Influence of Students' Socio Cultural and Educational Background on English

Language Learning

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August 03 2016

BRAC UNIVERSITY

Inspiring Excellence

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Language Learning

A Thesis

Submitted to the Department of English and Humanities

Of

BRAC University

Submitted by

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Student Id: 1326300001

In partial fulfillment of the requirements for the degree

Of

Masters in English

Inspiring Excellence

Influence of Students' Socio Cultural and Educational Background on English Language Learning

ACKNOWLEDGEMENT

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Declaration

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

Signature

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Date: 03/08/2016

Abstract

The aim of the research is to investigate the socio cultural and educational factors that influence on students English language learning among secondary level school students of Dhaka, Bangladesh. A mix method of analysis has been used to justify this report and a total number of 120 students each from Bengali and English medium students have participated in this survey. The results suggest that the common difference in the practice of language between the students and the parents acts as one of the main focus points in this report. Multiple results came in to scenario as the survey results were examined and through its evaluation the main result of the research has been attained. Based on the results attained, recommendation is presented at the end of the research.

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Chapter 1

Introduction

Students are the leaders of the nation. As the world is progressing with globalization, the surrounding and personal communication play a major role in the student's life. This personal communication is mainly based from the family's side, with whom the students spend most of the time with. R. Memons et al. (2010) conclude that the well educated parents perform better rather than less educated parents. He also pointed out that elevated income of family bring student's availability of resources in writing skill developing in Dhaka.The influence of students" socio cultural and educational background on writing skills has a number of concerning factors attached with it.

We can all agree on the fact that the general level or standard of english between the secondary level students of Dhaka city is not completely satisfactory keeping in mind several underlying factors as the resposible concerns. In this regard, Hasan (2005) discovered that the area of study for the students is completely curriculum and syllabus based for evaluation of their learning. As a result it prevents the students from aquiring language competence.

Socio economical factor is another major concern for the students language learning progress. Growing up in a family in which the mother chooses to work appears to have a modest adverse effect on education attainment due to loss of childcare time, though have some other positive effects. In Nigeria, Oni (2007) and Omoegun (2007) had averred that there is a significant difference between the rates of deviant behavior among students from high and low socio-economic statuses. Moreover, Gachathi, P. (1976) indicates that occupational prestige as one component of socio-economic status encompasses both income and

educational attainment. Occupational status reflects the educational attainment required to obtain the job and income levels that vary with different jobs and within ranks of occupations. Additionally, it shows achievement in skills required for the job.

This study is the analization of the socio cultural and educational factors which affect the students English learning process. It also further discusses some of the solutions and recommendations as the report progresses.

Chapter 2

Literature Review

A number of difficulties arise with the writing skill development for the English as a foreign language (EFL) learners. Cummings (1991) stated "Incidental evidence proposes that Western viewpoints perceive EFL student writers as knowledge tellers, who report data rather than knowledge transformers, who synthesize information into particular and critically meaningful concepts" (p.48). EFL learners identify writing in the customary style where it stands by rules, and a certain structure. They are unable to think of variable-metaphoric advancements. Contextual issues of religious conformity, socio cultural confrontation to self-expression, and pedagogical background effect the way L2 learners perceive learning, in overall, and learning to write in a second language, specifically. The literature relating to the development of L2 English writing skills in the learners" context is inadequate. Several studies have provoked writing anonymity in the development of L2 writing skills, but the challenges that global learners encounter have not been debated in depth. Difficulties for different L2 language learners may arise from factors such as L1 transfer, the orthography of L1 writing, religious conformity, cultural resistance to self-expression, parental involvement, fulfillment of teacher expectation based on stereotyping, and the rote learning background that is embedded in own culture.

Terenzini (1993) discussed the influence of students transitioning into higher education as follows:

"The transition from high school or work to college is an exceedingly intricatespectacle. The nature and subtleties of the process differ according to the students" social, family, and educational background; personality; educational and occupational orientations and

aspirations; the nature and mission of the institutions being attended; the kinds of peers, faculty, and staff members encountered; the purpose and nature of those encounters; and the interactions of all these variables. The process is a highly interrelated, web-like series of family, interpersonal, academic, and organizational pulls and pushes that shape student learning and persistence" (p.61).

On the other hand, influence of socio-cultural and educational background, which brings the transition in learning L2, involves complex issues for many L2 students have greater challenges in doing so compared to native students. As Engle (2007) added, "Learning L2 is "a continuation of their academic and social experiences in high school" (p. 33).

According to Terenzini, (1993), Engle, (2007), the change of L2 students often requires learning and adapting to new academic and social systems. Their challenges lie in the fact that these new academic and social systems are not part of their family and cultural traditions. Thus, adapting to new academic and social systems requires them to break away from their old traditions and cultural norms. L2 students may go through severe crises in navigating the cultural, social, and academic separation from their old selves, putting those students at a higher risk of academic failure (as cited in Ota, 2013, p. 49)

2.1: Influence of family and parents:

The parents who are involved in their children"s school, tend to have fewer problems and better learning performance, and are more likely to complete high school than students whose parents are not involved in their school. Positive effects of parental involvement have been demonstrated at both the elementary and secondary levels across several studies, with the largest effects often occurring at the elementary level. Drake (2000) states, "Nowadays, family involvement has reached a new level of acceptance" (p. 34).

Regarding the matter at hand, Chavkin., Gonzalez, J., & Rader, (2002) added "Schools and families can no longer remain "separate but equal" if they are to solve the complex problems faced by children today. According to, Xu Jianzhong (2002). Do Early Adolescents Want Family Involvement in Their Education? Hearing Voices from Those Who Matter Most. The School Community Journal, "Schools must become family places where parents are involved in many aspects of school life" (p.127-37).

 The term "parent involvement" appears many times as a factor of developing learning. For the first time in major legislation, a parent involvement definition appears: "parent involvement and communication means the participation of parents in regular, two-way, involving student academic learning. Other school activities includes ensuring that (a) parents play an integral role in assisting their child"s learning; (b) parents are encouraged to be actively involved in their child"s education at school; and (c) parents are full partners in their child"s education and are active, in decision making and on advisory committees to assist in the education of their child" (Butler, 2013, p.6).

De Broucker and Underwood (2013) point out that those parents with high education provide the most conductive environment for their children to study, thus providing the necessary motivation for them to proceed to higher education (as cited in Ekber & Polat, 2013,p.451).

One of the research results of Children"sorg. (2013) showed that parents who do not exercise English at home (parents who did not learn English as a child and currently speak a non-English language in the home) are less likely than other parents to attend a general school meeting or school event, volunteer or serve on a committee. To set an example, in 2012, 50 percent of children with parents who did not speak English had a parent who attended a

school event, compared with 62 percent of students with one parent who did not speak English, and 78 percent of students with one parent whose parents both spoke English (para.4)

Drake (2000) has revealed that family involvement significantly contributes, in a variety of ways, to improve student outcomes related to learning and school success. These discoveries have remained fairly consistent despite the fact that families have undergone significant changes during that time, and schools "operate in very different times than those of a decade or two ago" (p. 34).

In addition, Zhai"s (2004) study revealed that "family or friends were the most preferred source of help, and international students were connected with their fellow international students or other international students, and felt very comfortable to share personal concerns with this extended family" (p. 100).

Drake (2000) mentioned, "The challenges that students in America"s public schools face cannot be solved by educators alone; nor can these problems be solved by parents or families alone. Students in schools across this nation are confronted by critical social, emotional, and environmental problems. More collaboration between the school and home will need to be focused on dealing with these problems" (p. 34).

According to Li (2001, 2003) and Packard (2001), home literacy practice is important factors contributing to their early school success or failure; however, children from immigrant Chinese families face literacy shock due to the home-school mismatch (as cited Aghajanian_&cong, 2012, p.175).

In addition, Fu (2003) said that the lack of the content knowledge is needed for American schooling. Many Chinese immigrant students have limited English proficiency, no parental

support at home for their school work, and need to make tremendous adjustments emotionally, socially, culturally, and academically in their new lives in America. These are all the main challenges that stereotypes bring to Chinese immigrant students in English-speaking countries (as cited Ota, 2013, p.153).

A study utilized data from the National Educational Longitudinal Study of 1988 to measure the influence of parent involvement on the academic achievement of 1,714 eighth-grade Mexican-American students. Keith, &Lichtman (1994), developed and tested a "structural equations model" that considers and controls for diversity of family backgrounds and values, students" previous achievements, and other factors. The study found that parental involvement did significantly influence children"s academic achievement. (p. 256-72).

Therefore, it is clear that parental involvement and family background influence learners" L2 writing in terms of learning the language successfully.

2.2: Influence of Social status:

Socioeconomic status (SES) is the measure of the influence that the social environment has on individuals, families, communities, and schools. In many ways SES is related to the concept of social class. Both have financial stability as a foundation for classification. Both are important to a child's optimal development. However, Brogan (2009) said that the concept of social class is considered to be continuous throughout one's lifetime and from one generation to the next. (para.1)

To define more, Santrock (2004) expresses it as "the grouping of people with similar occupational, educational, and economic characteristics" (p. 583). Woolfolk (2007) calls SES "the relative standing in society based on income, power, background and prestige" (p. 165).

Santrock (2004) adds that an important qualification is "the ability to control resources and participate in society's rewards" (p. 583).

According to the Organization for Economic Co-operation and Development (OECD), academic achievement at school is not only linked with school-related factors but also with the socioeconomic environment in which students are raised. Social scientists have emphasized since the mid-1960s in their research that the socioeconomic conditions of the family is an important factor in students" academic achievement. (Ekber, and Polat,2013, p. 450)

In addition, Rothman suggests that children from low socioeconomic conditioned families do not have a study environment in their homes to have a positive influence on their academic achievement at school. In this regard, Croll states that when compared to others, students with a lot of opportunities achieve better results in some examinations, continue their educations for a longer time, and have a better chance at pursuing higher education (as cited in Ekber & Polat,2013, p.451).

Furthermore, according to , Trice, (2004) , It is also pointed out that one gains the social capital necessary for academic success during youth because "As children, they acquired knowledge about functioning within the dominant culture, and it is members of this culture that typically control institutional resources and opportunities". Regrettably, minority group members often "lack adequate social assets, and thus the influence to function well at learning. They learned different linguistic and cultural competencies as children, making it more difficult to develop social networks within the culture" (p.672).

More explicitly, Wells (2008) said, social capital "includes the social and personal connections or networks that people capitalize on for interpersonal assistance and personal gain, which for youths are often developed in schools in addition to the home" (p. 29).

As a result, it can be said that socio economic status is necessary for successful L2learning and academic performance causes significant social, cultural, and academic success.

2.3: Influence of Pedagogical differences and academic expectations:

Parents always tend to expect that their children would perform well in education inspite of culture. Levy, Osborn, &Plankett (2003), discussed the cultural differences between Australian academics and international students in regards to what constitutes learning in higher education in Australia, where domestic students and academics place much more importance on facilitating students" learning capacities, focusing on the process by which individual students construct knowledge. (as cited Ota, 2013,p. 31).

In contrast, Cranton, (1996) mentioned that students place a higher value on the transmission of knowledge from authorities – that is, professors and instructors – as "knowledge has been considered sacred and learning is controlled, objective, and efficient (as cited in Levy, Osborn, &Plankett 2003, p.3).

Consequently, Asian students rely heavily on rote memorization; they see themselves as receptacles of transmitted knowledge, acquired from authority figures. This differing approach means these students have a significant mismatch in learning styles and may not be so successful in academic cultures that require active participation and engagement to construct knowledge through the process of learning. Ultimately, these international L2 speaking students will face challenges not only because their learning strategies are different from locally expected ones, but also because their preferred strategies are considered to be

lower and inappropriate .These preferred pedagogical practices and academic expectations can cause significant challenges for L2 students upon starting their overseas studies as they "create a mismatch of expectations and misunderstandings that lead to frustration among students and teachers alike" (De Vita, 2007, p.157).

 In other words, Andrade (2005) says Asian international students face significant challenges when they encounter academic expectations in direct contrast to those prevalent in their own society, including participation in the classroom, critical thinking skills, informality in class, and requirements related to attendance, academic honesty, and independent learning (as cited Ota, 2013, p. 32).

Furthermore, Turner (2006) has described some of the significant academic challenges that Chinese international students faced in the U.K., the first being the pedagogical differences between the U.K. and China. In her study, she stated, "Chinese students were passive and struggled to satisfy the conventional expectations of the U.K. higher education system" (p. 133). One of the salient examples of Turner"s (2006) study is Chinese students" perceptions about writing. According to her, English writing in China requires a focus on grammar and vocabulary. Therefore, Chinese participants held the view that successful writing consists of good grammar and vocabulary, but not necessarily content.

These students found that they were not successful in writing after starting their studies in the UK, since they did not follow UK pedagogical conventions supporting their topics and ideas and using sufficient number of sources (as cited in Ota,2013,p.32).

Similar accounts were made by Zhai (2004) among international students in U.S. higher education. These students found different teaching methodologies, speed of classes, teacher-student interactions, tasks employed in classes, reading and writing assignments, and study

requirements to be challenging. In Andrade''s study (2006) students were found "approaching teachers" challenging, as it was not part of their previous academic cultural expectation (p. 112). Pedagogical differences have an effect not only on teaching and learning, but also on assessment.

Brown and Joughin (2007) discussed assessment and academic culture – specifically, the problems that arise in the assessment of international students. When the assessment is conducted, both international students and faculty members are surprised; for the faculty members, the way international students react to and/or respond in assessment is often seen as unexpected or simply inappropriate according to the local norms. Meanwhile, international students may find assessment tools to be difficult, embarrassing, and/or impossible to understand based on their own cultural background (as cited Ota, 2013, p.32).

2.4: Influence of Curriculum:

"Writing across the curriculum" believes that teachers of all disciplines should include writing as part of their course content in order to improve subject-area learning and improve writing skills. Harris and Schaible (1997) stated that "anecdotal evidence suggests that both students and faculty members believe that students improve their writing and subject-area knowledge in writing across the curriculum-based courses" (p. 31).

According to Harris and Schaible, "The overwhelming weight of current evidence suggests that WAC [writing across the curriculum] can improve both student comprehension of subject-specific knowledge and their writing, but only when it is consistently and rigorously applied" (Harris and Schaible, 2000, p. 37).

Furthermore, Hasan (2004) states Bangladesh stressed the need for students to learn to communicate in English rather than to just master the structure of the language. Although the

policy and the textbooks changed to a communicative method in the year 2000, the pictures of English language classrooms still reflects the traditional teaching style. Teachers stress the development of reading and writing skills for the purpose of getting good results in examinations (as cited in Bloom, 2003, p. 920).

Moreover, Rahman (1999) mentioned "Notebooks and guidebooks are a lifeline to most learners and the negative backwash effect of the examination on teaching and learning strategies complete the cycle of monolithic pattern of knowledge and education" (p. 109).

Rose (1985) cited "The way of talking about writing abilities and instruction is woven throughout discussion of program and curriculum development, course credit, instructional evaluation and resource allocation. And, in various ways, it keeps writing instruction at the periphery of the curriculum." (p. 341)

Morris (1998) offered, "The content of curriculum in UK have been explained with reference to areas of learning or experience which is a combination of forms of knowledge and types of skills and attitudes of a culture that assists students in writing " (p.27).

According to Carl Bereiter& Marlene Scardamalia, "constructing new models of curriculum and instruction can bring the benefits of high literacy to students who do not already come from highly literate backgrounds" (p.1).

Therefore, we can perceive that curriculum is an important influential factor to develop L2 English writing skill of students.

2.5: Influence of academic transitions and academic culture alarm:

Academic transition and academic culture made EFL students experience writing difficulties in using appropriate vocabulary, writing in correct spelling, following accurate grammatical rules and establishing cohesion in writing.

Roninson (1992) confessed, "A good number of students claim to have "the ideas" but have neither the L2 skills nor the pragmatic understanding to express them." Majority of the students are self-conscious of making mistakes and this is a subsidizing factor to why few students are able to initiate a writing task without the assurances of explicit step-by-step instruction. This dependency is relative to their rote learning background, where "knowledge banking" is teacher and subject-centered (as cited in Ota. p. 28).

EFL students may be under the impression that they need to changeover only socially and culturally with cultural alarm while learning English language. Li, Chen &Danmu (2010) says "Academic culture alarm is directly associated with the learning environment of an academic institution, including the education system, lecture style, assessment, relationship between students and lecturers, and so on. International students from Asian countries, whose only study experience has been with their countries" educational systems, may feel significant difference when they start their studies in different language" (p. 394).

Furthermore, Smith, 2001 , "Although English is taught as a compulsory subject in all government schools as the first foreign language, in Saudi Arabia, the teaching of it is highly reliant on rote learning and the receiving of information" (as cited in Shukri, 2014 ,p.191). Rote learning of basic texts continues to be a central feature of the educational system in Saudi Arabia even today, and can be traced back to the Kuttabschool (Rugh, 2002 as cited in Shukri, 2014, p. 192).

In addition, writing in a second language is complex (Bowen and Mark, 1994, Kroll, 1990, Smith, 2001; Hyland, 2003). Khuwaileh (1995) found that Arab students primarily translate ideas from their native language into English. Drawn from this point was a sort of negative transfer which resulted in unsatisfactorily written samples. Hussein and Mohammad (2012) similarly contend that Arab learners tended to compose words and sentences in their L1 and then translate them into the L2. Hussein and Mohammad (2012) argue that topic familiarity and cultural appropriateness are important factors affecting negative L1 transfer into L2 writing (as cited in Shukri, 2014, p. 192).

Kharma and Hajjaj (1997) note that Arab students encounter major difficulties from the irregular spelling system of English in compared to the regular phonetic script of Arabic. The irregularities are exhibited in the silent letters such as the final –e as in care, bite, the –h in question words like what, why and the –gh in various words such as night, taught. Problems may also arise in homophones where two words sound alike but are spelled differently. Thus, Arab learners need to be aware of the English orthography system when learning English in high school (as cited in Shukri, 2014, p. 194).

Hence, we can say that influence Of academic transitions and academic culture alarm facilitate L2 learners in their language learning.

2.6: Influence of complexity of the L2 writing skill:

Many studies reveal the complexity of the writing skills of L2 learners. Kroll, 1990 noted, For those who engaged in learning to write in a second language, the complexity of mastering writing skills is compounded by the difficulties apparent in learning a second language and the effect of first language literacy skills (as cited in Shukri, 2014, p.193).

In a study on the writing ability of Arab Learners, Khuwaileh and Al Shoumali (2000) remainder common problems in the participants is L1 and L2 performance. Problems arose in the areas of subject and verb agreement, emphasis on certain tenses, irregular past tense forms, paragraph unity, and, coherence and cohesion. Fifty-five percent of students wrote compositions in their L1 with no appropriate logical linking of ideas, and lacked the skills to organize their ideas. Even L1 sentences posed to be major obstacles (as cited in Shukri, 2014, p.194).

Connor (1996) explains L2 learning as: "an area of research that identifies problems in composition encountered by second language writers and by referring to the rhetorical strategies of the first language, attempts to explain them …contrastive rhetoric maintains that language and writing are cultural phenomena. As a direct consequence, each language has rhetorical conventions to it"(p. 5).

Similarly, Ahmed (2010) investigates cohesion and coherence problems in EFL essay writing in the Egyptian context. In his study, he reports that the students faced difficulties writing thesis statements, topic sentences, transitioning of ideas, and the sequencing of ideas in L2. Doushaq (1986) conducted a study investigating the writing problems of Jordanian Arab university students, and noted that the main problems lay at the sentence and paragraph level, and that there were also problems of content. The research confirmed weakness in L2 writing was due to an original weakness in the mastery of Arabic writing skills. Khuweileh (1995) found that Arab students usually think to prepare their ideas in their native language and then translate them into English, which results in a negative transfer of unsatisfactorily written samples(as cited in Shukri, 2014, p. 196).

More recently, Ridha (2012) used an error analysis study to investigate the effect of EFL learners" L1 on their written English. After describing and diagnosing the writing errors of Iraqi EFL students, she found most of the errors could be attributed to L1 transfer, as can be seen in the following example: "I cut a promise to help other people." Many of the learners relied on their mother tongue to express ideas. In a different context, Wang (1999) investigates the use of references in Chinese (L1) and their effect on cohesion in English (L2). He figures out that EFL learners commit errors because they think in their native language and that they translate their thoughts into L2 or foreign language. Thus, it may be critical to comprehend the learners" cultural background and how it affects their writing in the first and second language (as cited in Shukri, 2014, p. 190).

2.7 Influence of culture on L2 writing:

Culture provides a set of values writers use in choosing how they write about a given topic, and as a result of these choices, writers produce quite different text types about different topics. Topics influence the decisions the writer makes and contextualize how the writer chooses to write, shaping the writer's view and stance that are then projected into the writing.

Kramsch (1991) posits that culture and language are intertwined. The second learner is exposed to a new culture through its food, beliefs, ways of life, and societal norms. The learner unconsciously becomes a part of it, and enters a stage of acculturation. Kramsch refers to the inseparable nature of culture and language as, "a single universe or domain of experience" (p. 227).

Moreover, Kramsch (1991) adamantly states that cultural awareness while learning the target second language aids in the attainment of L2 proficiency. In her view, second and foreign

language learners necessarily become learners of the second culture because language cannot be learned without understanding the cultural context in which it is used (p. 227).

Based on the researcher‶s experience in the writing classroom, some Saudi learners find it difficult even to speak about certain topics of Western culture, and some resist embracing the new culture (Western) because of their sense of loyalty towards their religion (Islam), because Westerners are negatively perceived as open minded and liberal. Therefore, when it comes to writing in English, the activity of writing becomes even more complex(cited in Khafaji, 2004, p. 42).

Furthermore, Hyland (2003) states as cultural factors shape students' background understandings or schema knowledge and it‶s likely to have a considerable impact on their writing performance .Simultaneously, he notes that writing topics are potentially culturesensitive and may be inappropriate for some groups. There are prohibitions, shared in Saudi Arabia and in other Islamic nations, on the topics of religion and family that cannot be discussed in the classroom (as cited in Shukri ,2014, p. 200).

In regards, El-Araby (1983) notes that non-Arab teachers become aware of cultural prohibitions to avoid inconsiderate references to the Arab learners‶ values. These topic prohibitions and other issues originate from conservative Islamic teachings that prescribes education to proceed cautiously, "without promoting morals and customs which are contradictory to our religious beliefs" (as cited in Khafaji, 2004, p. 42).

It is also said that awareness of the learners‶ and the teacher‶s cultural differences can help teachers cultivate different expectation for learners‶ out-put, resulting in more cooperative teaching and learning. This awareness will also facilitate the teacher‶s finding new ways to

encourage and help students overcome years of educational conditioning which has barred creativity (as cited in Shukri ,2014, p. 200).

Furthermore, Piper (1985) made a comparison between ESL cultural practices and typical Western ones and found interesting results related to rhetorical trends and deviations. As an illustration, student writers from Anglo-European languages seemed to prefer linear developments, however student writers from Asian languages seemed to take a more indirect approach, coming to their points at the end of their papers (as cited in Khafaji, 2004, p. 10).

Kramsch, (1991) states, "Research is emerging regarding the many aspects of foreign language learning effect on the interpretative principles and paradigms of the learner's natal culture where the second language learners" cognitive ability is fundamentally affected by his or her culturally defined worldviews, beliefs, and assumptions" (p. 35).

 El-Araby, (1983); Barakat, (1993); Hyland, (2003)   illustrate examples of repressed, suppressed and overt rhetorical conflict students" face when they attempt to write in rhetorical forms that contradict or marginalize the ideas apparent in their native rhetoric. For instance, Corbett (2001) describes suppressed rhetoric when a Japanese student thinks it is unfair to write about any negative issue concerning his or her country; and when a Muslim student only talks of religion. Also, in the researcher"s experience, topics related to music and relationships have been sensitive subjects for some of the Saudi learners. Religion, politics, status, death and sex can be taboo topics, while the fact that "privacy" is not a universal concept means that writing about personal or family issues may seem intrusive to some learners (as cited in Shukri,2014, p. 200).

Since cultures attribute their own meanings to events and relationships, not all writers will be pleased to take a particular topic and write critically about it. Selection of writing topics can

be sensitively approached with awareness for L2 writers to overcome years of educational conditioning which has barred creativity.

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Chapter 3

Research Methodology

3.1 Objective of the study

The primary objective of the study is to find out the key factors that effect the socio cultural and educational background in English learning and possible solutions to the findings are also noted.

3.2 Research Questions.

1. How Educational Background influences students" English laguage learning?

2. Does socio cultutal background influence students" English laguage learning?

3. What are the socio cultural factors that affect the students" English language learning?

3.3 Significance of the study

This research will be helpful to both the English Language teachers and students to get probable explanations on how they can improve their teaching skills on the basis of students" educational and cultural background. It would also help the parents to understand their involvement in the students" English Language Learning.

3.4 Methodology

3.4.1 Data Collection

During the collection of the data, the researcher chose 4 different schools form Dhaka out of which two were Bengali medium and two English medium schools. Then the researcher had to ask permission from the principals and class teachers of the participating students. For all

the classes from the school the researcher was permitted 20 minutes each to complete the survey. The researcher herself handed over the survery paper to the students and oversaw the survery completion.

3.4.2 Instruments

The following questionaires were used as instruments (see Appendix A & Appendix B), for the purpose of the sutdy.

i)   Questionare for the students

The students" questionaire consisted of 3 sections – Parents" educational background consisting of two items, family background cosnsisting of five items and students educational background consisting of eight items. The respondents had to both put a tick on any of the multiple choice options and note down specific answers according to their suitability.

3.4.3 Participants

The participants were 240 students of class eight out of which 120 were from Bengali medium and 120 students from English medium schools. The particiapants were both male and female . The schools which have been contacted in this survey are

i.   Maple Leaf International School

ii.   Apple Tree International School

iii.   Aloron International School and College

iv.   Model Academy School

All the schools are situated in the city of Dhaka.

3.4.4 Method of data analysis

Both open ended and close ended questions were used based on the necessity for serving the purpose of the research. Based on the answers provided by the participants were analyzed and summarized with the help of Microsoft excel 2007 and Microsoft word 2010. The researcher employed a mixed method of analysing data consisting of both qualitative and quantitative data analysis.

3.4.5 Limitation of the Study

The researcher could not cover a good number of schools of Dhaka city. The researcher could only cover 4 schools for this survey. Beisdes it was not possible for the researcher to meet the parents in person and find out about their earnings which gives another sight as how much the parents tend to spend for each of their children"s educational purpose. The meeting with the parents could have brought further more information regarding their invovement with the students on language learning.

Chapter 4

Findings and Analysis

The chapter consists of the data obtained from students and their analysis. The interview section of teachers will also be reviewed and discussed here. Around 120 students and five teachers from both Bengali and English medium school are involved in this survey.

4.1: Analysis of students' questionnaire:

This study is mainly based on the data collected from both Bengali and English medium students. The students are from class 8, both male and female, about 13 to 15 years old. There were 15 questions in the questionnaire that were given to the students. The result of both Bengali and English medium students" survey will show the difference of ratio of different answers through different charts and tables in the following:

Entry 1: Table

Father"s educational status:

Educational Status	Bengali medium schools	English medium schools
Post graduation	36.7%	83.3%
Graduation	41.7%	13.3%
HSC	13.3%	-----
SSC	6.7%	-----

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Table 1 shows the answer of father‟s educational status of both Bengali and English medium. The ratio presents 36.7% postgraduate, 41.7% graduate, 13.3% HSC and 6.7% SSC degree holder of Bengali medium students‟ father‟s educational status. On the contrary, another ratio presents 83.3% postgraduate and 13.3% graduate of English medium students‟ father‟s educational status.

The difference between Bengali and English medium students‟ father‟s educational status proves the capability of English medium students‟ parents‟ involvement on students‟ socio cultural development and education. The involvement of these parents on students‟ education is also proven by the answer of students (table 7).

Entry 2: Table

Mother‟s educational status:

Educational Status	Bengali medium schools	English medium schools
Post graduation	10%	56.7%
Graduation	36.7%	40%
HSC	35%	3.3%
SSC	16.7%	-----

The above result shows the contrast between Bengali and English medium students‟ mothers‟ educational status. The Bengali medium students‟ mother‟s educational status‟s ratio is 10% postgraduate, 36.7% graduate, 35% HSC certificate holders and 16.7% SSC. The English medium is quite different as 56.7% postgraduate, 40% graduate and 3.3% HSC certificate holders.

The result proves the involvement of English medium students" mother being parents on their socio cultural behavior and education. The involvement of students" education is also proven by the answer of English medium students (table 7)

Entry 3: Table

With whom do you live?

Ans. Type	Bengali Medium schools %	English Medium schools %
Family	98.3%	98.3%
Relatives	1.7%	1.7%
Hostel	-----	-----

Students are asked to give their answers for with whom they stay with. The result of this question was quite expected. 98.3% of both Bengali and English medium students stay with their family and 1.7% with relatives. The result proves the socio cultural condition of students in Bangladesh where maximum school going students stay with their family and others with relatives. The questionnaire had an option for "hostel" but none of the participants chose that.
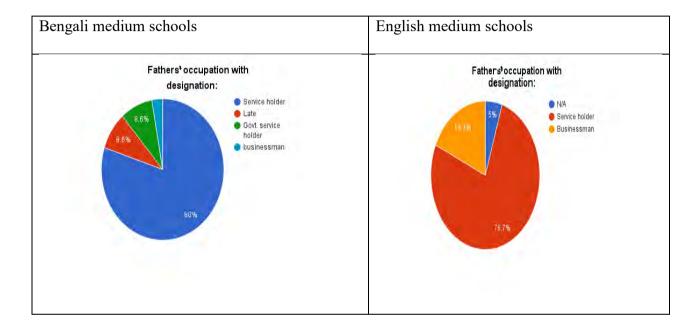
Entry 4:

Which members do you have in your family? Write down their name.

In Bangladesh, most of the people live with their family. A small family consists of parents and children and joint family consists of parents, Grandparents and children. The result of this question was 79.8%   for Bengali medium students with joint families and 88% English medium students with small families. It presents the socio cultural condition of both Bengali and English medium students which proves that English medium students get most privileges

of parental involvement in their learning English whereas Bengali medium students get less involvement of parents in their learning.

Entry 5: Pie chart

Father's occupation

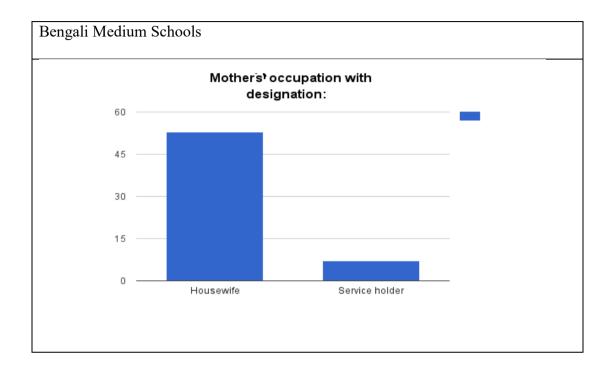| Bengali medium schools	English medium schools

Results of entry 5 show the ratio of students" fathers" occupations. The results of Bengali medium students shows 80 % as service holder, 8.6% Govt. service holder, 8.6% late and 2.8% businessman whereas 76.7% is service holder , 18.3% is businessman and 5% is single parents in English medium .

The ratio presents the economical stability of father of English medium students to spend more money on tuition fees than the Bengali medium students.

Influence of Students' Socio Cultural and Educational Background on English Language Learning

Entry 6: Bar Chart

Mother"s   occupation:

Bengali Medium Schools

Mothers' occupation with designation:

	Housewife	Service holder

(Bar chart: Housewife ≈ 53, Service holder ≈ 7; y-axis scale 0, 15, 30, 45, 60)

English Medium School

Mothers' occupation with designation:

	Service holder	Business woman	Housewife

(Bar chart: Service holder ≈ 35, Business woman ≈ 5, Housewife ≈ 20; y-axis scale 0, 10, 20, 30, 40)

The above bar graphs show the results of students" mothers" occupation with 88.3% as housewife and 11.7% as service holder. On the contrary, 58.3% as service holder, 8.3% as business woman and 33.3% as house wife.

The ratio of answers affirms that English medium students" mothers are economically independent which help to create social status on society.

Entry 7: Table

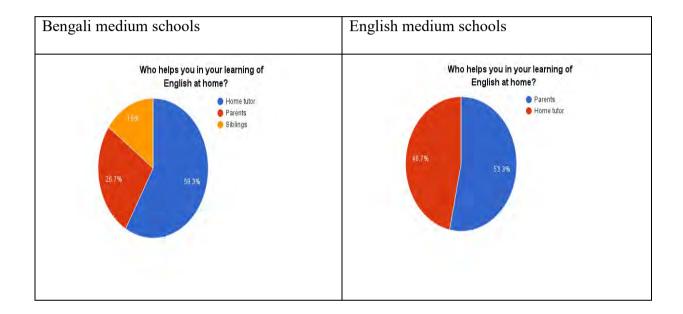Who Guides in academic program in school?

Ans. Type	Bengali Medium%	English Medium%
Parents	42.4%	88.3%
Home Tutor	42.4%	1.7%
Siblings	11.9%	-----
Relatives	----	8.3%
Myself	3.3%	1.7%

The above results show the clear difference between Bengali medium and English medium students" socio cultural background as 42.4% are under parental guidance of Bengali medium and 88.3% are under parental guidance of English medium schools. 42.4% are under home tutor"s guidance in Bengali medium schools and 1.7% in English medium schools. 11.9% students of Bengali medium schools get guidance from siblings and rest of 3.3% students guide themselves in academic programme in school. In English medium students get 8.3% guidance from relative and 1.7% manages them. The huge difference clearly shows more

involvement of parents for English medium school"s students. The involvement of parents brings a great effect in students" learning.

Entry 8: Pie Chart

Who help you in learning English at home?

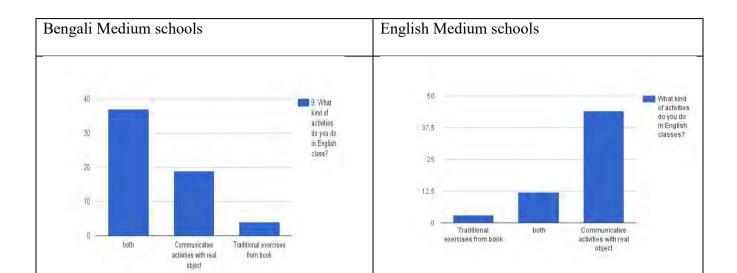| Bengali medium schools	English medium schools

The pie chart points out the difference between Bengali and English medium students" getting help in learning English at home. English medium schools" results show 53.3% involvement of parents in learning English whereas 26.7% in Bengali medium schools. Home tutor"s involvement is found 46.7% in English medium schools and 58.3% in Bengali medium schools. Apart from these, 15% siblings" involvement is found in Bengali medium schools.

The results prove that parental involvement in learning English at home helps students more in their L2 learning.

Entry 9: Bar Graph

Activities done in English classes:

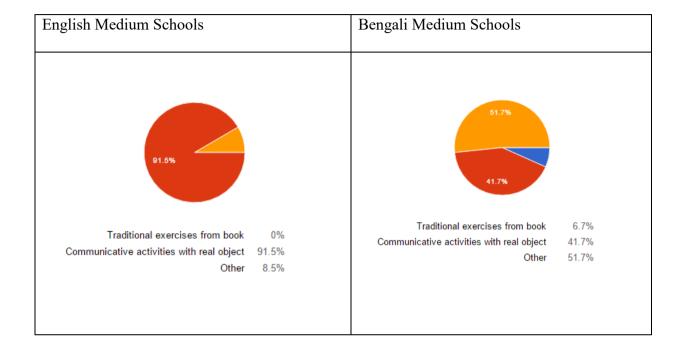| Bengali Medium schools	English Medium schools

The result clearly shows the difference between Bengali and English medium schools" activities in English classes. 61.7% students of Bengali medium said about the usage of both traditional and communicative activities in English classes whereas only 20.3% students of the English medium schools said the same. A huge change is found in using communicative activities as 74.6% in English medium and 31.7% in Bengali medium. In case of using traditional activities, Bengali medium students answered about 6.7% and English medium about 5.1%.

The total result of the above questions shows the clear picture of using communicative activities in English classes which help students to have a strong educational background in English medium schools.

Entry 10: Pie Chart

Types of assignments received from English teachers:

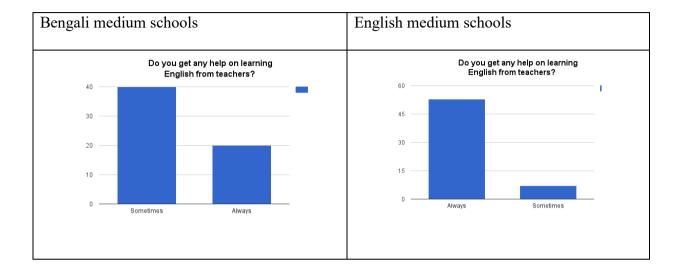| English Medium Schools	Bengali Medium Schools
91.5% Traditional exercises from book 0% Communicative activities with real object 91.5% Other 8.5%	51.7% 41.7% Traditional exercises from book 6.7% Communicative activities with real object 41.7% Other 51.7%

 Respondents were asked to inform about their types of assignment that they usually get from their English teacher. According to their answer, 91.5% students of English medium said about communicative activities and 8.5% said about both traditional and communicative exercises. On the contary, 6.7% students of Bengali medium said about traditional exercises, 41.7% said about communicative exercises and rest of 51.7% said about both traditional and communicative exercises.

The contrast percentage proves the difference of curriculam between English medium and Bengali medium. English medium follows communicative exercises which help the students to be confident while using L2 whereas Bengali medim follows communicative exercise as well as traditional exercises which arise difficulty on L2 writing.

Influence of Students' Socio Cultural and Educational Background on English Language Learning

Entry 11: Bar Graph

Do you get any help on learning English from teachers?

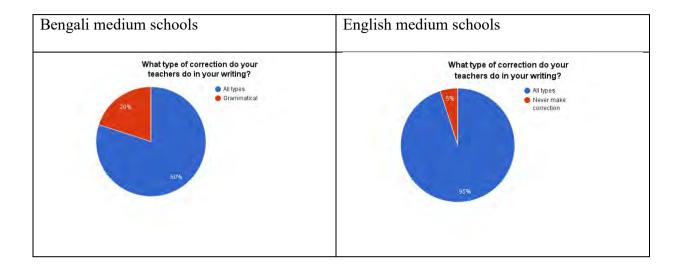| Bengali medium schools	English medium schools

The above table result shows the real view of both Bengali and English medium students" condition of getting help from their teachers. 33.3% students of Bengali medium schools said that they always get help from teachers but 66.7% said that they get help sometimes from teachers. On the other hand, 83.3% English medium students said that they always get help from teachers in learning English and 11.7 % gave preference for sometimes.

The result proves that English medium schools" students get more privileges, support and help from teachers in learning L2 than Bengali medium schools" students.

Influence of Students' Socio Cultural and Educational Background on English Language Learning

Entry 12: Pie Chart

What type of correction do your teachers do in your writing?

Bengali medium schools	English medium schools

The above result shows that about 80% students of Bengali medium schools said their teachers correct all types of mistakes of their writing and 20% said they just correct gramatical mistakes. In opposition, 95% students of English medium schools said their teachers correct all types of mistakes and 5% said teachers never correct mistakes.

It proves that English medium schools" students get more attention of their teachers for developing their L2 writing than Bengali medium schools" students.

Entry 13, 14:

Do you get any help from outside for developing writing skill in English? If yes, then what are the sources?

About 100% students of both Bengali and English medium schools" students agreed that they get outside help for developing writing skill in English. Majority of the students chose

internet which showed the rapid use of modern technology in both mediums of schools. Minority of students chose T.V. and books/library.

Entry 15: Table

What is your recent C.T English test marks?

Ans type (C.T. marks)	Bengali medium	English medium
47- 50	44.3%	88.9%
41-46	27.8%	11.1%
35-39	12.4%	-----
31-34	9%	-----
0-30	6.5%	-----

Table 15 presents the contrast ratio between Bengali medium and English medium schools" English 1st paper class test marks.. The ratio shows that 44.3% Bengali medium students got 47-50 marks in class test and 88.9% English medium students achieved up to that marks level. 27.8% Bengali medium students obtained second standard marks 41-46, whereas English medium students got 11.1%. Futhermore, Bengali medium students achieved 12.4% with in 35-39, 9% with in 31-34, and 6.5% with in 0-30. On the contary, English medium students" result did not reached up to that level.

The fluctuate results proves the English medium students" educational achievement on learning L2 than Bengali medium studnets. The percentage shows their better marks than Bengali medium students which they obtained before. The results shows the influence of English medium parents" education, economical standard , parents" involvemnet on
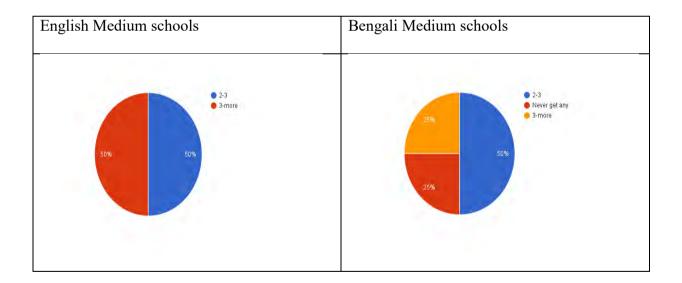
students'' schooling, guiding for L2 learning, and the curriculam of English medium school which help those students to learn L2 better than Bengali medium students effectively.

4.2: Analysis of teachers' questionnaire:

This study is mainly based on the data collected from both Bengali and English medium teachers. The teachers were appointed as English language and literature teacher. There were 12 questions in the questionnaire that were given to the teachers. The result of both Bengali and English medium teachers'' survey will show the difference of ratio of different answers through different charts and tables in the following findings:

Entry 1: Pie Chart

How many trainings have you got to be an English teacher?

English Medium schools	Bengali Medium schools

 Pie chart 1 shows the results of trainings that both medium of teachers get to be English teacher. The ratio presents 50% English medium teachers answered for 2-3 times and more than 3 times each. On the contrary, Bengali medium teachers answered as 25% for more than

3 times and 50 %   for 2-3 times. 25% Bengali medium teachers also answered for never getting any training.

The difference between Bengali and English medium teachers" training proves the capability of English medium teachers as English teacher to get to know more about new methods to make students learn English language.

Entry 2: Table

How often do you arrange English debates in a year?

Bengali Medium Schools	English Medium schools
70% twice a year	Often in class
30% thrice a year	Often in class

The above result shows the contrast between Bengali and English medium teachers" teaching styles of arranging debate for students in a year.70% Bengali medium teachers answered for twice a year and rest of the 30 % answered for thrice a year. On the other hand, English medium teachers only answered for often in class.

The answer shows the difference between Bengali and English medium teaching style that bring massive changes for both medium of students.

Entry 3: Table

Do you receive any in-service training?

Bengali medium schools	English medium schools
100% No	100% Yes

The above result shows contrast between Bengali and English medium schools" teachers. The ratio presents 100% „No" for Bengali medium and 100% „Yes" for English medium teachers for in service training.

The result presents the different qualifications of both medium of teachers where English medium teachers get in service training and can use them for the betterment of students" English language learning.
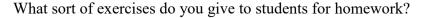
Entry 4: Table

How often do you arrange any discussion among English teachers about English teaching?
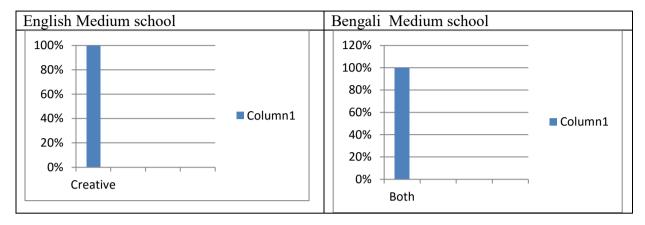
English medium schools	Bengali medium schools
20% sometimes , 80% always	100% sometimes

The results shows 100% „sometimes" for Bengali medium and 20% „sometimes and 80% „always" for English medium schools" teachers" involvement for arranging any discussion among English teachers about English teaching.

The difference presents teachers" involvement for students" L2 learning where English medium schools" teachers responded more than English medium schools" teachers.

Influence of Students' Socio Cultural and Educational Background on English Language Learning

Entry 5: Bar Graph

What sort of exercises do you give to students for homework?

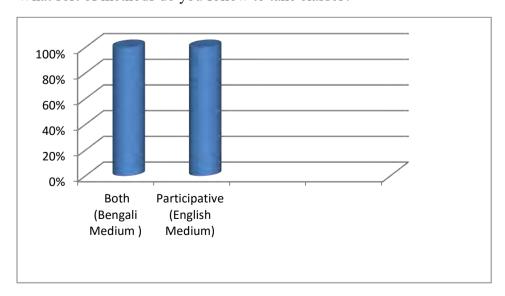| English Medium school	Bengali Medium school

The bar graph shows the contrast result of both medium schools" teachers" teaching styles and exercise methods that they use to teach English language to their students.

The results show that English medium teachers preferred for creative exercises as homework and Bengali medium teachers preferred both creative and traditional exercises. The differences present the different curriculum of both medium which vary a lot for the students to learn English language.

Entry 6: Bar Graph

What sort of methods do you follow to take classes?

 The above result presents the ratio of methods used by both medium schools" teachers" for taking classes. The ratio shows 100% both participatory and lecture method for Bengali medium and 100% only participatory for English medium teachers.
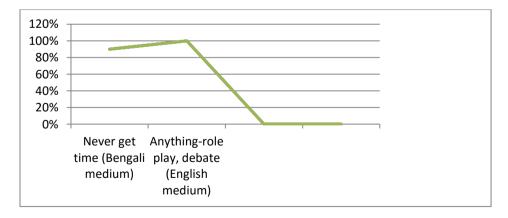
Entry 7: Table

Do you find any problem in students" L2 use?

Bengali medium schools	English medium schools
100% Yes	80% No , 20 % sometimes

Table 7 presents the different ratio of Bengali and English medium schools" teachers" observation of students for using English language. 100% Bengali medium teachers answered for students" problem in using English language in daily conversation whereas 80% English medium schools" teachers answered „No" and 20 % „sometimes".

Entry 8: graph

What sorts of activities do you arrange for students to learn English beyond class?

The result explains the ratio of teachers" arrangement of activities for students to learn English language. The above graph explains 100% English medium schools" teachers answered as anything- role play, debate etc and 90% Bengali medium schools" teachers answered as never get time.

Entry 9: Table

How often do you arrange open gathering for students to improve their English skill?

Bengali Medium schools	English Medium schools
Never get opportunity	Often

Table 9 presents the result of teachers" arrangement for open gathering to improve students" English skill. Here, Bengali medium schools" teachers answered „Never" and English medium schools" teachers answered „Often".

The contrast result presents the difference between Bengali and English medium teaching way where English medium schools" students get the chance of using the communicative way to learn English language but Bengali medium schools" students do not get the opportunity.

Entry 10: Table

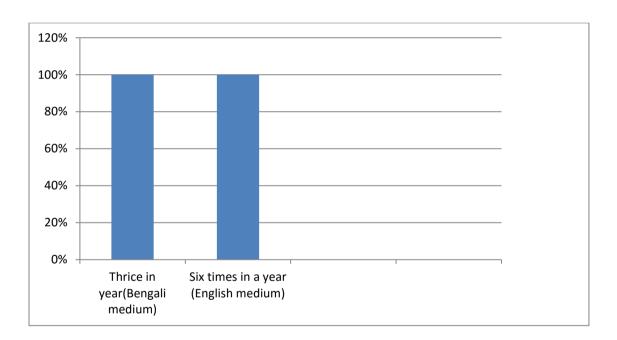Is there any potential plan to improve students" English achievement?

Option	Bengali medium schools	English medium schools
Yes	25%	100%
Not yet	75%	-

The table explains the opposite results of two medium schools" teachers" opinion regarding potential plan to improve students" English achievement. Here, 100% English medium teachers answered „yes" and 75% Bengali medium teachers answered „not yet" and 25% teachers „yes".

The result proves English medium schools" teachers" potential dedication and plan for teaching students English language better than Bengali medium students.

Entry 11: Bar Graph

How often do you arrange parents meeting for students" achievement?

The bar graph presents the result of parents" opinion for arranging parents" meeting. English medium teachers answered that they arrange more frequently than the Bengali medium schools.

Entry 12: Table

What types of corrections do you do while checking students" copies?

Option	Bengali medium schools	English medium schools
All types	85%	100%
Grammatical	15%	-

Table 12 shows that about 85% teachers of Bengali medium schools said they correct all types of mistakes and 15% said they correct grammatical mistakes. On the contrary, 100% English medium schools" teachers said that they correct all types of mistakes.

It proves that English medium teachers give more attention to their students for developing their English language learning than Bengali medium teaches.

Chapter 5

Discussion

In this chapter the research will discuss the findings in the light off various theories.

The first answer gave out several ratio of educational status for the fathers of the Bengali medium schools" students, whereas the fathers of the English medium schools" students stood as only postgraduate and graduate ratio. This difference in educational status takes significant toll on their children"s academic involvement by the parents. De Broucker and Underwood point out that those parents with high education provide the most conductive environment for their children to study, thus providing the necessary motivation for them to proceed to higher education (as cited in Ekber & Polat, 2013, p.451).

The second answer pointed to the mothers" educational standard. The result again showed significant ratio changes between the mother of Bengali medium schools" students and the mothers of the English medium schools" students where the percentage of highly educated mothers of English medium schools" students is more than that of the Bengali medium schools" students" mothers. This proves a strong point which leads to set an example, De Broucker and Underwood stated in 2012, 50 percent of children with parents who did not speak English had a parent who attended a school event, compared with 62 percent of students with one parent who did not speak English, and 78 percent of students with one parent whose parents both spoke English (as cited in Ekber &Polat, 2013, p.411).

The Third answer shows the result as both sides" being equal. Although it shows that the children staying with mother and father is at a higher percentage than that of staying with relatives or hostel. To define more, Zhai"s (2004) study revealed that "family or friends were the most preferred source of help, and international students were connected with their

fellow international students or other international students, and felt very comfortable to share personal concerns with this extended family" (p. 100).

The Fourth answer showed a different viewpoint of children living in larger families and smaller families. It showed that children living in smaller families do tend to get more attention from the family and as a result according to Li (2001, 2003) and Packard (2001), home literacy practice is an important factor contributing to their early school success or failure.

The Fifth and Sixth answer deal with the occupation of the parents of both medium schools" students. It can be clearly seen that the income source and fluency is another major concern while we are talking about the children"s education. To define more, Rothman (2002) suggests that children from low socioeconomic conditioned families do not have a study environment in their homes to have a positive influence on their academic achievement at school. Croll states that when compared to others, students with a lot of opportunities achieve better results in some examinations, continue their educations for a longer time, and have a better chance at pursuing higher education (as cited in Ekber & Polat, 2013, p.451).

According to, Trice, (2004), It is also pointed out that one gains the social capital necessary for academic success during youth because "As children, they acquire knowledge about functioning within the dominant culture, and it is members of this culture that typically control institutional resources and opportunities". Regrettably, minority group members often "lack adequate social assets, and thus the influence to function well at learning. They learned different linguistic and cultural competencies as children, making it more difficult to develop social networks within the culture" (p.672).

The 7th answer shows that the parents of English medium students guide their children to a greater percentage than that of the bengali medium students although the ratio of parents guiding in Bengali medium school also stays in line. The involvement of parents brings a great influence on students" learning.

Keith, & Lichtman, (1994), developed and tested a "structural equations model" that considers and controls for diversity of family backgrounds and values, students" previous achievements, and other factors. The study found that parental involvement did significantly influence children"s academic achievement (p.256-72).

The 8th answer clearly states that the results indicate that the children learn the language more fluently when the involvement of the parents increases. Although there is a certain percentage which relies on the home tutoring, but still the greater percentage relies on the fact of the parents" involvement. The parents of the English medium students, here also lead the board by a greater percentage. Chavkin, Gonzalez, & Rader, (2002) added "Schools and families can no longer remain "separate but equal" if they are to solve the complex problems facing children today. According to, The School Community Journal, "Schools must become family places where parents are involved in many aspects of school life" (p.127-37).

The 9th answer shows a clear change of scale in the percentage of activities done in classes in English for the two different medium of schools" students. The parents of Bengali medium schools" students do not usually encourage their children to practice English so much as the English medium schools" students. These strong usages of English in activities of English medium schools definitely act as a greater propelling force which helps them to learn English at a much faster rate.

The 10th answer shows how the English medium students cope with the assignments that are presented before them which are highly communicative and active. Whereas on the other hand the bengali medium students depend on the more traditional and retro ways of learning.

The contrasting percentage proves the difference of curriculam between English medium schools and Bengali medium schools. English medium schools follow communicative exercises which help the students to be confident while using L2 whereas Bengali medim follows communicative exercise as well as traditional exercises which arise difficulty on L2 writing.

Hasan (2004) states Bangladesh stressed the need for students to learn to communicate in English rather than to just master the structure of the language. Although the policy and the textbooks changed to a communicative method in the year 2000, the pictures of English language classrooms still reflects the traditional teaching style. Teachers stress the development of reading and writing skills for the purpose of getting good results in examinations (as cited in Bloom, 2003, p. 920).

The 11th answer shows the percentage of students getting help from teachers from both mediums of schools in learning English as a part of the L2 learning. The majority of the percentage falls on the English medium students where all the curriculum taught by the teachers is comleted in English and the education upbringing is planned in accordingly manner.

Rahman (1999) states "Notebooks and guidebooks are a lifeline to most learners and the negative backwash effect of the examination on teaching and learning strategies complete the cycle of monolithic pattern of knowledge and education" (p. 109).

The 12th answer shows that a massive munber of 95% of the teachers correct all sorts of mistakes with a merely 5% saying that their mistakes are left out. The condition goes quite the other way round in the Bengali medium background as the teachers are not quite capable of handling the maximum utilization of the students" L2 learning.

According to Harris and Schaible, "The overwhelming weight of current evidence suggests that WAC [writing across the curriculum] can improve both student comprehensions of subject-specific knowledge and their writing, but only when it is consistently and rigorously applied" (Harris and Schaible, 2000, p. 37).

The 13th and 14th answer shows that students get help from the internet as the outside source for studying. But one certain matter that comes in the scenario is that, the data on the internet is usually given in English and the English medium schools" students who can understand more can easily surf for better option of studying than that of the Bengali medium schools" students.

The 15th answer shows that in tests the results of the English Medium schools" students are very high compared to those of the Bengali medium students as they can understand and use English in a superior way than that of the Bengali medium schools" students.

All these results prove some certain distinctive points that the English medium students are brought up in a different standard with better economic support, guidance and support. The main reason for becoming better in English language learning follows these steps in according manner.

Bringing in the answers from the teachers" point of view in respect to the answers provided by the students, there is an enormous difference between Bengali medium schools" curriculum and English medium schools" curriculum which bring differences for the students

to English language learning. The English medium schools" students are known for better writing skill than Bengali medium schools" students, which is only possible as they focus on writing across curriculum based courses for students. Harris and Schaible (1997) stated that "anecdotal evidence suggests that both students and faculty members believe that students improve their writing and subject-area knowledge in writing across the curriculum-based courses" (p. 31).

Moreover, they commented on such writing across curriculum which is practiced in English medium schools. To establish a point they state that "The overwhelming weight of current evidence suggests that WAC [writing across the curriculum] can improve both student comprehension of subject-specific knowledge and their writing, but only when it is consistently and rigorously applied" (Harris and Schaible, 2000, p. 37).

The Bengali medium schools follow the traditional system of teaching where teachers also teach for the purpose of getting good results rather than learning English better. The curriculum follows the traditional way and teachers follow the curriculum to communicate in English rather than to know the language structure better. To define it, Hasan (2004) states that Bangladesh stressed the need for students to learn to communicate in English rather than to just master the structure of the language. Although the policy and the textbooks changed to a communicative method in the year 2000, the pictures of English language classrooms still reflects the traditional teaching style. Teachers stress the development of reading and writing skills for the purpose of getting good results in examinations (as cited in Bloom, 2003, p. 920).

English medium schools" curriculum follows the UK curriculum which is known as for using participatory methods, communicative exercises, practicing creative writing, using

communicative activities for students etc for helping the students to learn English language. The point can be define by Morris (1998) as, "The content of curriculum in UK have been explained with reference to areas of learning or experience which is a combination of forms of knowledge and types of skills and attitudes of a culture that assists students in writing " (p.27).

Better curriculum and instruction are also appreciated as a beneficial point for the students who do not even come from highly educated background. It is the instruction, guidance and proper use of curriculum that bring success of learning English language better. English medium schools" teachers are more capable for giving better instruction, guidance through in-service training, experiences, parental communication, correcting mistakes, arranging communicative exercises with in the text materials and outside the text materials than the Bengali medium teachers. Carl Bereiter & Marlene Scardamalia, states "constructing new models of curriculum and instruction can bring the benefits of high literacy to students who do not already come from highly literate backgrounds" (p.1).

All these results prove some certain distinctive points that the English medium schools" teachers are trained in a different standard with better experiences, qualification, guidance and support for the betterment of their students. That is why English medium schools" students are better than the Bengali medium schools" students in language learning.

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Influence of Students' Socio Cultural and Educational Background on English Language Learning

Chapter 6

Conclusion and Recommendation

In Bangladesh the education system is basically divided into two specific parts, the English medium and the Bengali medium schools. The students of the English medium schools are more and more open to the outside world and their range of study are not just limited to text books and in the process, they gather a broader knowledge and experience. The Bengali medium students tend to stick to their curriculum of studies and are less opened to the outer world. They tend to stay inside their protected area or zone that they belong to and as a result they fall behind in the long race. Although there are several comments on which is the superior version, but the fact that only the explorers could find possible solutions to answers than the people who just stayed in their inner shell gives out the correct definition for the argument.

If we look at a little time back, we can clearly see that the upper and the upper-middle class parents were only able to send their children to the English medium schools. But currently, as the number of schools has increased and due to competition the fees structure has gone down, the middle class citizens have taken the opportunity and started participating in the race. In these regard, the most important matter that stays in the mind is the importance of family in the students" life. It is only in the family atmosphere where a child takes in his/her first lesson and learns about the moralities and behavior. Not only that, practicing English every day at all hours in the school and outside gives them the extra opportunity that they need to fulfill their language learning.

The researcher highly recommends that both the parents and the teachers" involvement are equally important from all perspective. It is most essential that the parents talk to their

children about their studies at school and encourage them and motivate them to go further ahead. It is most important to understand that the students are here to learn but the old and contemporary way of lesson need to be improvised in order to make the lessons a more interesting one. Introduction of new and innovative cutting edge technology in the schools and correctly showing the children how to use it can enhance the students learning capabilities and help them to progress more.

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Appendix 1

Questionnaire for students

Name :

School"s name:

Age:

Gender:

Class / Grade:

Parents" educational background:

01. Father"s educational status:

02. Mother"s educational status:

Family background:

03. To whom do you live?

☐   With family

☐   In hostel

☐   With relatives

04. Which members do you have in your family? Write down their name.

05. Father"s occupation with designation:

06. Mother"s occupation:

07. Who guide you for schooling?

☐   Parents

☐   Siblings

☐   Relative

Educational background:

08. Who helps you in your learning of English at home?

☐   Parents

☐   Home tutor

☐   Siblings

09. What kinds of activities do you do in English classes?

☐   Traditional exercises from book

☐   Communicative activities with real object

☐   Others(please specify)

10. What type of homework assignments do you receive from teachers of English?

☐   Traditional exercises from book

☐   Creative activities with real object

☐   Others (please specify)

11. Do you get any help on learning English from teachers?

☐   always

☐   sometimes

☐   never

12. What type of correction do your teachers do in your writing?

☐   Grammatical

☐   All types

☐   Never make correction

13. Do you get any help from outside for developing writing skill in English?

☐   Yes

☐   No

14. If yes, then what are the sources?

☐   Books/library

☐   Internet

☐   T.V. / Radio

15. What is your recent C.T. English test marks? Answer: (out of_____)

Appendix 2

Interview Questions for English teachers

Name:

Gender: Age:

School:

Educational qualification:

1. How many trainings have you got to be an English teacher?

2. How often do you arrange English debate in a year?

3. Do you receive any in-service training?

4. How often do you arrange any discussion among English teachers about English teaching?

5. What sort of exercises do you give to students for homework?

6. What sort of methods do you follow to take classes?

7. Do you find any problems in students" L2 use?

8. What sorts of activities do you arrange for students to learn English beyond class?

9. How often do you arrange open gathering for students to improve their English skill?

10. Is there any potential plan to improve students" English achievement?

11. How often do you arrange parents meeting for students" achievement?

12. What types of corrections do you do while checking students" copies?