation bringing all together”. Here the researcher needed to find the theme and connection to interpret the findings and needed to put them all together.

3.10 Obstacles encountered during the Study:

There are so many challenges and problems that the researcher face while collecting the data. First of all, the worldwide pandemic COVID-19 spread all over the world. For this reason, it was quite difficult to collect information. As the researcher is doing a qualitative study and the topic demand the researcher to collect the information from the primary schools, he found out that some of the teachers are cooperative and friendly and they do not hesitate to take interview. On the other hand, some teachers do not feel comfortable taking the interview. As the pandemic COVID-19 spread all over the world, all the schools, colleges and university remain close for an unspecified period of time. But all the primary schools' offices are open and it is mandatory for all the teachers to come to the office 2 days a week. Thus, the researcher interviewed them at the time of pandemic. He had to go to 5 schools for this interview and it took so many times. The problem he faced was that some teachers did not want to give the interview and when they heard that the researcher would record their voice on his mobile, they felt very uncomfortable. All schools are closed due to the epidemic and students are not coming to school. It is impossible to observe some of the English classes at this time while all the researchers want to do this the most. Thus, it was not possible to observe some English classes and taking the interview to the students when they are in schools. However, the researcher knew some students who are studying in primary schools and he went their home to take the interview and he requested them to help him and told them to introduce some of their friends with him for the interview and with the help of the teacher he found some more students. It was fun but some of the students feel shy and hesitate when the researcher was asking questions. Some of the students were confused when the researcher was asking questions. Some of them were confused as well when they were giving the responses. As the students are not

going to the schools because of the pandemic COVID-19, some students were confused about the response. Some students were introvert and they were not answering the questions properly. It was time-consuming and difficult to move from one place to another in this pandemic time. However, finally, he was able to collect his data through many difficulties.

3.11 Ethical consideration:

While interviewing the participants, the researcher did not force anyone for doing anything. The researcher did enough effort to complete this study, though it was not an easy task to interview someone. The researcher did not disclose the name of the institutions and the participants' names. The researcher took permission from everyone when taking their interview. Before interviewing the teachers, he took permission from the authority of those schools. He took permission from the principals of those schools and teachers as well.

Chapter 4: Findings:

4.1 Introduction:

In this chapter, the researchers discuss the response that he received during the interview from the students and teachers. Here, the participants shared their own opinion regarding the challenges they faced and attitude they develop while English language learning.

4.2 Findings from Students' Interview:

This following section will discuss the findings that the researcher received from the student's questionnaires.

4.2.1 Learners' interest in English Language Learning:

First of all, most of the students said that they do not like to read the academic book. They do not find much interest in the English language because they always have to read the textbook which is assigned for them by their teachers. Student 4, student 8, student 9 said "when we are at school, we only read the English textbook and when we are at home, we read English textbook as well. We do not like to read academic English textbooks always. It is boring. We need something new." Most of the students' thoughts about English textbook is almost similar. Secondly, most of the students said that "we did not read any English stories, poem and other thing outside of the academic books and teachers also did not ask us to read outside of the textbook, they (T) push us all the time to finish the syllabus. It is tiresome to read the same book all the time." So, the researcher found that most of the schools, teachers always push the students to complete the syllabus, they (T) always focus on the textbook.

However, there are some students who actually do not find interest in the English language because they think that English is difficult. Students 1, 3,6, and 7 told, "English language is difficult

because we cannot pronounce and spell so many words. Reading story and dialogue or any English text, which are written in English, is difficult to understand and when we are unable to read any text, teachers punish us.” Most of the students do not find interest in the English language because they think it is difficult and it is not their mother tongue. They are studying English because it is academic subject. Students 4,8 and 9 told that they were studying English because they wanted to get a good grade and a brilliant result. If they did not get a good mark in English, they would lag behind. One of the students said that he did not like English. Despite he had to study English to get promotion in the next class.

However, there are very few students who like English. Student 4 and 8 told, “we are not afraid of English. English is interesting and if we do not do well in English, we will lag behind. They also said, “English language learning is important because we want to do well in future and English is important for job”. They said, “our teachers told us the importance of learning English”.

4.2.2 Rote-memorizing in English language learning:

Most of the students mentioned that they prefer memorizing than understand anything. Students 1, 2,5, and 7 said, “teachers always told us you have to memorize the answer to those questions”. Teachers do not much focus on understanding the rules, grammar, translation. The students said, “they are asked to memorize most of the things without knowing the purpose of using those things”. In most of the cases, they are found to memorize the rules of the grammar, question-answer, paragraph, letter. Student 4 said that “we have to read the translation for the examination and we always try to memorize it”. She also mentioned that there are very few students who focus on understanding rather than memorizing. Student 9 told the researcher “I prefer memorizing than understanding, I can memorize paragraphs, essay, letter rules very well and I get a good mark in

English through memorizing”. Rote-memorizing is one of the most significant parts of their lives. One of the students mentioned that he was encouraged to memorize almost all the things, parents always asked to memorize the paragraph, grammar rules, etc. This is way when they forgot the lines from the paragraph or essay, they skip those lines and did not mention about those lines. Student 2 and 7 told that they are taking private tuition and their tutor give them some homework and asked to memorize those things and on the next day, the private tutor asked to write those things.

However, there are very few students who said that they first try to understand from their teachers. If they do not understand then they asked again and again to the teachers. Student 1 particularly said that “I cannot memorize very well so I prefer to understand”.

4.2.3 Difficulties in Classroom:

Most of the students said that most of the time the teachers give their lectures in Bengali. They hardly use the English language in the classroom. Lectures are always taught in the Bangla language. Students 4 and 8 said, “for the lecture, most of the time, teachers use Bangla language, they hardly use the English language in the classroom”. Some other students told that as most of the students do not understand the English language, teachers prefer giving lectures in the Bangla language.

However, according to NCTB (2012), the teachers must use English in English language classrooms and if the students do not understand English instruction, they are allowed to make them understand in Bangla Language. But they are asked to translate that instruction into English

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language instantly. Most of the students mentioned that in the English language classroom, English classes are conducted in the Bangla language most of the time.

Students 9 and 12 mentioned that in the English language classroom, they faced some difficulties in terms of reading the text and spelling. Most of the students have the same problem. They told that reading and spelling is so difficult.

According to NCTB (2012), teachers are asked to follow Communicative Language Teaching (CLT) method and teachers are instructed to give them group work, pair work, role play, etc. The majority of the students said that teachers did not give them any group work and pair work.

4.2.4 Use of technology or classroom materials in English language classroom:

Teachers are instructed to use audio, video materials in English language classrooms, and they are also asked to use posters, flashcards, visual aid, and acting as well (NCTB, 2012). Out of 12 students, 9 of them mentioned that teachers did not use classroom materials like flashcard, poster cards, visual aid in the English language classroom. The researcher asked about the classroom materials to the students, some of the students said, “what are those things, we are not familiar with flashcard, poster etc. in language learning classroom”.

However, it is almost clear that in the English language classroom, most of the teachers do not use classroom materials. Students are not familiar with those classroom materials.

However, when the researcher asked the students about visual aid, audio, and video materials, students 1, 2 and 7 other students said out teachers do not use those materials in the English language classroom. They were not familiar with those materials in the English language classroom.

4.2.5 Lack of English language practice in classroom and outside of the classroom:

The teachers are instructed to use English in the English language classroom. Students tend to learn the language they hear around them and if a student wants to learn English, they need to hear and speak English daily (NCTB, 2012). However, when the researcher asked them about practicing the English language in the English language classroom, the majority of the students replied that they do not like to talk in English language classrooms and they keep silent in the classroom. They showed some reason behind it, they said, “if we speak in the classroom then the teacher asked questions and we cannot answer it in English, that is why we remain silent”. The researcher asked some students' names in English. Most of the students answered their names in Bangla. A student of class 5 answered, “I name Taufik”.

However, the researcher also asked them about practicing or using English outside of the classroom but most of the students replied that they do not practice or use English outside of the classroom. Very few students said that they read occasionally when their parents pressured them to study English.

Students 3, 4, and 8 have a positive attitude in English language learning. They practice and use English in the classroom and outside of the classroom as well. The researcher asked them that can they answer their name in English, if someone asked their name in English. They replied positively and said that they can answer.

4.2.6 Suggestion from student to make the English language classroom interesting:

Students shared their valuable opinion about how to make the English language classroom interesting. There are so many ideas that the students shared to make their classroom interesting.

Students 1 and 5 told that if the teachers use multimedia in the English language classroom and showed English cartoons, movies, and lectures in the classroom at least once a week, it will be better for us. Then, some students told that if it is possible to organize different kinds of games, acting, debating competition where the English language is used, it will be an interesting game.

However, students 3 and 4 said that though we do not like to talk in English in language classroom, but it is important to talk and participate in the English language classroom. They added that sometimes English language classroom is annoying because teacher always speaks in the classroom. So, they understand if both participants speak in the English language classroom then it will be interactive and engaging.

4.3 Findings from the teacher's interview:

For this research, the researcher also interviewed five primary school teachers. The researcher asked 8 questions to the teachers and all those questions are open-ended questions so that they can share their valuable opinion. They all are not from a similar educational background.

4.3.1 Students' difficulties in English language learning:

Teachers were asked about the difficulties that the students faced while English language learning. Firstly, all the teachers shared the same thoughts about English language learning. They said, "English is not their mother tongue and the students are not familiar with the English language like they are familiar with Bangla language". One of the teachers said that in the English language classroom, 45 minutes is not enough time and we cannot always talk in the English language because there are different kinds of students. He added that everyone cannot understand what we are saying in English, that is why we also have to use Bangla language because their proficiency level is not the same and outside of the classroom they do not use or practice English language.

However, two other teachers said that what we have found in the English language classroom that most of the students are afraid of reading any text and speaking with teachers. They do not want to read the textbook. One teacher said that they cannot take the class seriously because they find it difficult and do not want to learn. They also said that as English is an international language and people do not practice it like the Bangla language, they are afraid of practicing and learning the English language.

4.3.2 Students' interest in English language learning:

The researcher asked teachers about students' interest in English language learning. Almost all the teachers said that most of the students have a little interest in English language learning and as they find the English language difficult, they do not want to learn. Then, two teachers shared that family played a major role in terms of language learning and if the parents are illiterate then students lose interest in language learning. They said, "most of the parents are illiterate and most of them are rickshaw puller, cobbler, blacksmith, farmer and the parents' want their child to do their work". However, the teacher also said that nowadays, the parents' attitude is changing and they want to send their child to school.

4.3.3 Technical use in English language classrooms:

The researcher asked the teachers that if they use any technology like mobile or laptop to show English cartoons, news, or movies in English language classrooms, as they are instructed to use audio or video materials related to the topic in the English language classroom. Most of the teachers said that they hardly use technology in the English language classroom. One of the

teachers said we do not need it in the English language classroom because it is time-consuming. However, another teacher said that once in a month we use technology to show them a cartoon. So, the technical use in English language classrooms is very little. Most of the teachers hardly use technology in the English language classroom.

4.3.4 Students attitude towards English language learning:

The researcher asked the teachers about the students' attitudes towards English language learning. Teacher A said that they are still too young to understand the importance of learning English or why they are learning the English language but it is true that students find the English subject very hard. Teacher C and E said that if they find any difficult word in a sentence and cannot pronounce that particular word, they do not search for it. They skip that word and do not much care to learn about that word. Teacher D said that "as English is a foreign language and they are not familiar with the English language". He said, in the city area, most of the people are educated and they always use the English language in their everyday life on the other hand, in a rural area like Munshigonj district, most of the people are illiterate and so they are not familiar with the English language so much.

However, the teachers said that we try to encourage students to learn English language and we try to make them understand the importance of learning English. Teacher A said that "we often try to make them understand that if you want to go to a foreign country, you need to learn English; even if you work in a shop then you need to learn English because everything is written in English language and if someone asks you that which country it is made of, then you have to read and say

it to customer". That is how teachers try to motivate the students and make them understand the importance of learning English.

Chapter 5: Discussion

This chapter will analyze the response that the researcher received from the participants while interviewing.

5.1 In Response to Research Question 1:

In response to central question 1, the researcher found out the overall condition of the motivation of the students regarding English language learning. The students and teachers both shared their opinion in terms of English language learning. The responses are collected from the replies of the participants. Most of the students said that they are afraid of English language learning. The students do not want to learn the English language. Teachers said that they are trying to motivate the students by doing different kinds of activities in the English language classroom. Most of the students said that they do not like English language learning and they do not even want to practice because they are not familiar with the English language from their very early age as it is a foreign language. They are not familiar with the English language like they are familiar with the Bangla language. However, there are very few students who are already motivated and they have confidence that they can do better in the English language.

Teachers are trying to motivate the students by understanding the importance of English language learning.

5.2 In response to the Research Question 2:

Central research question 2, the researcher found out the students' barriers in terms of English language learning. In addition to memorizing, less classroom participation and less use of technology are the main obstacles to learn English. Most of the students prefer memorizing than understanding. Several students are good at memorizing and they can get a good grade through memorizing. Moreover, students do not want to participate in the English language classroom. The students face problems in terms of reading and speaking as they said. Then, less use of technology is one of the main problems as well. The teachers hardly use technology in the English language classroom. They do not use a poster card, visual card, flashcard in the English language classroom. They are instructed to use audio and video to show English cartoons in the English classroom but they hardly use those things in the English language classroom. They are in the class for 45 minutes but it is not an appropriate time and, at this time, the students cannot learn properly. They have to practice English outside of the English language classroom but they do not care about English language learning. Most of the parents are illiterate and this is one of the barriers to English language learning. If the parents are educated then they push their children to learn English but the scenario is different because most of the parents are the illiterate here.

5.3 In response to the Research Question 3:

Central research questions 3 talks about the overall condition of the students' interest in English language learning. Students in rural areas are not interested in English language learning. As English is an international language, it is difficult to learn. In the English language classroom, a number of students do not pay attention because they do not understand when the teachers give

the lecture. However, there are some other students who try to understand the lecture and if they do not understand in the classroom lecture, they ask the teachers. Some other students have a little interest in learning the English language

Teachers try to make the students comfortable in the English language classroom. They try to make them understand the necessity of learning the English language. They try to discuss what are the advantages of the students to learn the English language.

Chapter 6:

Conclusion and Recommendation:

6.1 Introduction:

This chapter discusses the summary of the entire research and recommendation of the researchers' point of view. The recommendation part will be discussed based on the interview that the researcher conducted at the time of collecting the data.

6.2 Summary of the findings:

The researcher collected the data from the students and teachers through the interview. From the research, the researchers tried to analyze the attitude of the students towards English language learning and the challenges that they faced while learning English. The researcher found out that students are not interested in English language learning. The students do not take the classes seriously because they thought that as English is difficult to learn and not our mother tongue, we do not need to learn. There are very few students who enjoyed the classes and they have an interest in English language learning because they know the importance of learning the English language. Furthermore, teachers are instructed to use classroom materials so that they find interest in English

language learning but the teachers hardly use classroom materials in the English language classroom.

However, teachers are trying to motivate them and they are now telling about the importance of learning the English language.

6.3 Recommendation:

The recommendations are discussed based on the participants' interviews.

- ✓ Most of the students are not serious about English language learning in the classroom. They thought as it not their mother tongue and foreign language, they do not need to learn the English language. But the situation has changed. English language learning is so important in every sector. They need to pay attention in class and if they face any difficulties in English language learning they need to ask their course teacher. They also have to practice English in the classroom.
- ✓ Students do not use and practice the English language outside of the classroom. They are not taking the English language seriously. They need to change their attitude towards English language learning. Students need to practices the English language outside of the classroom as much as possible. They should watch English cartoons, movies, animation movies which are broadcasted on the TV channel. They need to read stories, short stories, different kinds of books which are written in English. They need to create a mentality of reading English books.
- ✓ Technology should be used in the English language classroom. It creates an interest in learning something. Teachers need to use technology at least twice a week at least.

- ✓ English should be used in the English language classroom. Most of the students said that their English classes are conducted in the Bangla language. Teachers can use Bangla only when students do not understand the instruction. As English is an international and foreign language they need to listen, speak, read, and practice as much as possible.
- ✓ Most of the students feels shy to talk in English. It is the role of the teacher to overcome their shyness.
- ✓ Most of the students told that the most difficult part of English is pronunciation and spelling. They need to practice more and more to overcome it. Teachers should help the students so that they find it easy and they can pronounce and spell the words fluently and correctly.

6.4 Conclusion:

To conclude, it can be said that most students in rural areas are afraid of learning the English language. They are facing many difficulties in English language learning. In primary schools, technology should be used in English language classroom.

Students sometimes show a negative attitude towards English learning. They are not interested in learning English. Teachers should help the students to overcome those feelings. English is an international language and it is very important for the students to learn English. English language teaching needs to be improved at primary level. Students are facing a lot of difficulties in the English language classroom and the authorities need to take necessary steps to prevent those problems.

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