The impact of social contexts in second language learning

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The impact of social contexts in second language learning

An Internship Report

Submitted to the department of

English and Humanities

of

BRAC University

Submitted by:

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In partial fulfillment of the requirement for the degree
of
Bachelor of Arts in Linguistics and ELT
April 2016

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Acknowledgement

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Abstract

This report tries to find out the impact of social context in second language (English) learning. How surroundings of a learner make him/her motivated or unmotivated to learn second language. This report included class experiences and survey data. To find out the possible obstacles of some second language learners, a survey was conducted by a university level student. Survey result is shown in this paper by graph-chart.

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Introduction:

Yes! Bangladeshi orange are sour. To answer for the question of its reasons the agriculturists of Bangladesh say about the fertility of soil. This soil is not suitable for growing orange. Extra care may change its taste as well. Human children of a society are like this orange. Their behavior, skill of language using is determined by environment in which they grow up. Many educators had long paid attention to the social context in which children develop and learn. The phrase "social context" means the societal setting where the infants grow up like-surrounding of home, community, school etc. This setting determines a learner's participation with his/her community, especially parents, family members, society, peers and teachers and the children learn language. The environment, in which we live, has an effect which forces us to ensure our existence in this competitive society. Therefore we have to learn English as second language beside Bengali. In learning English as a second language the social context plays the role of a motivator and at the same time as a discouraging factor. The contribution of social context is never being avoided. According to Daniel Madrid, "Students' social context is determined by a set of social factors associated with their social class, cultural level, home language, environmental language, ethnic and religious context etc(1995, p. 64)."

This report carries out the proofs of the roles of social context in learning or development; how environment helps as well as hinders in a learner's learning.

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2. Review of literature

2.1 What is Language?

Samuel Taylor Coleridge said about language that- "Language is the armory of the human mind, and at once contains the trophies of its past and the weapons of its future conquests" (as cited in Heavens, 1981, p-163).

According to William Rice-Johnston (2008), "Language is the process or set of processes used to ensure there is agreement between the sender and receiver for meanings assigned to the symbols and the schema for combining them used for each communication" (p.03).

Noam Chomsky (1957) said, "Language is a process of free creation; its laws and principles are fixed, but the manner in which the principles of generation are used is free and infinitely varied. Even the interpretation and use of words involves a process of free creation" (as cited in Gurusamy & Manivannan, 2015, p.4130).

2.2 What is context?

Different linguists explained context in many different ways. Kathleen Graves (2008) thinks that a language curriculum is planned, enacted and evaluated in multiple contexts. According to her context includes educational institution, environment in where learners belong to etc. in next paragraph he claims that contexts are not only the places but also its people, social system, norm belief which have impact on learners (p.154).

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2.3 Relation between Social context and language learning

Social context and language learning have a deep relationship. Neil Leveridge (2008) noted that language and culture relationship is "deeply rooted" and one determines another. (p.1) as culture is the part of social contexts, learners' learning language is impacted by culture.

In accordance with G. Platt (1979) context and language learning relationship is very much essential. A child first learns from home then to school. In school he gets courage from the home learning (p. 621).

2.4 Second Language Acquisition (SLA)

The believers of Innatism claim that the children acquired a language through their brain and every human brain has this ability. Whereas the behaviorists view to the language acquisition is that the language is acquired by interaction with their prior language user. Like first language acquisition many linguists have many different views on second language acquisition. Second language acquisition process is different from first language acquisition. Many different factors work behind second language acquisition.

It is proven by many prior researchers that social background plays an important role in human's cognitive development. Many researchers also claim that learners' second language acquisition is very much related with their social contexts and yet it is under-researched. Some outcomes of these researches focus only on how social contexts influence second language learners. According to the PISA (Programme for International Student Assessment) Report of 2003- students whose parents had higher educational qualifications and also economical

standards performed better in the language proficiency test in contrast with the children from lower social status.

It is also found by researchers that institutions play a vital role also in learning a language. People who are having economical prominence easily get chance to study in well-recognized institutions from where they must receive linguistic proper knowledge. A study of Munoz (2008) finds the same. He claims that learners from higher social status have access to schools as they wish and their language ability varies from lower class. (p.31)

Nikolov's (2009) conducted survey in Hungary also finds a close relationship between learners' background and learning progress. In accordance with his findings "students' language learning achievements directly linked to the parents' educational level". (p.17)

The link between social factors and language development is not only a concerning subject of linguistics but also the psychologists give importance on this subject. Though it is under-researched, many findings gave clear idea of this topic. Fan (2011) thinks that socio economic status has an influence on motivation to learn, self regulation and learners' self related beliefs and with this it affects the final language outcomes (as cited in Stefánsson, 2013, p.11). There are many factors that contribute in acquisition of second language. Second language can be acquired by attending school, watching television program in targeted language, listening to radio or/and reading newspapers. Learning environment also plays a key role as learners have possibility of getting motivated from their environment. Age of learners has a very significant role in the learning procedure. Several studies came up with different notions as Nikolov and Djigunovi'c (2011) claim that children are very fast in Second language learning, they are

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effortless as well (p.10). On the other hand many investigators like Haynes (2007), Genesee (2006) criticized this idea.

We may discuss creative construction theory. Creative construction theory supports the special ability of human being born with. A language system belongs to human brain which helps in language acquisition. Altenaichinger (2003) talks about difference between acquisition and learning in shed of Krashen view. According to Krashen (1983) language acquisition is a subconscious process; on the other hand learning is a conscious process. So, the subconscious process of acquisition brings fluency and learning lead to focus on structures and grammatical rules. Krashen added that there are three factors are directly related with second language acquisition which are "filter, monitor and organizer". Filter in accordance with Krashen means how the learners get influenced by their social context and their reactions in different social situations. Monitor means correcting the errors of language as they already have learnt according their age. Organizer means "the usage of incorrect grammatical constructions as provisional precursors of grammatical structures, the systematically occurrence of errors in the learner's utterances as well as a common order in which structures are learnt" (as cited in Altenaichinger, 2003, p.9, 10). But these elements are criticized by many linguists. Later Brown (2002) comes up with five hypotheses which fuelled more on Krashen's elements. These are-

1. The Acquisition-Learning Hypothesis:

2. The Affective Filter

3. The Natural Order Hypothesis

4. The Monitor Hypothesis

5. The Input Hypothesis

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Affective filter is a psychological factor and it deals with the social background of a language learner. It suggests that language acquisition is very much depended on attitude of learners and attitudes of learners are determined by social background. So, the social background of a learner is directly related with language learning process.

Learners of second language also go through some different stages. These stages are also related with social background and motivation of learning. Hayens (2007) singles out these stages. According to him-

Name of stages	Characteristics
1. Preproduction	500 words, cannot speak
2. Early production	1000 words, capacity of using some memorized chunks
3. Speech emergence	Around 3000 words, using short sentences
4. Intermediate fluency	About 6000 words, capability of using sentences in both writing and speaking, mistakes are found
5. Advanced fluency	Native near language user. It takes about 5-10 years.

Age has a vital role in language acquisition. Critical Period Hypothesis (CPH) also tries to determine the role of age in language acquisition. Penfield and Roberts emerged CPH in 1959. But in 1967 CPH was made popular by Lenneberg for his further discussion on it. Brown (2007)

explains CPH as "a biologically determined period of life when language can be acquired more easily and beyond which time language is increasingly difficult to acquire" (p. 57). He added that "Critical point for second language acquisition occurs around puberty, beyond which people seem to be relatively incapable of acquiring a second language" (p. 58).

That means in a time the learners of old age decline the capacity of learning. Many researchers like David Singleton experiments this question if really a learner has possibility of losing the capacity of second language learning. They tried to notice the differentiate performance of young and old learners. Seright (1985) said that his several studies on young and old learners' performance showed that younger learners' perform better than the old. No one could come to the result of the questions if the learners of old age lose the L2 learning ability (as cited in Singleton 2004, p.57).

Learning environment and systems also have to take responsibility of L2 learners. Language learning and systems are the direct components of social context of learners. Learning environment means the different setting like natural setting or informal setting and the formal setting or classroom setting. Learning systems includes the teaching strategies in class, different media of learning which means Bengali medium or in any other language based medium.

Chapter 3: Classroom experience:

3.1 First class:

It was 7th September, 2015 I started my internship in Notre Dame College, Dhaka under the supervision of Swapan Hawlader, an English lecturer of this College. In my first reflective paper I would like to thank the principal of Notre Dame College Fr. Hemonto Pius Rozario, CSC as he permitted to take classes in his college, Swapan Hawlader for his kind co-operation and specially my supervisor Sabreena Ahmed whose guidance is helping me to go ahead.

In very first class I experienced a different type of class. It is a class of B.A first year class and subject is Compulsory English. As I get to know that it is a class of 45 students which made me thinks how large and difficult to control the class would be. After entering into the class Swapan Hawlader without any delay introduced me. Then he started his lecture. The first class was on application writing.

At the very beginning of class Mr. Hawlardar provided a sample application which was on permission for a study tour. He asked to read his students within 5 munities. I noticed him to monitoring the class and helped students to make meaning of difficult parts. After five munities, he started to read the application and then explained the rules. Part by part he wrote down the application and clarified which rules are followed. When he was writing the rules he was taking the students' opinions on what they were thinking about. If they made mistake, the teacher made correction and clarified why they were wrong. I amazed to see his policy how he interacts with his students, how he controlling over such big class. I saw all the students were active.

Then he provided another sample on a different topic which had some mistakes. He asked his students to find out the mistakes within 4 minutes. He asked me to check out some the students' papers. Most of them were done properly. Then he again explained the common problems.

Mr. Hawlader divided his class according to students' sitting arrangement. Three rows were divided into three groups. Teacher gave them home tasks. For the first group he asked to write application for increasing library facilities, permission for inter-school football tournament for the second group and for the third group- permission for organizing a debate competition. In this way Swapan Hawlader finished his 40 munities class.

3.2 Second Class:

Swapan Hawlader came to the class and asked students to show homework. He checked out all the papers in a short time and find out the problems. Again he explained the rules of application and this time he emphasized on problematic portions only.

After his explanation he again asked to write an application on opening a football club and he asked students to exchange papers within groups. And finally, Mr. Hawladar satisfied with the answer scripts. Lastly, he showed the students how he can ask in question paper. Before finishing his class he asked his students to read tense from there grammar book.

3.3 Third class:

At the very beginning of class Swapan hawladar shared an interesting story of his own from his childhood. This story was all about the importance of learning tense properly. Then he

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started his lecture. He began with a sentence and he wrote down this sentence in different forms of tense. He translated the sentence into Bengali and the meaning differences. Then he came up with definition of tense and its kinds. In this class the only taught 'present indefinite' and 'present continuous'. In most cases, I saw him to follow inductive method. He showed some example of present tense and then he asked his students to find out his students the internal construction of sentences. One student came front and other students helped him to write the construction of those sentences. He found that all sentences are same in their internal construction. All the sentences had Sub+ verb (base) + Object. Then he said them – this is actually the rule of writing present indefinite tense. He followed the same method for present continuous tense. Before finishing his class he said his students to make at least ten sentences for present indefinite and present continuous tense as their homework.

3.4 Fourth class:

After completion greetings Mr. Hawladar asked his students to submit their homework. He checked out all the papers and some of the papers I checked out also. Students did their homework correctly and the teacher assumed that they could understand all the rules. So that he quickly reviewed the rules only of previous class. Then he moved on present perfect tense. Like previous class he wrote down the example first and later explained rules. This class he taught present perfect, present perfect continuous, past indefinite and past perfect tense. For next class he asked his students to be prepared for past perfect and past perfect continuous. After class I asked him why he was going so quickly. He replied that- "students already have read all of this rules, I am just trying to make them clear. It is very easy to catch for them."

3.5 Fifth class:

Next class, he taught faster than previous classes. Following the same teaching style he taught past perfect, past perfect continuous, future indefinite, future continuous and future perfect tense.

3.6 Sixth class:

In this class Mr. Hawladar taught only future perfect continuous. After finishing the part of future perfect continuous he asked me to review the whole chapter. I showed my students the rules of tense and also an example for each item. Again Mr. Hawladar took floor by thanking me. Then he told his students to take preparation for a short quiz in next class.

3.7 Seventh class:

Mr. Hawlader in this class presented a very critical topic of tense. In most cases students gets trouble in using. Before starting class he asked his students to differentiate two Bengali sentences.

@ আমি গতকাল তাকে দেখেছি।

@আমি তাকে দেখেছি।

After students Mr. Hawlader explained that one is finished action and another is unfinished. Unfinished one is present perfect and finished one is simple past. Then he drew a box on board.

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Perfect and Past Simple

Present Perfect Simple	Past Simple
Unfinished actions that started in the past and continue to the present: • I have known Robin for ten years (and I still know her).	Finished actions: • I knew Robin for ten years (but then she moved away and we lost touch).
A finished action in someone's life (when the person is still alive: life experience): • My brother has been to Cox's bazar three times.	A finished action in someone's life (when the person is dead): • My mother went to Cox's bazar three times.
A finished action with a result in the present: • I have lost my keys! (The result is that I cannot get into my house now).	A finished action with no result in the present: • I lost my keys yesterday. It was terrible! (Now there is no result. I got new keys yesterday).
With an unfinished time word (this week, this month, today): • I have seen Shibli this week.	With a finished time word (last week, last month, yesterday): • I saw Shibli last week.

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Then he summarized the whole lecture. He tried to teach them by drawing something on board.

3.8 Eighth Class:

I got chance to take whole class for the time. Swapan Hawlader asked me to be prepared for this class on previous day. My topic was "changing form of words in sentences". Actually, this topic was taught for filling up gaps. Mr. Hawlader sat on back bench. Like other teachers I completed my regular task like- taking attendance. I wrote five words in a box on board. It was like-

Present	Past	Past participle	Present participle
Go			
Come			
Play			
Write			
Leave			

I asked my students to write down different forms of those words on their paper. As I know this is an easy task and most of them can do correctly, I didn't waste time by checking their script. I called a student to come front and asked him to write down the forms. Then I talked them how the same words are used in different forms in different sentences, I will teach you. To increase their interaction I selected a student. I wanted to know his favorite word among those.

He answered play. Then I asked him- which game do you like to play? He answered "cricket, I like most." Then I wrote four sentences-

I __ cricket every day.

I __ cricket yesterday.

I __ cricket this ground once before.

I__ cricket now.

I filled up the gaps and asked them to write down. Then I clarified all the answers by linking up with previous lessons. I showed them in which situation the forms are used differently. I gave them homework to make sentences with other words.

Mr. Hawlader finished his class by thanking me.

3.9 Ninth class:

After class 8th Swapan Hawlader asked me to make a short question paper for the students. To check out students understanding he wanted to take this sudden quiz. I made a question paper of 20 marks including fill in the blanks, definitions. Before next class I showed him my question paper he asked me to cut the portion of definition. So, I only kept the fill in the gaps portion. The final question paper was on 10 marks only. The he sent it to make photocopy. So, entering the class Swapan Hawlader said his students that he wanted to take a short quiz. Students got surprised. I distributed the question papers. 15 minutes later I took the answer scripts. Still we had 15 minutes left to finish class. Mr. Hawlader didn't teach any new topic. He said a story of his friend to motivate the students.

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3.10 Tenth class:

I reviewed quickly the class of 28th October after checking out their homework. I gave back their answer script. I asked them to read comments and show their confusion. Some of them asked some questions. As I got to know that many of them are in confusion in different questions, I solved the whole question paper. I showed them how to write in answer script and advised them how to do well in examination.

Swapan Hawlader took floor and asked them to read punctuation from their text book for next class.

3.11 Eleventh Class

Swapan Hawlader took this class on punctuation. First of all he introduces the punctuation marks. Then he gave a brief description on importance of punctuation marks. Without proper placement of punctuation marks or for missing punctuation marks, meaning of a sentence can be changed, even a sentence can be meaningless and how it's happened, he showed.

Then he started with comma. He asked his students to write down the rules as he was saying. Here some of his given rules are written down-

1. Use commas to separate words and word groups in a simple series of three or more items.

   Example: I live in my house with my wife, son, daughter-in-law, and nephew.

   We had coffee, cheese and crackers, and grapes

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2. When starting a sentence with a dependent clause, use a comma after it. But often a comma is unnecessary when the sentence starts with an independent clause followed by a dependent clause.

Example: If you are not sure about this, let me know now. (starts with dependent clause)

let me know now if you are not sure about this (starts with independent clause)

This way he said the rules first, explained those and gave examples. His first class on punctuation he finished with rules of using commas. After class he asked me to take next class and informed his students that he wouldn't be there.

3.12 Twelfth class:

After taking attendance I started my class. I reviewed previous class and then acknowledged them on which punctuation marks I would teach. First- I talked on Bengali punctuation "Darih" (| দাঁড়ি). I asked them in which cases they use "Darih". They answered – when the sentence is finished. I corrected them that when a sentenced without exclamatory and interrogative sentence is finished, we use "Darih". Then I told them that the "Darih" in bangla and "Full stop" in English are same. Then showed them some rules of using full stop.

1. Use a period at the end of a complete sentence that is a statement.

Example: I go to school every day.

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    2. If the last item in the sentence is an abbreviation that ends in a "Full stop", do not follow it with another full stop.

    Example:

    Incorrect: This is Mr. Rahim, M.D..

    Correct: This is Mr. Rahim, M.D.

    Incorrect: I have eaten burger, chocolate, juice etc..

    Correct: I have eaten burger, chocolate, juice etc.

Rule-3. Question marks and exclamation points replace and eliminate "Full Stop" at the end of a sentence.

I gave them a short brief on colon and semi-colon. I asked them to be prepared for an oral examination on previous two classes and finished my lecture.

3.13 Thirteenth class

Like other classes I greeted them after entering class and completed roll call. A new problem came front that most of them are not prepared for examination when some students were prepared. My class supervisor asked me to take a short quiz for which students read their lesson. Then I introduced a game-plan by which I will select some students who will have to answer my question. They agreed and I asked them to write down their roll number on a little piece of paper. Class captain collected those and kept on my table. Class captain helped me to conduct this game. I asked him to take a roll number and to announce. This way I questioned minimum ten students. My purpose was to revise the previous classes on punctuation. Obviously, I fulfilled my purpose and students enjoyed this class a lot.

I ended up my class by thanking the students for being co-operative.

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A concern arouse in my mind that students are getting disobedient day by day. In my starting days they were very much tractable. I started to judge myself- what could be the reasons behind it. I identified that may be I am too much friendly with them or they are getting bored with my class. I talked to Swapan Hawlader and he told me- "your young age is the main reason of students' elfish behavior".

3.14 Fourteenth class:

According to the 6 month lesson plan of this class this class was for teaching paragraph writing. I wanted to know the reason why we are moving on paragraph without finishing grammar. In reply Mr Hawlader said that continual teaching of grammar makes students bored, to make classes interesting we have to switch on different topics as the students get interested in class.

I started to talk about student's past days after greeting and roll call. Then I move on their syllabus of secondary level where they studied paragraph. They mentioned some topics of paragraph as Traffic Jam, A Tea Stall, Book Fair, Rainy season, Environment pollution etc. I asked them to write any of these paragraphs as they read in their school days. After a while I got surprised to see that some them written complete paragraph. Their memorizing power is really admirable. I checked the papers and most of them wrote some. I started to talk about the exact construction of a paragraph.

I took a real life example that everything is changed of your surrounding as you getting adult and you will have to change writing style. I tried to make them understand that BA level is not time to memorize paragraph. They will have to understand how a paragraph is organized, which elements are used in which part.

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3.15 Fifteenth Class:

After completing greeting I started my lesson. This class also continues paragraph writing. Without any delay I started introducing the different parts of paragraph like- topic sentence, thesis statement, body part and finally the concluding line.

I wrote down the definition of these terms on blackboard and asked them to write on their notebooks. I came to learn that one book is suggested by Swapan Hawlader for class using and this book will be followed in most cages and if any book is needed there he will make a photocopy for them. I took a book from them and showed a paragraph. I asked them to open their book and to follow me. I identified the different parts of the paragraph from that book. It makes a clear idea on paragraph writing.

I was surprised to see that they were unknown about the background construction of paragraph. In a reply of question- how do you write or learn paragraph, a student answered, "I know paragraph means description of a given topic, what we memorized or know about that topic we write".

I asked them to identify different parts of paragraph of next two paragraphs from that book as their homework before finishing my class.

3.16 Sixteenth Class:

Like other classes I completed my first step of my class- greeting and roll call. One of them asked about cricket- if I watched the game. They were very much happy as Bangladesh won the match. Then I started talk about Bangladesh cricket team. I saw first time all of them participated

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in this conversation. I took this as an opportunity. I talked about different problems of Bangladesh cricket team.

Then I gave them a task. I wrote down on blackboard- Bangladesh cricket team is not performing as we deserve. There are many problems we find like- management problem, most cricketers are not dedicated, don't concentrate properly, fitness problem etc. Now you are supposed to write a topic sentence and a thesis statement on **"problems of Bangladeshi cricket team".**

Students got interest to do this task. I noticed some of them are unable to do this task. I went to them and asked to show their home work. I found that they didn't do their homework. After class I told them to take help from their friend or to meet me. Students showed their task and I made a thesis statement on board.

3.17 Seventieth Class:

Completing first phase of my class I made five groups. I wanted to check how they do in group work. Each group consisted of six members. I gave them a worksheet and asked them to complete it within 15 minutes. Here I attached my work sheet.

About every year Bangladesh experiences flood and its sufferings are bigger description. Now, look at the following picture which may give you an idea on sufferings of flood.

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Picture: Suffering of flood.

(This picture is taken from google image)

Write a paragraph on "sufferings of flood" by following the given structure below [Word limit: 100-170].

Structure for your writing:

1ˢᵗ group:

a) Starting sentence

b) Supporting details

2ⁿᵈ group:

 Thesis statement (as previously learned write one sentence which areas are going to cover in your writing, like- disadvantages, advantages of flood).

3ʳᵈ group:

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Disadvantages

4th group:

Advantages

5th group:

Sum up what have you discussed in your whole writing.

Then I called one student from each group to write it down on board.

3.18 Eightieth class:

I reviewed the previous class then I again made five groups. Each group consisted of six members but one group had six members as there were 31 students. To examine their learning level I gave them another task. I changed a little my task from previous class.

Task

Bangladesh has six seasons and every season has its own specialty. Suppose it is the rainy season and your environment has changed in many ways. Now, write on rainy season in purpose of making a paragraph. Write on only your focused area as it mentioned bellow. Then organize it in correct order as you experienced in Task no-1.

Group-1: merits of rainy season

Group-2: topic sentence & thesis statement

Group-3: conclusion

Group-4: short description of the rainy season

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Group-5: demerits of rainy season

After completing their task I asked them to write on board in proper order of a paragraph.

For next class I told them to take preparation for examination on paragraph writing.

3.19 Ninetieth class:

This class was previously announced for examination and students were looking nervous. To avoid this situation I tried to make fun. I amazed to see their behavior in class was like kindergarten students. After 8 minutes I distributed the question paper. It was a 25 minute examination. I made the question paper for my students. Here my question paper is attached.

Ques.-1   **6 marks**

Here three topics are given with their focused areas. The areas are in jumbled order. Now, organize these in correct order.

    i. Environment pollution in Bangladesh.
        1. Remedies
        2. Conclusion
        3. Effects
        4. Introduction (topic sentence, supporting details)
        5. Reasons
   ii. Dowry system in Bangladesh.
        1. Effects.
        2. conclusion
        3. Condition in Bangladesh.
        4. Introduction.
        5. Origin of dowry system.
        6. Reasons
  iii. Traffic jam in Dhaka city.
        1. Reasons.
        2. Conclusion.
        3. Way of solving.
        4. Effects.
        5. Introduction

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Ques-2: **4 marks**

As you learned about thesis statement in class, now select the best thesis statements from bellow and write down on your paper with reason why you select that.

a) Topic: Fairy stories in childhood
1. In this paper, I will discuss the relationship between fairy tales and early childhood.
2. Not just empty stories for kids, fairy tales shed light on the psychology of young children.

b) Topic: Saving whales
1. Because our planet's health may depend upon biological diversity, we should save the whales.
2. We must save the whales.

Ques-3: **5 marks**

A topic is given below with some additional information & this information may help you in writing a thesis statement. Read attentively and write a proper thesis statement by following task-2.

Topic: Government in Bangladesh

Information:

Kind: Democratic

Advantages: all are equal in rights, independent in exposing opinion etc.

Disadvantages: political instability, benefited for a special class.

3.20 Twentieth class:

This class I was supposed to teach essay writing. I was very easy for my students to learn essay writing as they know how to write paragraph. I said them if they were able write paragraph, they could easily write a essay, nothing new to learn for essay writing. As they were weak students, the better option was teaching them in an easy way.

First I showed then an essay from their book and explain the different parts of that essay. I modified a previous task of paragraph writing classes and advised them to try at home.

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Write few paragraphs on "sufferings of flood" by following the given structure below which will turn into an essay [Word limit: 100-170].

Structure for your writing:

1st Paragraph:

a) Starting sentence

b) Supporting details

c) Thesis statement (as previously learned write one sentence which areas are going to cover in your writing, like- disadvantages, advantages of flood).

2nd Paragraph:

a) Disadvantages (this paragraph also will include another topic sentence, supporting details and a concluding sentence.)

3rd Paragraph:

a) Advantages (this paragraph also will include another topic sentence, supporting details and a concluding sentence.)

4th Paragraph:

a) Sum up what have you discussed in your whole writing.

3.21 Twenty first class:

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I checked out homework of my students. Except four students all did their homework. I checked all the papers and showed their mistakes. I was happy to see their improvement. But still I was finding mistakes in their sentence construction, using wrong words. Individual script checking was time consuming but individual feedback was needed for students' improvement that is why I checked each and every words.

After checking scripts I showed them some common mistakes.

3.22 Twenty second class:

Swapan Hawlader entered with me and he announced that it was my last class. It was 8 days before of starting their final examination and next two classes would take Mr Hawlader. Mr. Hawlader told me for a quick review as far as I taught them. I just talked about important parts of application, paragraph and essay. I also said about their possible mistakes in examination script. Then greeting all the students I left my floor for Mr. Hawlader. He talked about me and admired a lot for my teaching style. Thanking me he bade me good bye.

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Chapter 4: Findings and discussion:

As I got to learn about the students and their skill of using English, I conducted a survey to know their social background. First day of my internship starting I amazed to see that the teacher was teaching them grammar rules like the beginner level students. After some classes I could understand the reasons of teaching grammar rules. Students were very much weak in English. In most cases, teachers had to give their lecture in Bengali. Otherwise the students could not understand. We always encouraged them to use English. They had a very limited vocabulary for using and sometimes they could not use these properly. But three or four students were outstanding in comparison with the rest of the class. About 10-12 students were okay with their level. So, my curiosity goes on to know about their background. I made a question paper and took their data.

Ques-1:

➢ Which area are you from?

Most of the students of my class were from mountain areas. About 90 percent are from hilly areas where indigenous people reside. The opportunities of study were not available for them where the question of English learning is invalid.

Ques-2:

➢ How many siblings do you have?

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Survey result shows that most of them are from big families consisted of 10 members at least. More than 70 percent students have 4+ siblings. It is easy to estimate how difficult for a child to attend school rather than searching for livelihood.

Ques-3:

➢ What is your father's occupation?

About 63 percent were of farmers' sons. Someone's father is doing a job like clerk, cook, cleaner, security guard etc. in Christian missionaries. Financial condition to explain, this answer is enough.

Ques-4:

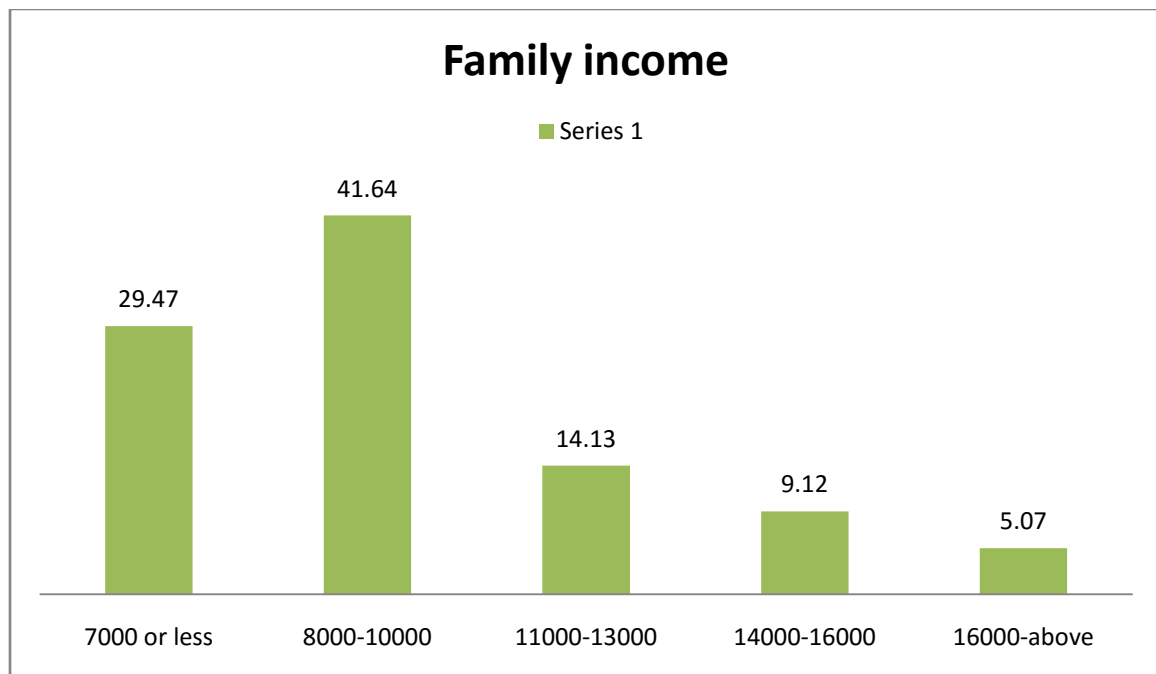➢ How much is your family's monthly income?

Figure 1: Range of family income of interviewees students.

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Family income is shown here by a graph. Most family's income was within 8000-10000. Family income can explain well a family condition. Income determines the behaviors of family members.

Ques-5:

➢ Which medium of school are you from?

A) Bengali

B) English

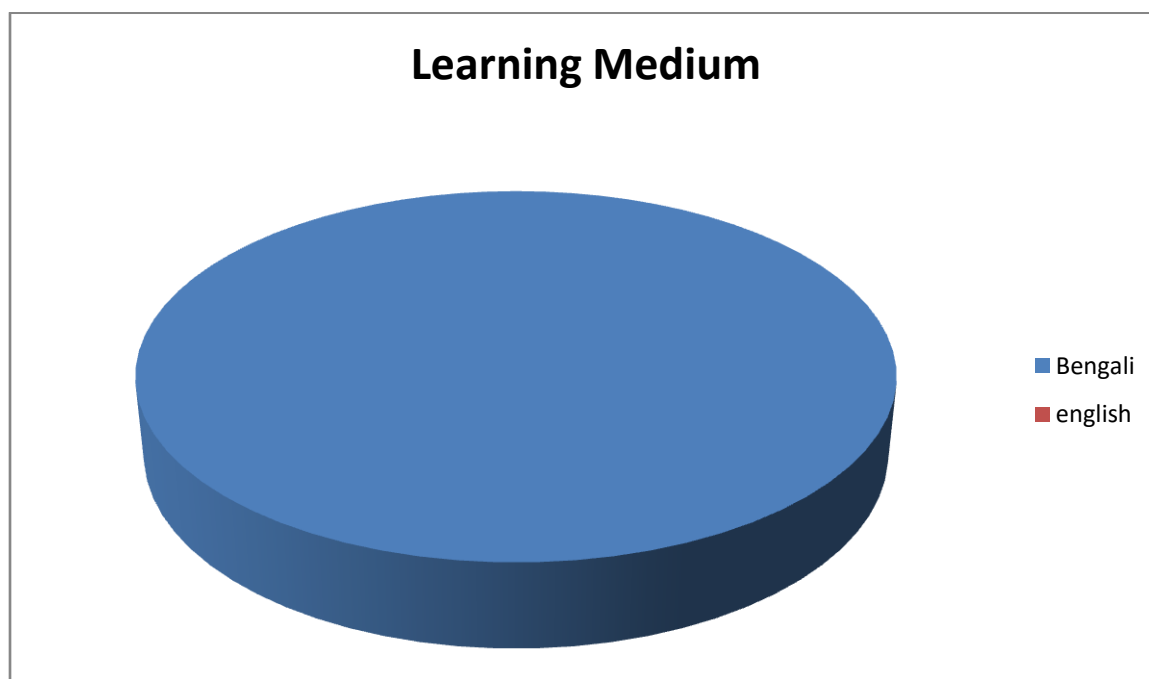All of my students were from Bengali medium. So, they studied English only as their subject.

Learning Medium

Bengali
english

Figure 2: Students' learning medium in school

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Ques-5:

 ➤ Do u have TV at your home?

   A) Yes

    B) No

Only 30 percent students have TV at their home and the rest 60 percent do not get opportunity to watch TV program at their home. This question answer shows how much they are engaged with modern era.
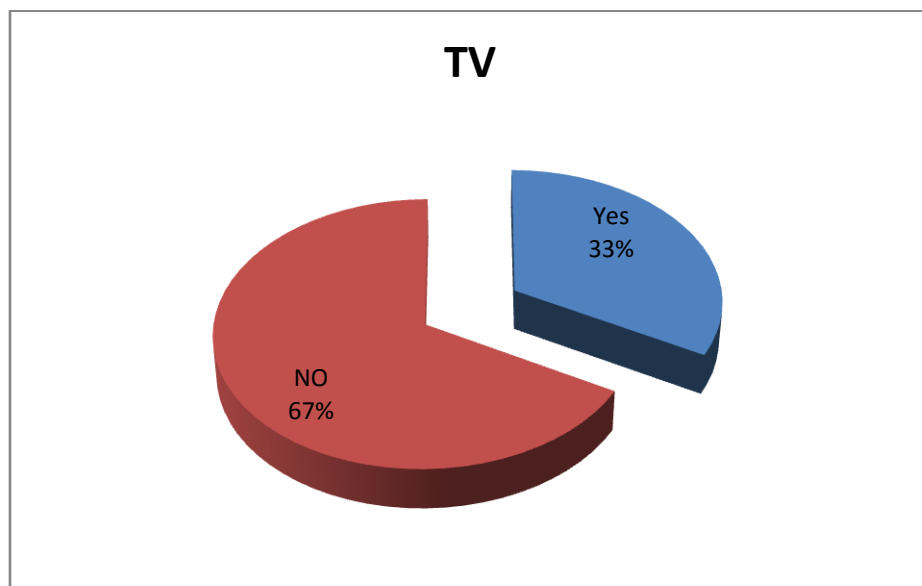
TV

Yes
33%

NO
67%

Figure 3: Percentage of Interviewees who has /has not TV at their home.

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Ques-6:

> Do you like to watch English movies or any others programs?

A) Yes

B) No

Only 29 percent students like to watch English movies or programs. They also don't get opportunity of watching movies always.

Ques-7:

> Do you read any English story books or novels or newspaper?

A) Yes

B) No

Only 18 percent students are interested in reading English story or Novels. Rests are frightened of reading anything of English.
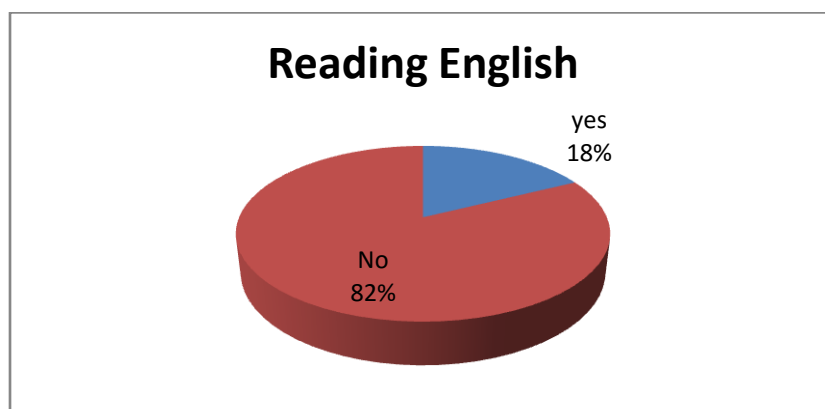

Figure 4: comparing between the students who are interested and not interested in reading English books, novels, newspaper article.

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Ques-8:

> Do you get any suggestions or motivation from your surroundings?

    A) Yes

    B) No

It was very much rare to get any suggestion from the seniors. Sometimes the big bothers of their areas ask them to read. But in most cages the family members and neighbors discourage to study and ask them to join in work to increase family income. So, studying is Dhaka city is a struggle for them. Survey result shows that 35 percent students get support from family or from others of their surroundings.
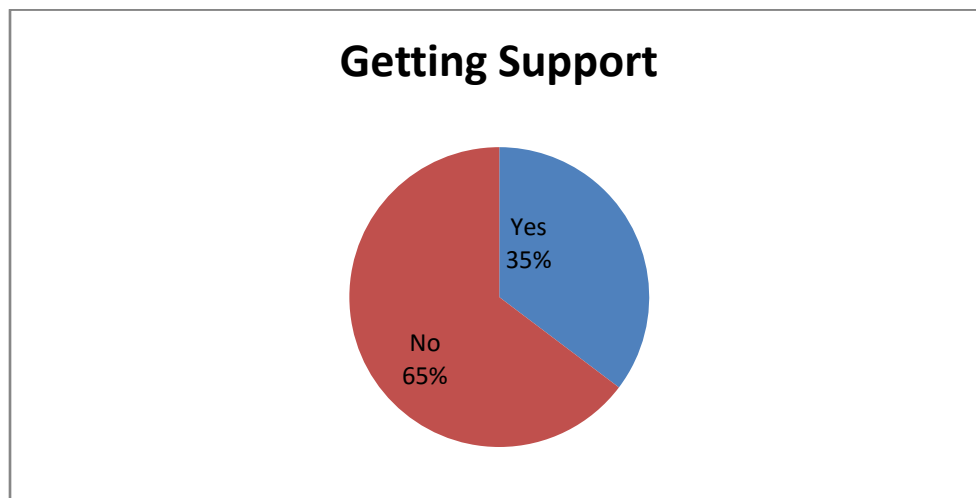

Figure 5: percentage of students who get support from family or others.

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Ques-9:

➢ Number of educated (at least class eight) family members-

   a) 1

   b) 2 or more

   c) 0

Some of their family attended schools but left for livelihood. Some of them are yet interested in
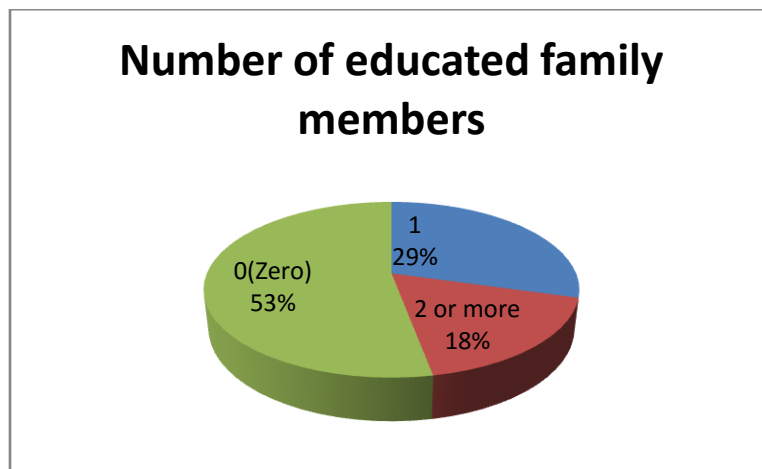
education, some are not.

Figure 6: Number of educated members in interviewees' family.

Ques-10:

➢ When you were a child did your parents speak in English with you?

   a) Yes

   b) No

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This was my final question if their parents speak in English in their early childhood. Interestingly, I did not any answer for "Yes". During my class time I asked them when they learned English first. They were introduced with English in school first.

This survey explains their condition, in which level they belong to. Learning a language is not their hobby as they can easily learn. They haven't the proper environment and opportunity. When I checked out their papers I found a lot of mistakes like grammatical, lexical etc. The common rules of grammar, as the students of tertiary level they are supposed to know, they would not know. So, we tried to practice grammar in most classes as could remember the rules. Another thing is noticed among students that they are not able to learn easily. I had to repeat my lecture again and again. This situation reminds us the critical period hypothesis, as the students passed their puberty, learning language will be difficult for them.

Their vulnerable condition never supports to learn a language. If they would have support from their family or have instruments of learning English in their surroundings they could learn. Now the question is "What is the cause of not having opportunity?"

Yes! The root cause is financial crisis. For financial crisis their parents expect income from them. Parents such condition do not like to sent their sons to school. Another reason is- no one in their society to make their parents understood about the necessity of education. If the parents could realize the necessity of learning English they would help their children in learning English.

In hilly areas language learning instruments are not available. Sometimes the instruments motivate learners to learn something. So, learners' social context is responsible in their development. If their context would support them they could learn better English.

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Chapter 5: Conclusion

Have you ever thought of the question why the people of a particular region are able to use their regional accent properly? They learn from their surroundings. People of Bangladesh will be skilled in Bengali, this is usual as all Bengali speaking people live there. This is impact of context. After my class experience and survey I became agree with the other researchers like Munoz, Nikolov that the students who grown up in an encouraging environment learn better English than other students who do not get any inspiration from their environment. Environment is a big factor for human being. We can easily continue our conversation in Bengali, but have to think of our language production before saying something in English. This is not our language. To learn English as second language, a learner needs proper attention of parents, family, society and institution. As Notre Dame College is trying to teach these economical vulnerable students, my recommendation would be all the relevant sectors of education of Bangladesh should come forward and need to guide them from their beginning. Without securing a proper social context or environment it is not possible to get a successful second language learner. My experience and survey unitedly make me understood that language learning is mostly depended on social context.

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Appendix:

Ques-1:

- ➢ Which area are you from?

Ques-2:

- ➢ How many siblings do you have?

Ques-3:

- ➢ What is your father's occupation?

Ques-4:

- ➢ What is your family's monthly income?

Ques-5:

- ➢ In which medium are you from?

    C) Bengali

    D) English

Ques-5:

- ➢ Do u have TV at your home?

    A) Yes

    B) No

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> Number of educated (at least class eight) family members-

d) 1

e) 2 or more

f) 0

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Ques-10:

> When you were a child did your parents speak in English with you?

   c) Yes

   d) No