

**Investigating the Impacts of Early English Language Exposure on Bhutanese Students'
Communication, Attitudes and Motivation: A Comparative Study.**

By

Khusboo Pradhan
ID: 20203030

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fulfilment of the requirements for the degree of
Bachelor of Arts in English

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Declaration

I hereby declare 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 and Signature

Khusboo Pradhan

20203030

Approval

The thesis/project titled “Investigating the Impacts of Early Language Exposure on Bhutanese Student’s Communication, Attitudes and Motivation: A comparative study. to English language” submitted by Khusboo Pradhan (20203030) of fall semester, 024 has been accepted as satisfactory in partial fulfilment of the requirement for the degree of bachelors of Arts on 8th October 2024.

Examining Committee:

Supervisor:

Dr. Syeda Farzana Sultana
Assistant Professor
Department of English and Humanities
BRAC University

Departmental Head:

Dr. Firdous Azim
Professor and Chairperson
Department of English and Humanities
BRAC University

Ethics Statement

The work in this paper is original, and the ideas mentioned in other journals and articles are cited duly. Additionally, ethical guidelines were followed strictly to gather information from the participants. More details are provided in the methodology chapter.

Abstract

Early exposure to the English language has garnered significant interest in the language learning domain, particularly regarding enhancements in speaking skills and comprehensive language growth. This study examines the effects of early English language exposure on Bhutanese students' motivating factors, attitudes toward learning the language, and communication abilities. To learn more about the effects of early exposure to the English language, this study uses a qualitative methodology that includes semi-structured interviews with students from Bhutan. Findings reveal that Early exposure to English improves communication skills, confidence, positive attitudes, and intrinsic motivation to learn. The study also emphasizes the difficulties faced by students from non-speaking homes, underscoring the significance of language policies and support networks in bridging any linguistic divide. Consequently, policymakers and educators in Bhutan can benefit from this research's improved understanding of the ways that early exposure to the English language influences educational outcomes.

Keywords: motivation, attitudes, communication skills, parental support, socio economic background

Table of Content

Contents	Page Number
Declaration.....	ii
Approval	iii
Ethics Statement.....	iv
Abstract.....	v
Chapter 1: Introduction	1
Status of English in Bhutan.....	1
Educational Policies and Practices	2
Attitudes, Motivation, and Communication Skills.....	2
Purpose of the Study	3
Research Gap.....	3
Expected Outcomes and Personal Experiences.....	4
Research Objectives	4
Chapter 2: Literature Review.....	6
Communication Skills.....	7
Early Exposure to English Language	7
Comparative Communication Skills.....	7
Attitudes of the Students	8
Impacts of Attitudes on the English Language.....	9
Positive and Negative Attitudes	9
Age Factor.....	10
Age of Acquisition.....	10
Amount of Exposure.....	11
Motivation.....	12
Students Background in Language Learning	13
Academic Background	13
Financial Constraint.....	14
Chapter 3: Methodology	16
Rationale for Qualitative Research Design	16
Study Site	17
Participants.....	17
Data Collection.....	19
Data Analysis.....	20

Overall Findings	23
Language Proficiency	23
Academic Performance.....	24
Cognitive Development.....	24
Social Integration.....	25
Parental Influence.....	25
Home Guidance and Daycare	26
Daycare/ ECCD (Early childhood care and development).....	27
Motivation and Exposure	27
Academic Influence: School Pressure and Teacher Role.....	28
Academic Pressure	28
Teachers' Roles	28
Challenges	29
Impacts of Communication Skills	30
<i>Advantages of Early Learners</i>	30
<i>Disadvantages of Late Learners</i>	30
Student's Attitude and Confidence	31
<i>Positive Attitudes</i>	31
<i>Negative Attitudes</i>	31
Learning Styles and Age Factors	32
<i>Learning Styles</i>	33
<i>Age Factor</i>	33
Socioeconomic Background and Its Impact.....	34
Consistency in Learning.....	35
Chapter 5: Discussion and Implication	36
Effects of Age in Language Proficiency and Academic Performance.....	36
Influence of English Language Learning on Cognitive Development and Critical Thinking	37
Building Confidence and Improves Social Integration	37
Impacts of Parental Influence and Home Environment on Language Proficiency	38
Maintaining Consistency in Language Acquisition	39
Attitude Toward Language Learning	40
Learning Strategies and the Role of Age factor	40
Chapter 6: Conclusion.....	42
Limitations	44

Scope for Future Research	44
Recommendations	45
Concluding Thoughts	46
References.....	47
Appendices.....	51
Appendix 1: Consent Form	51
Appendix 3: Interview Questions for Teachers.....	54
Appendix 4: Interview Questions for Parents	55
Appendix 5: Sample Transcription	56

Chapter 1: Introduction

English is an international language that unifies all languages into one (Sonam et al., 2023). The precedence of communication skills in modern culture is reflected in the conceptual framework for understanding them. Using a universal language of communication can be a very effective way to support and modify a child's development. The expectations and demands of society can also be beneficial in helping a child learn to adapt to and understand this language. Therefore, these measures can provide Bhutan's children a great start in a world where competition is fierce. There are 750,000 people living in the tiny landlocked nation of Bhutan. It has rapidly modernized recently, with 37% of its massive subsistence farming-based economy moving into urban areas (LaPrairie, 2014). Although several languages are spoken in Bhutan, Dzongkha and English are the official languages. Thus, from the outset, the national language, Dzongkha, and the official language, English, are given priority. In accordance with the country's education policy, every student must be proficient in both Dzongkha and English in order to pass the two subjects included in the academic curricula. Since the 1950s, the nation has been attempting to navigate the globalization landscape. Over time, academic research centered around the concept of "Gross National Happiness," or GNH, has come to be recognized and taken into consideration.

Status of English in Bhutan

In Bhutan, English is used as a medium of instruction along with the national language (Dzongkha) in all educational levels. It plays a big part in everyday communication. It is used in a variety of formal domains, including companies, government, education, organizations, and private businesses (Dendup, 2020). English in Bhutan is taught as a foreign language EFL (Tshering, 2020). Bhutanese citizens therefore understand the significance of this and how it affects their prospects in higher education and in career opportunities. Their approach to acquiring English, which reveals their genuine enthusiasm,

is a highly noteworthy characteristic. Since many factors affect how well students learn, it is often accepted that having either a positive or negative attitude toward learning is ordinary. However, language learning is impacted by these characteristics. Moreover, optimistic perspectives on education can yield more influence and superior outcomes in the professional domain (Sonam et al., 2023). This mindset led Bhutan to believe that English should be used as a medium of instruction in the sphere of education.

Educational Policies and Practices

Bhutan's education system primarily covers Pre-primary Early childhood care and development (ECCD) to university education. There are three divisions within the education system: primary, secondary, and university. Primary education lasts seven years, including one year for pre-school. Lower, middle, and higher secondary are the three divisions of the secondary level, which spans grades 7–12. However, admission to grade 11 is contingent upon a student's achievement in the Bhutan Certificate of Secondary Education (BCSE), in which English is a required subject.

Attitudes, Motivation, and Communication Skills

One of the key components in influencing a child's growth and progress is said to be their attitude toward learning and exploration (Al-Qahtani, 2013). To advance, one must have a certain mindset about learning. Furthermore, the attitudes of the teacher and students should be taken into account in the subject of education. In light of this, some Bhutanese educators now see studying English favourably and refer to it as a communicative lingua franca (Dendup, 2020). They feel that teaching English can improve students' general communication abilities and expose them to the language more extensively (Wangdi & Dhendup 2024). Not being able to imitate native-like speech and accents is also not a major concern. Significant questions were brought up, nevertheless, regarding the IELTS and TOEFL results of Bhutanese English language learners, which reflect their ability to develop

in their education and careers. Thus, most Bhutanese people are aware of this and take the appropriate steps to improve their learning and English proficiency to take advantage of greater possibilities and progress in life, which encourages them to start learning at an early age.

Purpose of the Study

This thesis investigates and advances knowledge regarding the effects of early English language exposure on students' motivation, attitudes, and communication abilities. Furthermore, it attempts to illustrate its advantages and disadvantages for individuals. Along with analysing and investigating the concept of early exposure to the English language, the primary objective is to find out the differences in language proficiency of the students. To ascertain the main distinctions and commonalities in students' perceptions of knowledge, this research will mainly concentrate on the Bhutanese government and private schools. The impact of early exposure to the English language will be examined through the analysis and interpretation of several factors, including the learning environment, parental support, age, motivation, attitudes, and financial restrictions.

Research Gap

While most Bhutanese understand the value of learning English, not all of them are aware of the effects of early exposure to the language. English is used more than national language Dzongkha with 80% of the work conducted in English in the field of banking, communication and businesses (Tshering, 2020). While previous research has examined the effects of early exposure to English in a western context, no such studies have examined the effects of early exposure to English in Bhutanese education, particularly with regard to motivation, attitudes, communication, and parental support. Moreover, the other studies concentrate on the language skills, However, areas such as academic performances, critical

thinking and cognitive development are some of the aspects that would give insight understanding of the importance of early exposure to English language.

Expected Outcomes and Personal Experiences

This study aims at investigating how early English learning influences attitudes, motivation, and communication abilities that will eventually raise awareness among Bhutanese citizens. Furthermore, it is anticipated that early exposure to English language will improve students' confidence, language proficiency and critical thinking ability. Hence, socio-economic background, motivation and parental support are expected to be a crucial component in language development.

I would like to share my personal experience of learning English. I find it difficult to speak still today even when I am pursuing a bachelor's degree in English. My motivation to study English seriously did not start until class twelve. However, my friend who was exposed to English language earlier could do better in class presentation and public speaking as it helped her build confidence. Eventually, I realized that nobody had ever explained to me the significance of early exposure to the English language or its effects before. As a result, this study will contribute to our understanding of the advantages of early exposure to the English language as well as some of its negative effects on students' attitudes

Research Objectives

1. To examine students' attitudes towards early exposure to English language learning.
2. To investigate the impacts of early exposure to English language learning on students' communication skills.
3. To assess the relationship between early exposure to English language learning and students' motivation levels.

To achieve the above research objectives, I investigated the following research questions in my thesis:

1. What are students' perceptions about early exposure to English language learning and its influence on communication, motivation, and classroom teaching?

2. What are the impacts of early exposure to English language learning on students' communication skills? What factors influence their English Language Learning?

Chapter 2: Literature Review

Early in life, it is possible to discern how a child's mindset develops. The implementation of Early Childhood Care and Development (ECCD) is one of the significant steps undertaken by the majority of administrative and concerned bodies (Ball & Wangchuk, 2015). For the development of young infants, this implementation is seen as one of the crucial processes that must be maintained. As children move through formal education, it is thought to be essential for their brain development and to improve their learning outcomes as stated by Pisani (2020). Therefore, one could characterize it as a learning activity that leads to improved outcomes in the future, with additional elements like parental supervision and amenities at home. Examples include instructing children in the household, exposing them to English-language cartoon programs, and speaking with them in the language. Moreover, English learners can use various learning platforms such as TV programs subtitled in English, music, social network platforms etc. (Tran & Mirapex, 2024). Therefore, the purpose of this study is to determine what the main driving forces are for kids and parents to enrol their kids in early childhood care and development centers as well as how they feel about early exposure to the English language, how it affects their communication skills, and how they manage it. Furthermore, this paper does a comparison analysis, aiming to investigate both the groups that were able to benefit from early exposure to the English language and those that were not. It also focuses on researching and determining what obstacles and problems those without opportunities faced later in their schooling, as well as what effects those individuals experienced. The primary focus of this section will be on the findings of scholarly research and student perspectives regarding the characteristics of effective communication, the influence it has on students' lives through early exposure to the English language, the attitudes of students, parents, and teachers, and over all the motivational impact it has on their lives.

Communication Skills

An essential part of language development is communication. It gives you more self-assurance and drives you to improve. Early exposure to the English language can therefore be a very useful strategy for improving communication abilities.

Early Exposure to English Language

Early exposure to multiple languages can improve a child's ability to communicate. Better connections, more confidence, and expanded perspectives are all possible outcomes of different forms of communication. The infants engaged in a language-related communication exercise where they had to comprehend the intended message or request from the speakers. The speaker could not see one of the two toys given to the infants, but they were both fairly similar. Nevertheless, it was also the responsibility to ensure the baby comprehended the speaker's question. Therefore, it was discovered that the child with greater language exposure was better able to understand the speaker's request, whereas the infant with monolingual language was unable to understand and instead chose to interpret what he saw. Thus, even a small amount of exposure to multilingualism can improve the ability to communicate in a way that demonstrates a concise and understandable knowledge of others' viewpoints and interpretations (Lieberman et al, 2017).

Comparative Communication Skills

Recognizing that language is complex, it involves comprehension of a wide range of pragmatic and linguistic concepts, including mental states, eye gazing, social context, and common grounds (Lieberman et al, 2017). Furthermore, putting all of these aspects into practice is difficult, and overlooking them could lead to misunderstandings and inadequate interaction. Individual differences in communication talents or skills, however, can point to a significant component that supports and fosters the development of communicative

competence. As a result, perceptions of communication are greatly influenced by the linguistic context. Additionally, an infant growing in a setting that only uses one language type is not the same as an infant growing in a setting that uses multiple languages. Over time, their disparate social experiences could potentially impede their ability to communicate effectively. Thus, the idea is to demonstrate that multilingual individuals have more options and better means of expressing themselves as well as more ease in interpreting their thoughts and feelings. Putting this occurrence into perspective, children who are exposed to the English language from an early age have a higher vocabulary than children who are not, which helps them express themselves more effectively, gain confidence, and choose a better professional route. In addition, research indicates that bilingual children who grow up in multilingual surroundings and speak exclusively English are more adept at conceptual thinking and viewpoint analysis than monolingual children. This statement highlights the importance of early exposure to the English language (Liberam et al., 2017).

Attitudes of the Students

A key factor in language learning is attitude. Both positive and negative attitudes affect learning a language, especially when learning a second language like English. While negative attitudes can impede a better learning process, positive attitudes help students strengthen their language skills. The financial background, parental influence, and individual interests all play a role in determining how children feel about learning English. Compared to learners who are introduced to English later in life, early exposure to the language can show good attitudes and language proficiency in children. Nonetheless, using methods and approaches can support the development of positive attitudes and lessen the influence of negative attitudes on language learning. As a result, having a positive outlook is crucial for language learning.

Impacts of Attitudes on the English Language

An essential component in assisting language learners in progressing is attitudes toward language acquisition. Furthermore, improving one's attitude promotes greater progress in language proficiency. "Acquirers who begin natural exposure to second languages during childhood generally achieve higher second language proficiency than those beginning as adults" (Al-Qahtani, 2013). This assertion backs up the idea that children should be exposed to the English language at a young age. Furthermore, the way people view the language is influenced by the natural process of developing an attitude toward learning a second language. Thus, having a positive or negative perspective on language learning is a normal occurrence. Nevertheless, each individual may experience the impact to a different extent. Furthermore, a child's perception of what they know about language acquisition is greatly influenced by the views of their parents and teachers. More significantly, it advances discussions on language learning and language policy choices that provide a fresh perspective on raising children who have positive attitudes. Parent's opinions regarding the value of the English language and how it affects their child's linguistic development may have an enormous effect on how the child develops linguistically (Griva & Chouvarda 2012).

Positive and Negative Attitudes

The profession of teaching languages holds the belief that students' learning ability is enhanced when they develop motivation and positive attitudes (Elyidirim et al., 2006). Thus, a student's ability to influence others with their positive attitude toward language learning is based on their perceptions about their own culture, speakers, social values, and themselves. Furthermore, the fact that the students have both positive and negative attitudes about language acquisition should be recognized by the teacher and the parents. Nevertheless, by using instructional strategies like exercises and the use of resources that enhance their comprehension and enjoyment of the language and its significance, the negative attitude can

be removed or altered. In addition, a variety of factors, including parents, peers, and interactions with individuals from diverse cultural backgrounds, might impact attitudes toward learning. As a result, one's attitude is shaped by how they view themselves, other people, and their culture.

The three primary categories of metacognitive, cognitive, and social strategies are used by successful language learners to facilitate their learning methods. Previous research has therefore postulated that there ought to be a higher likelihood of becoming successful and autonomous learners if learners receive the right direction and training about the application of language methods (Al-Qahtani, 2013). Attitudes are representations of feelings, ideas, and emotions that are influenced by cognitive and affective processes. On the other hand, stereotypes and superficial accumulation within the target culture give rise to negative attitudes that can hinder the learning process (Elyildirim & Ashton-Hay, 2006). The usefulness of attitudes that represent "positive attitudes" for language acquisition has been documented by academics based on Proficiency enforced by the target language group, the native language group, and the individual. Similarly, students who have positive attitudes can stick with achievement, and their attitudes are reinforced; on the other hand, students who develop negative attitudes may not succeed and might keep experiencing negative emotions when learning a language.

Age Factor

A significant factor when learning a language is age. Age and early exposure to the English language are related and have a big influence on language learning. Early English language exposure will aid language learners in their language acquisition.

Age of Acquisition

The age factor takes into account the learners' acquisition as well as the amount of time it takes for them to pick up monolingual-like skills (Bedore et al., 2016). The foundation

that is stimulated by early exposure improves the acquisition of complex language patterns. Their concern for the child's language development and learning stems from the belief that "Language knowledge available to support educational needs" for children is important (Bedore et al., 2016). Adult learners and child learners may respond to and acquire language in different ways. Therefore, research into the impacts of age of acquisition (AoA) in school-age children is imperative.

For younger and older multilingual kids, learning could be different, however. It is thought to be beneficial for young children to be exposed to the English language since during this crucial stage of development, the child's brain is shown to be extremely responsive to language input. Studies suggest that beyond the age of four, differences may arise because, at that point, learning acquisition for L1 and L2 are similar, with more opportunities for syntactic transfer.

The study found that children who learned the English language according to similar conditions (parents' educational attainment and socioeconomic status) had a higher chance of mastering the language's grammatical forms by the time they entered first grade compared to children who only started to learn the language when they entered preschool. Therefore, early English language exposure even before formal schooling starts has an immense benefit for language development.

Amount of Exposure

Prior studies have demonstrated that phonological processing might be negatively impacted by delayed language acquisition exposure. Lexical and semantic processing may be slowed down as a result (Ojima et al., 2011). Therefore, research on 30 Japanese children who had never been exposed to English before revealed that younger children are more likely than older children to have higher spoken abilities. In the spoken English word experiment, the analysis revealed instances in which younger children outperformed older ones. For language

learning, "Amount of Exposure" to the English language is crucial. According to the research, L1-FL pairings may require different amounts of exposure to reach a given competency level. Based on the reports, two or three times as many learning hours are needed to reach the same level of competency (Ojima et al. 2011).

Motivation

It is well established that motivation has a significant impact on adult learners' differences; yet, its benefits for younger learners are not as well described (Leona et al., 2021). The idea of extramural English exposure also functions as one of the crucial elements influencing individual variations. This idea holds that education for young people should extend beyond the borders of the classroom. The real motivational aspects of learning a language are reflected in the theoretical frameworks studied by Garner and colleagues on adults and adolescents studying English as a foreign language. These frameworks, which they called a "socio-educational model of second language acquisition," represented features like interactive Ness (desire to integrate or communicate with learners), attitude toward learning situations, language anxiety, and instrumental orientation (practical reasons such as getting jobs, salary, or passing an examination). Another prominent theoretical framework is the "second language motivational self-system." It highlights successful, self-motivated second language learners. This model outlined the most important components, including developing into a proficient L2 speaker, learning experiences, and self-beliefs. Motivated learners are energetic, ready to learn, diligent, focused, face challenges, and inspire others as well as themselves. Consequently, a crucial component of effective teaching is teachers' ability to motivate students (Othman et al, 2013).

A key component of motivating students is using language learning strategies. It varies hence depending on the individual. A "learning strategy" thereby emphasizes cognitive and behavioral processes that comprise a particular stage of the overall language acquisition

process. Motivation and attitudes go hand in hand to ensure learners' successful acquisition of a second language (Al Othman et al., 2013). Moreover, the children pick up their first language automatically, unconsciously, and involuntarily. In contrast, adults study language voluntarily, purposefully, and with awareness, indicating that they value and take learning strategies seriously (Mehadi et al. 2012). The learners' motivational growth is comprised of both external and internal forms of motivation. The internal aspects primarily aim to fulfil the learner's interests, hobbies, and sense of enjoyment. On the other hand, external factors like a job, good grades, or more options in life are meant to inspire learners to accomplish or obtain rewards (Ajmal et al, 2021).

Students Background in Language Learning

Students' academic performance and language learning are greatly influenced by their social, financial, and intellectual backgrounds. Researchers claim that language proficiency is associated with the student's background variables (Rintaningrum, et al, 2017). Therefore, parental support, socio-economic status, and educational status play a significant role in developing students' language proficiency and overall academic performance. Moreover, despite the difference in family background parents and teachers could motivate students to learn English outside the school (Wangmo et al, 2023).

Academic Background

Research suggests that a multitude of support, including the availability of materials, coaching, professional development, and a curriculum that emphasizes literacy, and language use, can assist children from varied backgrounds acquire language skills when they attend kindergarten. Thus, pre-schoolers who have completed a year of instruction benefit from improved long-term academic performance (Wilson et al, 2013). Furthermore, the study illustrates how socioeconomic and intellectual characteristics contribute to the concept of "cream skimming." According to the research, self-selection and streaming have interfered

with kids' ability to succeed in school and be admitted depending on their background, even when efforts to enrol in bilingual institutions (Tompkins, 2022).

Financial Constraint

Students' academic growth and performance are influenced by their social situation. Therefore, a parent's income and the bond between a parent and kid have a significant impact on a student's academic success. According to the research, a parent's financial situation has less of an impact on their child's academic success and advancement than their mental and emotional support (Macebe et al., 2017). Nonetheless, other researchers' work illustrates the difference between ideas and challenges. It highlights how a child from a low-income family or an individual with undetermined finances may struggle academically. Furthermore, a financial crisis may even force students to discontinue or give up on their academic endeavors. Based on studies done in China on the state of financial issues and the expectations of parents of students from different socioeconomic classes on their educational goals. It was discovered that people from disadvantaged origins or with lesser incomes felt disappointed. On the other hand, individuals who have greater financial means tend to have higher expectations and devote more time and money to their child's education. Thus, because of socioeconomic circumstances and a lack of parental interaction, parents who made utilitarian decisions ended up with the idea that "studying is useless" (Fang et al, 2023).

In Conclusion, research indicates that early childhood education is important for long-term academic performance. The social, economic, and parental support that students have access to has a significant impact on their performance as well as their overall development. Inadequate knowledge and restricted access to high-quality education and opportunity are among the problems faced by students from lower socioeconomic backgrounds while learning a language. These factors can also harm their academic achievement and language development. Higher-income students typically perform better academically because they

understand the value of language acquisition as well as parental and financial assistance.

Consequently, it highlights how critical it is to overcome socioeconomic disparities so that every child, irrespective of background or financial situation, can benefit equally from education.

Chapter 3: Methodology

The main goal of this study was to examine and evaluate the effects of early exposure to the English language, emphasizing the key important factors such as parental support, socioeconomic background, and confidence. Determining the elements influencing students' attitudes toward learning English, motivation to study, and communication abilities were focused on. Additionally, this study has identified variables like learning environment, background status, and ignorance about the advantages of early exposure to the English language.

Rationale for Qualitative Research Design

My study is centered on examining the effects of early English language exposure. Investigating students' motivation, attitudes, ideas, and beliefs related to English language learning was necessary. I used a qualitative research method because to learn more about the participants' motivation, attitudes, and confidence levels, I employed qualitative research. Furthermore, because qualitative research focuses on the lived experiences of actual people in actual environments, it is suitable for comprehending the viewpoints and experiences of the participants (Pathak et al, 2013). Through the participants' personal experiences and viewpoints, I was able to have a greater understanding of the effects of early exposure to the English language. To comprehend and examine the effects of early exposure to the English language, the opinions and experiences of the participants were essential. Additionally, I was extremely careful to get their first-hand accounts of their feelings on early exposure to the English language and how it aided them in recognizing the effects of early English language learning. To better understand the effects of early exposure to the English language, I needed to use qualitative research methods, which do not require numerical data and deal with experiences and thoughts (Tenny, 2017). I was able to do this by conducting interviews and direct contact with people.

Rationale for Adopting a Phenomenological Approach

Since "phenomenology" and "experiences" are sometimes used interchangeably, I decided to base my research on the phenomenological approach (Williams, 2021). Additionally, it addresses occurrences that have an impact on individuals who have experienced a certain problem or idea. For my findings to be further analysed and interpreted, a real-world scenario was therefore required. I have chosen people who can give me pertinent knowledge because they have first-hand familiarity with the subject matter.

Study Site

This research was conducted in a public and private high school in Bhutan. I wanted to include both types of educational institutions to identify if the students had similar experiences or not. The schools were selected because they are located in the same region and have comparable student demographics. The public school (Gelephu Higher Secondary School) is located 1 kilometre away from the main heart of the city with seven hundred and eighty students. English is the medium of instruction in all subjects and a compulsory subject where each individual should achieve a passing mark. Whereas, the private school (Losel Gyatsho Academy) which is located 6 kilometres away from the main town with seven hundred students where English is a mandatory subject. Both public and private schools are located at Gelephu, a third major town in Bhutan in southern district.

Participants

Three distinct groups of people comprised the participants of my study. There were eight participants in total in this study - four student participants, two teacher participants, and two-parent participants. Two students were from government schools and two from private schools participated in the interviews. I interviewed teachers, parents, and students who were aware of early exposure to the English language. To produce contrasting results and viewpoints, students from both government and private schools were included.

Interviews were deemed necessary for teachers and parents, as they maintained a close interaction with the child or students. They would thereby offer more useful information. The teachers were not from the same schools because they preoccupied with their academic schedules and did not agree to participate in my study. I therefore interviewed teachers from other schools. The parents in this study also had a child enrolled in a primary school. I included parents because their perception regarding early education was necessary for my study. I have selected parents whose children were going to primary schools and early childhood care and development (ECCD). Although all of the participants had early exposure to the English language, there was an age difference that significantly improved the usefulness of my research. Age served to be an important factor because all the participants were not exposed to the English language at the same age. However, there was a slight difference in the age they were exposed to the English language because of which I could find some of the differences in the impacts of early exposure to the English language. The following table presents a brief overview of the participants.

Name	Age	Grade	Gender
Kezang	18	12	Female
Barsha	17	12	Female
Chura	18	12	Male
Sushila	18	12	Female

Table: List of Student Participants

Name	Educational background
Sangita	10th
Pema	8th

Table: List of Teacher Participants

Name	Teaching Experiences
Pabitra	2 years of teaching (contract teacher)
Sonam	4 years of teaching (Contract teacher)

Table: List of Student Participants

Data Collection

This study employed a qualitative methodology, utilizing the semi-structured interview method. First, the volunteers were selected to gather data. I felt the necessity to incorporate students' parents and teachers in my interview. They were informed about the subject and concepts following the participant selection process. They were asked if they would be willing to participate in the interview before the actual one. They received the consent letter, which featured short introductions to my topic. The participants were interviewed only after their consent was obtained, and the letter was sent via email and through messages. Some of the interviews took place over a Messenger call, while the others took place over Google Meet. Some of the parents were unaware of Google Meet and its amenities, which is why the interviews were conducted via telephone calls. Other educators and students thought conducting the conversation over a messenger call would be simpler. However, to protect their privacy and maintain confidentiality, I recorded the call while I was by myself in my room using several devices in case the data or tape got lost. The interviews took approximately 8 to 20 minutes which was recorded. For recording, I made a call from my device and recorded it from the cell phone which I borrowed from my friend. The recordings were then kept safe in the drive.

Participants in the semi-structured interview were asked follow-up questions as well. The primary motivation for maintaining a semi-structured interview was to improve the quality of the data obtained, as it allowed participants to discuss their experiences and allowed me to obtain more information. Maintaining the interview's focus while extracting

viewpoints that align with my study questions and aims would be appropriate in the intervening period. Furthermore, an unstructured interview would have taken the conversation off topic and a structured interview would have made it monotonous. I was therefore able to conduct a productive interview and offer insightful follow-up questions in part to the semi-structured interview questions.

Data Analysis

The interview recordings were stored in a secure file in Google Drive. Later, I transcribed the interviews. Certain interviewees spoke in our native language, therefore I had to translate the interview material after transcribing it. The next stage of data analysis involved coding, from which themes were to be extracted. For the coding process, there was no software used, instead hand coding was employed. The two research questions helped me determine the focus of the analysis procedure.

To examine the information gathered from the in-depth interviews with parents, teachers, and students, thematic analysis was selected. I was able to identify the participant's experiences and themes with the aid and guidance of coding which is one of the processes of thematic analysis in the qualitative method. The interview data were translated, and transcribed, I started to code them. No software was employed during the coding process; instead, a coding scheme was developed and the interviews were hand-coded. The process employed random coding through which the themes were extracted from the codes themselves. The codes used in the first coding cycle were motivation, competency, positive attitudes, and vocabulary. Moreover, other aspects such as age factors were also extracted. Students were exposed to the English language at different age levels such as 3, 5, and 7. All these age levels were highlighted and coded. Additionally, some students were exposed to the English language because their parents were educated therefore, they were aware of the importance of the English language. Hence, phrases such as parental support, pre-education,

confidence, and home guidance were highlighted and coded. In the second cycle of coding, I used other codes like parental guidance, linguistic competency, academic success, and cognitive development, which were extracted by combining similar-looking data and assigning them the appropriate codes. After the topics were determined, the process of linking with the literature review and analysis was completed. To make everything precise and comprehensible, each point was analyzed and presented in support of participants' experiences and detailed explanations from the interview, moreover, direct quotes from the participants were used to support the concepts.

Ethical Considerations

The confidentiality of the participants was respected and safeguarded. Before the interview, the participants received information and had access to consent forms. It was only after the fact that the actual process of finding data started. Moreover, the interview questions did not compromise their privacy or personal information. Semi-structured inquiries were employed to get more information without necessitating the disclosure of private information. Consequently, the participants discovered that they were protected and secured throughout the process, appreciated and acknowledged their responses without making any judgments. Ultimately, the key component of this study that made a difference was the participants. Furthermore, throughout my research, I was respectful and honest with my study participants. The participants were informed why the study was being conducted, what the study was about, why it was relevant, and why their participation in this study was crucial. I mention why the study was important for future students, researchers, philosophers, teachers, and parents to understand the importance of early exposure to the English language so that they get an insight understanding of this study. The interview was conducted at their convenience and preferences. Some of the participants were not familiar with Google Meet, therefore, based on their convenience, the interview was conducted through cell phone. During the

interview participants were not asked personal questions and confidentiality was highly maintained. Moreover, to maintain the confidentiality and anonymity of the participants, pseudonyms were used while analysing and presenting the data. I chose the Bhutanese name because my study is based on the Bhutanese context. Hence, the data was stored in my Google Drive which others had no access to.

Chapter 4: Findings

In this chapter, I will discuss the findings of my research in detail. First, I will discuss the overall findings, then I will discuss the effects of parental guidance, academic influence in terms of school pressure and teachers' roles.

Overall Findings

In this section, overall findings will be presented based on participants' experiences and thoughts. Language proficiency, academic performance, cognitive development, and social integration are some of the overall findings from the study that highlight the key impacts of early exposure to English language learning.

Language Proficiency

The results of study show that individuals who were exposed to the English language at a younger age than those who were not exhibited more proficiency in the language in terms of vocabulary, grammar, fluency, smooth writing, flexibility, pronunciation, tone, and intonation. On the other hand, each participant had an opinion or two to contribute based on their decisions and individual experiences. Even though the majority of participants reported similar reactions and thoughts, there weren't many differences in their responses. Individuals who receive early language instruction and parental assistance reported a notable improvement in their language learning process. My study participant Kezang mentioned that she was introduced to the English language at the age of three, "I started learning English from a very early age, my mother Taught at the age of three" which provided a solid basis for the development of future skills, including understanding for her. However, certain individuals think that early exposure is not necessary because, with the right tactics, even late adopters can benefit from the language considerably more than early adopters do. These strategies include reading books, using the media, and being consistent in your language acquisition.

Academic Performance

From an early age, children who are exposed to the English language perform better academically than those who are not. Teachers like Sonam, one of my participants, mentioned that if kids have a foundation of basic knowledge, even just a simple sentence or vocabulary, they will pick up things quickly and effortlessly. Conversely, students who are new to the subject and have very little prior knowledge and comprehension may find it challenging to understand and compete with other students. She has also seen several fundamental differences among the students, like their openness, confidence, and strong self-esteem. As a result, those who are expressive have a large vocabulary and excel in other areas as well. Conversely, people with less exposure have a smaller vocabulary and frequently keep quiet in class, which causes them to perform poorly in their academic subjects.

Cognitive Development

Students with more exposure to the English language have more cognitive ability and flexibility than those with less exposure. Some pick things up quickly, while others find it difficult to catch up. In comparison to children who have only recently been exposed to English language instruction, my teacher participant observed that students perform better and more because they have a great capacity for thinking and expressing themselves. The contradictory beliefs, however, developed when one of my participants, Sushila, a student, believed that early exposure to the English language is not necessary to develop cognitive skills; one can perform well without early exposure by using strategies like consistent practice and perseverance, and that early exposure and motivation to learn have no bearing on the matter. In opposed that the other participant Kezang said,

It does have lots of positive impacts as first of all English is an international language, and when you can learn and speak the most common language in the world, it motivates you to learn other languages too. Moreover, when we are

fluent in English, we are automatically fluent in at least two languages, increasing our cognitive thinking as the more the number of languages a person knows, he/she is said to be getting more creative and is said to be able to think critically. (Kezang).

Social Integration

Language gradually boosts one's confidence to speak in front of large groups of people and express oneself; as a result, it shows social interaction and cultural flexibility. One of the students mentioned that she enjoys giving speeches in front of groups of people since she does not get nervous around them. She believed that the confidence and energy she had acquired were not coincidental, but rather that valuable experience and early exposure had a significant impact. She stated that she is an experienced and knowledgeable person, thus it was clear that she had the confidence and extensive vocabulary to perform well.

I was forced to follow the shadowing technique until I was probably able to read. After being able to read, I was made to read aloud which improved my pronunciation and also helped me to remember the content quite easily. I believe this method helped me to boost my public speaking and my confidence level as I am not really afraid of presentations nor am I afraid of giving a public speech in English. And I am also able to make lots of international friends, broadening my views and knowledge. (Kezang)

Parental Influence

An indication of their desire to improve their child is parental influence.

To understand early exposure and how it impacts students' overall growth and development, parents were therefore important in this research. Along with their efforts, guidance, and techniques that improved their child's academic performance, they also shared their insights.

Furthermore, the rationale behind the necessity and significance of exposing their child to the English language at a young age is to foster later academic proficiency.

Home Guidance and Daycare

Two important factors that illustrate how a child might be prepared to enter a real learning environment before starting school are home guidance and daycare. It gives them more self-assurance, gets them ready for obstacles, and most importantly, solidifies their foundation. "English was introduced by my parents which later my school emphasized throughout my education journey, and now through social media, I can continue learning," stated one of the participants. Her parents helped and guided her when she was first exposed to the English language, and this became her strong foundational background that helped her build confidence, apply for exchange programs, and travel the world. Similarly, Sangita, one of the parents, stated that her child was initially exposed to the English language at home under her supervision and assistance because she understood the value of having language proficiency prior to enrolling in a formal learning setting. "At first, I think it is better to learn from home because, in the first phase, they are not only learning about behaviours in English, but they are also learning the tone from home itself," the speaker stated. She was referring to the fact that her child receives additional instruction regarding speech tone and behaviour. She also believes that her child's ability to express, explain, and communicate has significantly improved as a result of her mentoring at home. "Through my experience, what I feel is teachers only have a 30% role whereas we parents need to put extra 70% to make them learn better and effectively" Therefore, everything that is taught at school needs to be reinforced at home to provide her child with a schedule and prevent forgetting. Furthermore, a teacher's use of bombastic vocabulary that she then needs to clarify in simple terms assists in the child's learning.

Daycare/ ECCD (Early childhood care and development)

The general development of a child is greatly influenced by daycare or early childhood care. For improved performance and additional results, Pema, one of the parents, claimed that her child received home guidance in addition to daycare. She notes, "I encourage them to read books and watch television shows with English subtitles." She has two children, who began learning the language at home and at daycare when they were three or four years old. She understands the value of English language acquisition, so she employs tactics at home like encouraging kids to read books and watching English-language television series.

Motivation and Exposure

Motivation is essential for directing students toward improvement. It's one of the elements that motivates someone to work through a lot of obstacles. As a result, every participant in this study was motivated in some way to learn English. Both of these groups had a deliberate goal to study and become motivated, even though some began learning at an early age and others attended school later. They all approached learning motivation in various ways, though, and from varied points of view. The factors that kept them motivated to learn English included a variety of consequences, including academic pressure, parental pressure, self-interest, societal norms, professional issues, and networking globally. "Ayan is motivated because of academic aspects because in his school most subjects even math require reading, they even have reading week once a week that's why," stated Sangita, one of the parents. Consequently, learning English consistently for him to do better in class and be competent, which serves as a motivating factor in his situation. On the other hand, "Yeah, I do enjoy learning English because the vocabulary changes with the times and trends." One of the student participants, Kezang, adds, "It also helps me to build my confidence and gain lots of global/international friends all over the world." Similarly, Sushila, the other participant, states, "I began writing and reading from a very young age." But when it came to speaking,

my school used to collect money each time a student was heard using their mother tongue. So, I started talking after that to avoid getting in trouble. She was urged to speak English and put in a lot of effort to escape the penalty; this ultimately led to a significant advancement in the general growth of the English language, even if she claims she is still learning and getting better. In addition, parental pressure encouraged and pushed some children to learn, which ultimately proved to be very beneficial to them. "I would say parental pressure, having both parents educated allowed me to learn English at an early age".

Academic Influence: School Pressure and Teacher Role

Academic influence played a key role in the language development of the students. School pressure and teachers' roles were the factors that reflected academic influence in the language acquisition of the students. Furthermore, this section will elaborate more on the school pressure and teachers' role that helps students develop language proficiency.

Academic Pressure

Pressure to perform well academically can have both beneficial and bad consequences. Depending on their past knowledge and experiences from school, each person may have unique viewpoints. That's why, according to Sangita, one of the parents, her son studies extra hard since he feels a lot of pressure from school. Every month, her child can also demonstrate all of his hard work during a reading week. As a result, as Sangita mentioned, there are occasions when academic pressure even has benefits.

Teachers' Roles

It was reported that teachers exert 30% of their energy into helping students advance their learning since they are so important in helping them become better academically. Additionally, teachers use strategies and efforts such as guided reading, free writing, "three English vocabulary words in a day," and coral reading to keep students consistently learning the language, which eventually improves comprehension and produces smoother writing.

Usually, I believe in the fact that, to support or help the students learn English, we have to be consistent in using English every time whether it be while teaching or conversing with them. I have used a lot of reading activities in English which makes them feel they are playing but which helps them build their English reading, writing, listening, and speaking skills. The students comprehend better while they do hands-on experiences, like games, role plays and theatres to mention some. (Sonam)

Challenges

Learning frequently presents several obstacles that must be overcome with the right plans and methods to succeed. As a result, each participant acknowledged that they had encountered some challenges in learning the language; these challenges had an impact on them. Parent Sangita stated, "I have noticed changes in communication skills as a lot of students, whether in private or government schools, are made to speak in English, therefore a lot of students who have limited English knowledge cannot speak even if the teacher asks questions." It was clear from her statement that some students found it difficult to express themselves because they lacked parental guidance, private tutoring, and extra effort. "Whereas those who are exposed to English later find difficulties in expressing and writing which results in low academic performance," another teacher stated. Furthermore, some struggle academically, while others face unique obstacles like social criticism. Chura, one of my student participants, stated, "Yeah, I did for a while; people who knew more used to look down on us for things like pronunciation and other things." However, I conquered it because I was resolute and confident enough to speak up more. Some of the difficulties few people have seen thus far during the learning process include criticism and looking down upon others who were learning.

Impacts of Communication Skills

Early exposure to English has a big impact on how well students can communicate. Effective communication has a huge impact on many different aspects of life. As a result, the majority of participants stated that their ability to communicate with others was improved by their early exposure to the English language; however, a small percentage held the opposite opinion. Compared to children who were exposed to the English language later in life, early exposure to the language has advantages for the development of confidence in children

Advantages of Early Learners

Most of the participants stated that developing a base or solid foundation benefited more from early exposure. "Early exposure helps build a strong foundation in language skills, which can enhance reading, writing, and comprehension abilities," stated Barsha, one of the student participants. As a result, developing comprehension skills and improving the other four skills are correlated with a solid language foundation. The other participant must also state that, despite her passion, she was compelled to learn English at a young age owing to parental pressure. Looking back, she sees how beneficial this was for her, as it has allowed her to speak in public and give presentations without feeling anxious or afraid. Her solid background and knowledge of the English language also contribute to her confidence. The other participant, Chura, states, "The ability to speak and have the right words at the right time and the way to make intonations while speaking among or outside friends too." He added that his early exposure to the English language helped him make the right word choices when speaking.

Disadvantages of Late Learners

English language experience that comes later in life can have drawbacks, although some participants think that exposure to the language at any age can still be beneficial if one is persistent and determined enough. Nevertheless, most participants stated that students will

struggle with foundational areas, which frequently results in speaking issues, public speaking anxiety, minimal interaction, constant silence, lack of exposure, or inconsistent practice.

Student's Attitude and Confidence

The attitudes and confidence of students have been emphasized in light of the positive and negative attitudes that have emerged from early exposure to the English language. Furthermore, children's growing confidence was perceived as an important outcome of their early exposure to the English language.

Positive Attitudes

According to the observations made by all eight participants, there was a shift in attitude over time among those with greater language proficiency and knowledge. The confidence, self-esteem, and openness to communicate that students who were exposed to the English language early on exhibited were heightened. Sangita, another parent, reported that she had seen a significant shift in her child's attitude since she had given him exposure to the English language at home under her supervision. She observes that her child is generally fearless when trying new things, confident, and prepared to engage with others. Moreover, a teacher participant said,

I observe that students introduced to English at an early age are more confident and can very well speak to the ones around them. They have high self-esteem compared to others and can open up easily with new people in a new environment.

She saw a favorable attitude toward students who had previously encountered the English language.

Negative Attitudes

The majority of participants reported that those who had not had early exposure to the English language had trouble speaking, engaging, and comprehending, which ultimately affected their performance on another academic assessment. It appears that a negative attitude

has formed toward students who become proficient in English, as one of the student participants indicated that he was looked down upon by people who knew more English than he did. Additionally, he expressed his opinion that those students are egoistic based on his experience, stating "Those who have experienced early seem to be egoistic while speaking trying to prove their betterments in speaking." Those in the learning phase may be adversely affected and demotivated by the unfavorable attitude of that knowing student. Moreover, Kezang claims that it discourages students from making progress and may even have a negative psychological impact on them.

The main difference would be the one with early exposure would be able to come out of the box and try to explore as much as possible due to its confidence level in communicating with the rest while the other one would be having challenges in doing the same thing due to the fear of speaking English and not being to express himself properly increasing the level of talking with new people/ foreigners. This can lead to mental pressure in this present world where almost all the people are seen speaking English fluently. (Kezang)

Learning Styles and Age Factors

Two significant factors that influence students' learning processes are age and learning preferences. Students use a variety of learning tactics and approaches. Furthermore, age is another important consideration. Early exposure can lead to higher comprehension and foundational understanding in learners than later exposure. Consequently, it examines some of the successful learning techniques used by the participants to improve their learning as well as the age variables that represent students' motivation, communication abilities, and general development. Moreover, the important factor in language learning and teaching is the cognitive processes of the learners which refer to learning strategies (Mahadi & Jafari, 2012).

Learning Styles

Given that a child's learning style influences their interests, my participants discuss a range of learning styles and tactics based on their viewpoints and experiences. One of the students, Kezang, mentioned that she was made to read aloud at a young age, even though she oftentimes did not understand the reasoning, but it helped her later on when it came to public speaking and communication skills. Similarly, Barsha, another participant, reported using English in everyday conversations and seeing and listening to English-language films and music. While some add tactics like interactive media and books, others say, "My early exposure to English came from a variety of sources such as family members who would use English in daily conversations as well as media exposure, such as watching English-language movies, TV shows, or listening to music." However, because they had to behave professionally and academically, teachers and participants used various tactics. To help the children learn more effectively, the teacher employed a variety of tactics, including role plays, coal reading, guided reading, new vocabulary in a day, and freewriting. In addition, parents employed tactics including speaking English to their children, going over the lesson again with them, and explaining concepts in simple language.

Age Factor

Learning English is most successful when done when a person is young when their brain is still developing and flexible. Nearly all eight of the participants in the interview reported having early exposure to the English language. When they were initially exposed to the English language, the lowest age was 3 and the highest age was 7. "I have two kids, and they both started learning English at age 3-4 at home and daycare," a parent participant adds. One of the students expressed her opinions about the effects of people who were not exposed to the English language at a young age.

In contrast, students who are not exposed early may face a steeper learning curve, as they might struggle more with foundational aspects of the language. They may require additional time and effort to achieve similar levels of proficiency and may initially experience more challenges with communication and comprehension (Barsha).

Socioeconomic Background and Its Impact

Socioeconomic background is a major factor in the education and exposure of English language learners. Being intelligent and well-read is a status and class marker. As a result, when the participants shared their opinions, they believed that they were seeing things from a comparable angle. Every participant thought that early exposure to the English language can be advantageous if one comes from a solid economic background. One participant, Kezang, stated that she was exposed to the English language at a young age due to her parents' education. As the other person mentioned, she speaks English most of the time. Two of the four student participants had prior exposure to the English language, whereas the other two had not. In light of their respective situations and backgrounds, these two groups had similar ideas to express. One of the participants, Chura, stated, "I do see the importance in daily life yet I see it as a hegemony set up on the poor people too to show their status." He felt that while wealthier people have greater access to media and are exposed to it, they are not afforded the same opportunities to learn and grow, and as a result, these groups of people are left behind. Nevertheless, Kezang added that,

Socioeconomics plays a huge role in grooming children because not all parents are educated and not all parents force a child to learn another language apart from their native language. Only with prior knowledge on how important is learning the English Language can it help parents to educate their children accordingly (Kezang).

Consistency in Learning

Consistency in learning is another factor that is crucial for controlling and sustaining a child's development. The participants believed that learning consistency was crucial. A true learner is someone who constantly practices the language daily with the same zeal and determination. Simply being introduced to the language at a young age was insufficient. A teacher expressed, "I believe in the fact that to support or help the students learn English, we have to be consistent in using English every time whether it be while teaching or conversing with them. "Similarly, Participant Sangita states that she puts in extra effort with her son in order to train him to be competent and perform better. To help him learn better and prevent forgetting, she helps him with his homework and ensures that he repeats what he has learned in class at home.

The research concludes that early exposure to English language plays a major part. Among the benefits of early learning are improved communication abilities, the development of fundamental knowledge, cognitive growth, and increased confidence. Some argue, however, that even with regular practice and the appropriate methods and approaches, language acquisition can still produce greater results. Additionally, some learners find it difficult to acquire a language due to obstacles including their socioeconomic status, parental guidance, a lack of understanding and inconsistent practice.

Chapter 5: Discussion and Implication

The main findings are discussed and interpreted in this section. Supporting concepts from the literature and research findings are used to analyse and apply the primary topics. The influence of early exposure to English language acquisition is highlighted, with particular attention paid to how rich vocabulary, pronunciation, and communication skills improve children's confidence and general development. Aspects like consistent parenting, financial assistance, and mentoring were some of the crucial components that enabled educators to further explore the issues presented by learners.

Effects of Age in Language Proficiency and Academic Performance

The results indicate that learners of English who are exposed to the language at a young age may achieve high levels of competency in vocabulary, grammar, pronunciation, fluency, and communication. Conversely, other participants disagreed with their beliefs, reflecting that even late learners can do better and reach high competence levels with the right tactics and drive. While there are many benefits to early exposure, it is also important to remember that late learners can benefit from strategies like reading, consistent practice, parental support, and media exposure. As Pisani (2020) also noted, other factors such as parental supervision, English-language conversation, English television programs, and home guidance are consistent with the idea and findings of this study. In the English language, consistency and adaptability can therefore yield better results than starting at the beginning of exposure.

It emphasizes that early exposure can lead to improved academic achievement. It was clear from the responses provided by the participants that it helps provide the groundwork for fundamental comprehension, confidence-building, cognitive ability development, ease of idea comprehension, and high self-esteem. On the other hand, those who are not can find it difficult to communicate, lack self-assurance, stay silent, and experience mental strain. It

follows that early exposure can be advantageous when English is the primary language of instruction in schools. It was mentioned that activities such as viewing television shows with subtitles offer more opportunities for language development (Tran & Miralpeix, 2024), which will eventually improve academic achievement. While it may seem beneficial to use simple strategies like watching English-language television with subtitles, this idea and its concepts are only applicable to learners who are committed and persistent in their studies; otherwise, it will be challenging for them to make the kind of academic progress that comes from using such strategies in place of working in an actual academic phase.

Influence of English Language Learning on Cognitive Development and Critical Thinking

Participants stated that critical thinking skills and cognitive development are related. Early exposure to the English language is thought to improve a person's capacity for critical thought and problem-solving. Certain scholars have said that a child's ability to think and develop is ultimately determined by their environment, specifically by language exposure and parental involvement (Head & Mahoney, 2016). Furthermore, based on the data and findings, the concepts and responses make sense about the participants as well as the researchers' observations, but unlike those who thought that cognitive aptitude could still be attained through a variety of strategies and perseverance even in the absence of early exposure to the English language. Consequently, it becomes apparent over time that it fosters the development of cognitive and critical thinking skills with fewer difficulties and greater benefits than for late learners; that being said, it is undeniable that late learners will not benefit from those skills if consistency is maintained.

Building Confidence and Improves Social Integration

The participants expressed trust in the potential benefits of early exposure to social interaction and public speaking confidence enhancements. Those who have been exposed feel

more at ease and adaptable while interacting with the public. Because they are conversant in both the English language and its vocabulary, they don't find social interaction difficult. Since they know how to interact with people better than those who don't, it can be concluded that they develop confidence. One of the participants said in the data that she enjoys making more international friends, has never been afraid of public speaking or presentations, and hopes to travel the world in the future. She stated that she had no trouble communicating or feeling confident because she had been doing so since she was three years old. I think habits and a persistent desire to learn lead to the eventual evolution of communication skills and confidence. Thus, based on these data, we can conclude that social integration and confidence are related. After all, learning a language does not truly happen until you put your confidence and effort into applying what you've learned to real-world situations.

Impacts of Parental Influence and Home Environment on Language Proficiency

The parents who took part in this study stated that parental assistance and guidance were essential for learning. They believed that education was extremely important, but that family assistance was also necessary to get better outcomes. It runs counter to the theory, though, as not all parents are well-educated and possess the kind of knowledge that my participants did. One of the participants said that because her parents had a college degree, she was given access to those learning environments, demonstrating that not all parents can put in the exact amount of effort as the participants had. Parents may not provide assistance and direction to their children who wish to learn early English because they are unaware of these things. Therefore, I believe that for parents to provide those resources to their children, they must be informed about early exposure to the English language and the need to study English for the overall development of the language proficiency of their children. If not, it will be extremely difficult to expose students to the language. Additionally, it illustrates the concepts of educational background and social status.

Impacts of Socioeconomic Status on Language Proficiency

The learners' socioeconomic background is a major factor in influencing their level of language proficiency. According to the participant, privileged individuals have easier access to the English language and its resources, including books, media, and well-educated parents who provide them with support and guidance. According to research, by the age of four, low-income children hear 30 million fewer words than their more affluent peers, and this word gap contributes to differences in their academic achievement. (Head et al, 2016).

Furthermore, obstacles that limit language learning, particularly in the early stages of language acquisition, strike individuals from disadvantaged and lower socioeconomic situations. As a result, there is also a language development gap between two groups of learners, according to the findings. Inequality in language instruction is determined by the learners' socioeconomic status, either directly or indirectly. In actuality, language learners shouldn't be hindered by their socioeconomic background. This indicates that those who are less fortunate do not have access to educational opportunities; as a result, policies and government support should be provided to address this issue, give all socioeconomic groups equal opportunities for language development, and ensure that socioeconomic status never serves as a barrier to education.

Maintaining Consistency in Language Acquisition

The results demonstrated that early exposure was essential for improved comprehension, high self-esteem, confidence, and communication abilities. Nonetheless, what emphasizes the significance of this research is the need for consistency in learning in order to acquire all those attributes and perform better. Furthermore, a commitment to studying and gaining those skills enriches the educational process. Consequently, even while early exposure has many advantages, learning consistency is ultimately what matters most.

Attitude Toward Language Learning

The results show attitudes toward learning that are both favorable and negative. When it came to greater opportunities, preserving a high sense of self-worth, confidence, and improved communication skills, early learners had an advantage over those who learned later in life. For certain individuals, we were able to observe the shifts in attitudes. One of the participants talked about how, in contrast to them, he was treated with disrespect because of his poor pronunciation. As mentioned, “The students worry about being wrong and criticized for their mistakes. In addition, low self-esteem and fear of making mistakes are some contributing factors to language anxiety” (Seldon & Tshomo, 2024, p.3). Additionally, language anxiety can result in students' worry and fear of public speaking (Seldon & Tshomo, 2024). Some contributing reasons to language anxiety include low self-esteem and a fear of making mistakes.

This situation illustrates how some students do not view learning a language at an early age positively and instead abuse their advantages and power to damage others, which is, in my opinion, hurting society. Furthermore, cultivating a false sense of self-worth and being egotistical simply because you are better and more knowledgeable about language than others won't help someone become a true learner; rather, it will have a detrimental effect on their personality in both their personal and professional lives. Consequently, the ability to appropriately weigh the benefits will undoubtedly indicate a true learner's positive outlook. Furthermore, those attitudes toward students may have such detrimental effects that they may lead to mental illness and a high likelihood of lasting effects throughout life.

Learning Strategies and the Role of Age factor

The styles and methods of learning varied amongst learners. It demonstrated their interest and methods for improving their learning. As a result, each participant shared one or two adaptations they made while learning that turned out to be advantageous. Among those

tactics were reading aloud, watching English-language films, and having regular talks. It was to their advantage that they modified those tactics. But reading aloud will only help with pronunciation and eventually fluency; it won't help with understanding or cognitive thinking, so relying solely on this and watching English-language television won't be helpful. Similarly, seeing English-language television episodes can improve vocabulary and pronunciation, but they won't contribute to the student's total growth or competence in other areas. Although they aid in improving speech, vocabulary, and pronunciation, some of the tactics they discuss are therefore improper for this field.

The majority of responders felt that age was another important aspect. The participants stated that young learners can catch up quickly and establish a solid foundation for improved vocabulary, pronunciation, and self-assured communication. It was clear that all of the participants had early exposure to the English language, but other people also thought it would be beneficial for the students to have later exposure. While it was noted that younger students were better able to pick up language more rapidly, other participants assert that older students can still advance in their English language learning by using tactics and techniques. Scholarly results, however, strongly disagreed with the notion raised by the second participant group. According to their research, the timing of English language exposure is a significant issue that should be taken into account when examining bilingual children. According to Scheffner et al. (2008), there was discussion about the anticipated outcomes being better for individuals who had prior exposure to the English language at home before enrolling in Head Start compared to those who did not. Age is therefore considered to be a significant component that promotes better and quicker learning. As a result, it was found that age served to be an important factor contributing to the acquisition of the English language.

Chapter 6: Conclusion

This section provides an overview of early exposure to the English language, including key findings and factors such as parental support, motivation, attitudes, socioeconomic background, and teaching strategies that affect early exposure. Additionally, some implications and recommendations are briefly discussed.

Considering the significance of early English language exposure, some important recommendations this study's findings and analysis have to give include improving motivation, cultivating positive attitudes, and facilitating successful communication. This study is conducted to support and create awareness among Bhutanese citizens. To let them know the importance of early exposure to the English language and how it affects their language proficiency, communication skills, attitudes, and motivational level. Additionally, it helps lay a solid foundation, supports academic endeavors, and opens doors to a variety of opportunities around the world. Furthermore, students' long-term motivation and attitudes toward learning are greatly influenced by early exposure and appropriate timing of language acquisition. For this study, a qualitative method was employed to gain in deep understanding of the impacts of early exposure to the English language. The qualitative approach was appropriate for my research as it focuses on the natural and first-hand information that helped me gain important outcomes for my study through interaction with the participants. A semi-structured interview was employed to interview the participants to maintain flexibility in asking open-ended questions based on participants' responses. This way, it will give me more details and elaboration on their understanding and experiences of the concepts. Furthermore, the Phenomenological approach, which is a part of qualitative method was employed as it deals with the 'lived experiences' of the participants so that my study will analyze, interpret, and present the real and lived experiences of the impacts of early exposure to the English language. Additionally, among the study's main conclusions were elements like parental

guidance, socioeconomic level, the learning environment, and the appropriate use of teaching methods. Early exposure to the English language produces better outcomes for students than delayed exposure. One important component of these findings was even the age factor. Students who were exposed demonstrated greater language skills, were more self-assured and motivated, and were able to communicate successfully. Still, others thought that elements like parental guidance, the correct kind of motivation and commitment, and instructional techniques may also help students learn more effectively and achieve comparable results to those who had earlier exposure to the English language. In the end, it can be said that early exposure to the English language is only advantageous if the children have better support, guidance, and motivation to learn; otherwise, it won't be possible to assess the student's English language proficiency. For language learning to be successful, a lot of effort, commitment, motivation, patience, and moral support are needed throughout the process.

The benefits of early English language learning exposure emphasize important discoveries, including the development of good attitudes, excellent communication skills, confidence, global connections, and motivation. The aforementioned significant discoveries reinforce the notion that early exposure is not only advantageous but also a critical component in the enhancement of students or learners. As a consequence, early language exposure by itself won't improve outcomes, as the results show. Achieving success in language acquisition is regulated by factors like parental direction, consistency, and methods of instruction. As such, it is critical to recognize the significance of learning consistency. While there are benefits to early exposure, it has little effect if it is not repeated consistently. Consequently, the idea of early exposure to the English language combined with regular consistency can be a powerful element in raising awareness and knowledge among young people and teachers. Additionally, it has an impact on policies that affect Bhutan's multilingual education system, which can lessen cultural differences while taking national

linguistic identity into account. The results may also have an impact on expanding the opportunities and resources available in the preschool or pre-education system for students who are significantly underprivileged in terms of their socioeconomic status, parenting style, and level of education.

Limitations

Based on the findings and conclusions, early exposure to the English language has a positive impact on students' motivation, attitudes, and communication. Nevertheless, this study has several drawbacks, including a small number of participants, the consideration of certain locations, and the research method. The number of participants was restricted by the needs of the study; as a result, insufficient data will be gathered, and the outcomes will fall short of what is necessary. Furthermore, limiting the number of student participants to four would produce incredibly constrained and perhaps incorrect outcomes. As a result, more student participants needed to be engaged. Similarly, concentrating on different areas may mislead the tracks, extracting inaccurate information and producing unfavorable results. Additionally, using exclusively qualitative research methods has been a highly uncertain way to get data; to get better results, both qualitative and quantitative methods should be applied, depending on the topic being investigated.

Scope for Future Research

Taking into account the findings, future research could implement the ideas into other fields to get insightful consequences. To ensure that a child's language development evolves and shifts over time, longitudinal research would be the ideal topic of study. Further research could incorporate the concepts of geographic areas and their impacts, such as the difference between the language acquisition of rural areas and that of urban areas, to see the imbalanced learning outcomes and other findings, by compiling the ideas of early learners and late learners. Above all, putting the theories about the role of technology in the learning phase

into practice would be a great method to compare and contrast the significance of early language exposure with the effects of digital media and technology on language learning.

Recommendations

My research has led me to make several recommendations that will improve and advance both academic achievement and the gauge learning environment.

1. In order to ensure that the children have adequate exposure and basic knowledge, parents and the schools t should work together to give the necessary early exposure to the English language. Parents should play a significant role in motivating and encouraging their children, therefore, teaching and advocacy for parents to recognize the value of language exposure is a useful strategy.
2. The government and relevant authorities should take the initiative to implement regulations that guarantee that all children receive an equal amount of early education for a better future, regardless of socioeconomic differences.
3. Furthermore, a child's learning journey is greatly influenced by the teaching and learning tactics that are employed; for this reason, it would be very beneficial to apply a variety of strategies and learning styles in the future to support language development.
4. Employing Digital media and advanced technology for language learning can enhance language proficiency and motivational level. moreover, features such as educational apps, technology-based learning environments, and online learning platforms can be very effective in the near future for language development.

Concluding Thoughts

This study emphasizes the value of early English language exposure and its effects on Bhutanese students' motivation, attitudes, and communication abilities. According to the learners, early exposure to the English language leads to better outcomes including increased vocabulary, fluency, confidence, and critical thinking. However, the study also emphasizes that even late learners can reach the same level of motivation, confidence, and communication skills considering factors such as parental assistance, learning methodologies, and consistency in learning. In addition, parental participation was a crucial component that demonstrated the real basis of this educational process. Learners can strengthen their language skills, confidence, motivation, and financial support to further their language growth with the support of their parents. Early exposure to the English language also aids in language development; but, regardless of where they begin, all learners must maintain consistency, self-motivation, and good attitudes. As a result, the study highlights the need for early exposure to the English language while also taking into account each learner's overall development while providing sufficient support and consistency.

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Appendices

Appendix 1: Consent Form

Investigating the Impacts of Early English Language Exposure on Bhutanese Student's Communication, Attitudes and Motivation—a Comparative Study.

English is a global language with various benefits. It reflects unifying all languages into one. Hence, the importance of learning the English language is known and adapted by the world. Therefore, it is crucial to allow young learners to be exposed to the English language early. Likewise, this study explores the impacts of Early language exposure on Bhutanese students' communication, Attitudes, and motivation

Research Objectives:

1. To examine students' attitudes towards early exposure to English language learning.
2. To investigate the impact of early exposure to English language learning on students; communication skills.
3. To assess the relationship between early exposure to English language learning and
4. Students' motivation levels.
5. To explore the influence of early exposure to English language learning

This dissertation is written by Khusboo Pradhan, a fourth-year student of BRAC University. The dissertation will be supervised by Dr. Syeda Farzana Sultana.

Participant details:

Mr./Mrs. _____ is assisting my research project “**Investigating the Impacts of Early English Language Exposure on Bhutanese Student's Communication, Attitudes and Motivation—a Comparative Study**” I can use the information in my research. However, according to research ethics, the participant's name and identity will be completely confidential.

Participant's Signature:

Author of the Dissertation: Khusboo Pradhan

Department of English and Humanities,

Email: khusboo.pradhan@g.bracu.ac.bd

Dissertation Author Signature: Khusboo

Appendix 2: Interview Questions for Students

1. Could you please introduce yourself briefly? You can focus on your background including where you grew up and your educational experience.?
2. What is your native language, and at what age did you start learning English?
3. How often do you use English in your daily life (family, friends and in School)?
4. How comfortable do you feel communicating in English compared to your native language?
5. Do you enjoy learning English? Why or why not?
6. Can you describe any early exposure you had to the English language e.g. family, media, school?
7. How do you perceive the importance of early exposure to English language learning in your academic journey?
8. What external factors e.g. educational requirements, parental pressure, career opportunities have influenced your motivation to learn English?
9. Could you share your experiences regarding how early exposure to English language learning has influenced your communication skills, both inside and outside the classroom.
10. In your opinion, how does early exposure to English language learning impact your motivation to learn and engage with the language?
11. How do you think your attitude towards English has been shaped by your early exposure to the language?
12. How do you perceive your English language skills have evolved over time?
13. From your perspective, how does socioeconomic background play a role in the effectiveness of early exposure to English language learning?

14. Have you encountered any challenges related to early exposure to English language learning, if so, how did you overcome them?
15. How do you think your experience with early English exposure compares to that of your peers who started learning English later?
16. What differences have you observed in communication skills, attitudes, and motivation between students with early English exposure and those without?
17. In your opinion, what are the difference between the students who are exposed early to the English language with those who are not exposed to the English language.?
18. Are there any particular subjects or areas where you feel your early English exposure has given you an advantage or disadvantage?

Appendix 3: Interview Questions for Teachers

1. Can you tell me about your teaching experience and background? How long have you been teaching English to Bhutanese students?
2. In what ways do you think early exposure to English Affects student's proficiency in speaking, reading and writing?
3. What attitudes do you observe in students who were introduced to English at an early age compared to those who started learning English later?
4. Do you observe any differences in academic performance, particularly in subjects taught in English, between students who were exposed to English early and those who were not?
5. What strategies or practices have you found effective in supporting students who are learning English as a second language?

Appendix 4: Interview Questions for Parents

1. Could you please tell me about your educational experience?
2. At what age did your child start learning English? Was English introduced at home, school, or both?
3. How would you describe your child's proficiency in English compared to their proficiency in Dzongkha (or other native language)?
4. Have you noticed any changes in your child's ability to express themselves to communicate effectively since they started learning English?
5. What motivates your child to learn and use English? (eg. academic success, social interactions, media consumption)?
6. Do you believe that learning English early has had any long-term effects on your child's attitudes, motivation, or communication skills?

Appendix 5: Sample Transcription

Du	Participant	Question and answers	Codes/Themes
1	A	Hello dee, kostoo hunu huncha, ramroii hola ne. (Hello how are you, hope you are fine?)	
	B	Ramrai cha (I'am fine)	
	A	Ramraicha temi? (Are you fine?)	
	B	Mo ramrai chuu ta. (I am fine)	
	A	Ayan ramrai cha hola ne? (Hope ayan is fine?)	
	B	Ayan ramrai cha ta (Ayan is fine)	
	A	Tyo interview garnu paryoo ra ne malai, google meet bara thapai lait ha hudai na hola vanay ra call garay ko ne (I have to do conduct interview via call as you were unaware of google meet)	
	B	Aso re verbally interview garda chi temi kosari record garchau? (How are you going to record if we are doing call verbally?)	
	A	Mo arko phone bara record gardai chuu (I am recording from another phone)	
	B	Aaa... huncha ta (ohhh okay)	
	A	English barai interview garnuu ki Nepali bara (Should I interview in English or Nepali?)	
	B	Temi lai k thik lag cha tei bara huncha (whichever feels convenient for you)	
	A	Luu English deki la (Okay then English)	
	B	Hunncha (okay)	
	A	Can you tell me about your educational background or experiences?	
	B	Ahhh... My educational experiences, I am 12 pas out, 12 com, I completed 12 commerce in 2016.	

	A	Anta At what age did your child start learning English? Was English introduced at home, school, or both?	
	B	Ahhh. My child aaa. he learned English from at home only	Home
	A	Hajur (Okay)	
	B	Anta tya dekhi, aur chi k vanu teti matray, (After that what shall I say only that mucha?)	
	A	Ahhh, school bara learn garay ko ramrod hudo raicha ki ghar barai learn garay ko ramro lagyoo tapai lai? (Ohh, from your perspective is it beneficial to learn from home or at school?)	
	B	First ma ta gharbarai learn garay ko ramrod huncha, because ghar bara learn garay vany chi atleast unnay haruu lay behaviour haru pani sapai harcha ne ta, English matary learn garnuu haina .. tone haru pani sapai ghar barai first sik dai sa haina anta (At first, I think it is better to learn from home because in the initial phase they not only get to learn about behaviour not only English, moreover, tone is also being taught from home itself)	Behaviour & Tone
	A	Aaaaa.... hajur aaa anta 3. How would you describe your child's proficiency in English compared to their proficiency in Dzongkha (or other native language)?	
	B	Compare to English Dzongkha	
	A	Kati ko proficient cha Ayan? (How proficient is ayan?)	
	B	English ma k cha rey?	

A	Proficient abo Dzongkha vanda English ma ramrod cha ki kostoo ho? (Like how proficient is ayan in English as compare to Dzongkha)	
B	English ma ramro cha, uyoo proficient ta (English is better)	
A	Ahhh tapai lai lagcha ki ayan chi school goai ra atii ramroo vakoo ki Ghar ma tapai lay besi guidance dey ra? (Do you think ayan is proficient going to school or because of your guidance?)	
B	Off course mero guidance lay garda pani improve vako ho besi jastoo ta (off course because of my guidance he has improved)	Home guidance
A	Aaaaa.... anta, have you noticed any changes in your child's ability to express themselves to communicate effectively since they started learning English?	
B	English ma? (In English?)	
A	Hajur, changes dek nu vayoo tapai lay afnuu nani ma (Yes, have you witness any changes in your child?)	