

**THE IMPACT OF RURAL-TO-URBAN TRANSITION ON ENGLISH LANGUAGE
ACQUISITION AMONG UNIVERSITY STUDENTS IN BANGLADESH: A
NARRATIVE STUDY**

By

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**A thesis submitted to the Department of English and Humanities in partial fulfillment
of the requirements for the degree of
Bachelor of Arts in English**

Department of English and Humanities

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Declaration

It is hereby declared that

1. This thesis is submitted by my own original work while completing my degree at Brac University.
2. This thesis does not contain materials from existing publishing or written by a third party, except where is appropriately cited through full and accurate citation and referencing.
3. This thesis does not use materials that have been submitted for any other degree at another institution.
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Ethical Statement

This thesis is conducted considering all ethical guidelines. The guidelines are further discussed in the methodology section.

Abstract

As rural students migrate to urban areas in search of better educational opportunities, they encounter unique challenges that affect their language learning experiences. While many Bangladeshi rural students perform well in other considerably difficult subjects like science, they are often found to be seriously struggling with the English language. Several factors contribute to this issue, including socioeconomic backgrounds, uneducated parents and lack of resources. It indicates bigger and broader problems that are often overlooked. A narrative-based research study was chosen to investigate this gap for individuals who have experienced a transition from rural to urban settings. It helped identify different underlying factors through thematic analysis that contribute to this disparity. Personal stories did not only provide a deeper understanding of contemporary language learning struggles, but also shed light on the broader educational challenges that still exist in the system. This knowledge can help reform policies and practices that better support these specific students. To gather in-depth, context-specific data, 20 different stories were recorded through semi-structured interviews. The findings reveal insights into the struggles and motivations encountered during this transition. This research not only explores the rural learners' English language learning journey through their own stories as they migrate to Dhaka, but also emphasizes an urgent need to build tailored and decentralized educational support to address these unique challenges.

Keywords: Rural Education, Second Language Acquisition, English Language Learning, Urban Transition, Rural Narratives, Commercialization of English

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Chapter 01 : Introduction

The rapid growth of Dhaka city tells us how every year so many people, specifically students, come to Dhaka with big hopes and dreams. This transition comes with multiple challenging experiences, one of which is the language barrier. Studies show that language barriers significantly impact the learning experiences of rural-to-urban migrated students. Most rural students complete their higher secondary education in Bangla, but when they shift to urban areas for their education, they have to do the learning in English. This change is challenging for them, and they have to put in a lot of effort to adapt (Khan et al., 2020). Rural students struggling with education is still a worldwide problem, even in 2025. Particularly in Bangladesh, this issue has been observed for a very long time. While numerous initiatives have aimed to improve English language proficiency in Bangladesh, challenges persist in specific areas such as rural education and practical application of skills. Quality education for rural learners is still an issue that needs more attention. Shams (2023) said that, educational policies often overlook the root causes of educational disparities and focus on superficial indicators like enrollment rates rather than quality outcomes. As the underlying issues don't get resolved the efforts of progress stay on the surface level (para. 1). “In aid evaluations, studies tend to prioritize enrolments while neglecting quality, processes, and outcomes” (para. 1). He added that 'proxy indicators like pupil-teacher ratio, types of schools, and repetition rates are often used instead of direct indicators to evaluate educational quality' (para. 1). Direct indicators such as graduation rates, student learning outcomes, and teacher competency can serve as clear and immediate measures of educational quality. Focusing on actual outcomes of student learning, rather than relying on indirect or proxy indicators that address broader goals, will help address the problem of quality education.

There has been progress in the rural educational sector which cannot be overlooked. Such as increased enrollment rates, especially of girls and increased funding for primary

education. While the access to education has made progress, there remain challenges regarding quality of education. There is poor management at all levels of the education system (Hossain, 2004). Despite the recognized influence of the environment on second language acquisition, students with weak foundational skills often continue to struggle even after years of exposure in a new setting. This challenge extends beyond academic performance, impacting their everyday communication abilities. Despite ongoing efforts, there is a growing recognition that current approaches to English language education in Bangladesh may not be fully addressing the needs of rural students. To ensure the quality of education it is necessary to frequently monitor that changes are implemented long-term. There are very few findings that are actually being translated into actionable policy recommendations for improving the educational practices in rural Bangladesh. With so many concerns to reflect upon, it is very important to have a clear and deeper understanding of the challenges faced by rural students in urban educational settings in Bangladesh, particularly regarding English language acquisition to help them have a smooth or a better transition experience.

Background of the Study

The transition from rural to urban settings highlights different unique challenges for learners particularly regarding their English language acquisition. Many existing studies address these challenges, however there are notable gaps in understanding the specific experiences of learners adjusting to new educational environments. This research particularly seeks to fill that gap by focusing on the complexities of language learning during this transition from rural to urban educational settings. Many compelling narratives are the base of this study's discussion, analysis and interpretation. As this is a narrative based research, it presents individual struggles of rural students who migrated to Dhaka and brings out common themes and recurring problems of this issue. These narratives indicate broader problems that

urges everyone to look at the system as a whole. They highlight the slow and ineffective implementation of decentralization in Bangladesh's education sector. It also highlights the shortcomings of teacher training programs that are not monitored frequently, which can be a reason why teachers keep returning to old practices, ultimately resulting in teacher burnout. Other than these, it shows how even though language is perceived differently across the country, it is being commercialized everywhere, which is compromising its quality.

Problem Statement

Learners' change in academic focus and the challenges faced by them while moving from rural to urban can highlight the motivational aspects of language learning. Several factors contribute to this gap in language learning between rural and urban students, due to which, students transitioning from rural to urban find it really difficult to cope. There is a lack of recent studies showing specific problems of these transitioning students which is important in establishing an inclusive educational environment. Language becomes a barrier for these individuals and hinder their academic success and personal growth. By exploring stories of the people, this study plans to provide valuable insights into the motivations, struggles, and success strategies of learners. These will highlight the bigger problems that still exist in the rural-urban education systems and are crucial to be explored and addressed. Through data collection, interpretation and analysis these issues are addressed. In a globalized world like today's, where a single moment cannot be passed without knowing the basics of English, it is significantly important to understand exactly where the learners are struggling to improve the quality of English teaching in a broader context.

Purpose of the Study

The purpose of this study is to explore the language learning experiences of individuals who have transitioned from rural to urban settings, specifically to Dhaka. By

gaining in depth knowledge about their motivations and struggles this research aims to inform educational practices that better support these individuals.

Objectives

Identifying the common challenges faced by these migrated students in their English learning journey and how they navigated with them is the main objective of this research. By considering these narratives the perspectives that are often overlooked are being taken into consideration. Looking at their struggles will help future researchers understand the complexities of unique experiences of a second language learning. This research also shows that learners' development is not influenced by a single factor, rather it is shaped by a holistic interplay of everything in the learners' surroundings. To illustrate this Urie Bronfenbrenner's Ecological Systems theory is used to further establish how a child's development is influenced by their surroundings and relationships (Aubrey & Riley, 2022, pp. 183-200). Hence, the main objective of this research is to explore personal experiences of students who transitioned from rural to urban settings and the focus is on their experiences with English language acquisition. The challenges that these students have faced in learning English after they moved to urban settings and how they deal with these unpleasant experiences are discussed. Their own reasoning for their changing struggles has also been looked into.

Central Research Questions

1. Why do rural students struggle with English after moving to Dhaka? Are personal struggles the only factors influencing their perception of proficiency?
2. How do parental involvement and teacher training interact to influence student educational outcomes in rural settings?

3. What challenges do rural students face in urban environments, and what strategies do they use to improve their English? What drives their urgency to enhance their skills; anxiety or motivation?

The research aims to explore what often gets overlooked because these shortcomings impact learners' lifelong educational journeys. Understanding these issues is crucial for addressing the challenges faced by rural learners in their pursuit of language proficiency and overall academic achievement.

Significance of the Study

This study contributes to the understanding of the unique challenges faced by a specific group of learners. Most importantly, it highlights the current state of English teaching in both rural and urban educational settings. The findings also highlight a significant need for targeted and tailored support systems. The results of this study offer valuable insights for policymakers, educational institutions in both rural and urban settings and local authorities to address regional specific needs.

Chapter 02 : Literature Review

This chapter reviews the existing literature on the impact of Rural-to-Urban transition on learners' English language acquisition. There are very few recent studies in the context of Bangladesh that focus on individuals' second language acquisition. Specifically, for those individuals who recently shifted to Dhaka from different rural areas.

Discussion on Existing Literature and Research Gaps

Academic Under preparedness and Importance of Starting Early

Multiple research studies highlight that students' performance remains poor even when English is a compulsory subject from class 1-12 in Bangladesh. Rahman (2024) reported that many students not only struggle with language, but they also come out of their college lives with average university skills equivalent to class 7 (p. 1927). “The quality of education in Bangladesh has been criticized as stagnant, inadequate, outdated, and unproductive” (Rahman, 2024, p. 1926). He added that, He added that policymakers should create an inclusive education system that not only incorporates Western concepts and teaching methods but also considers Bangladesh’s own socio-cultural context to develop a more effective system. According to Mridula & Ahsan (2025), “Many expressed frustration that despite years of English education, they felt unprepared for real-world communication” (p. 2). “While communicative language teaching (CLT) was introduced to replace grammar-translation methods, inadequate teacher training has resulted in ineffective implementation, leaving students with theoretical knowledge but limited fluency” (Karim & Mohamed, 2019, as cited in Mridula & Ahsan 2025, pp. 3-4).

Teachers in rural settings do not often realize that they are responsible for building the base of English among learners. Because English is learnt better at a young age. “The most

effective way to learn a second language, they say, is to put the young child in situations where the second language surrounds them.” (Lang, 2009, para. 5). She also said that, “And the earlier that a child learns a second language, they say, the more likely the child will more quickly attain nativelike language proficiency.” (para. 6). Though it can and has varied in many different contexts, in an ideal scenario it is better if learners can get a strong grip of the second language from their schools and colleges. “Learning a dissimilar language at older age requires significantly more cognitive resources and learning effort than either dissimilarity or high age alone” (Schepens et al., 2022, p. 184). This study highlights how with age cognitive resources, such as memory and learning capacity can decline. It indicates that older learners face more challenges while learning a new language.

According to Yoon (2020), Dr. Paul Thompson, a neurology professor, stated that specific parts of the human brain are dedicated to new language learning. According to him, learners experience significant growth in their language learning from six years to early adolescence, around 11-15 (para. 3). It indicates that without adequate support from schools or colleges, students may struggle to improve their language proficiency later on. Therefore, it is crucial for rural educators to implement effective English teaching strategies from an early age. Studies highlight the importance of teachers being knowledgeable about diverse methods and techniques. “However, with the old-fashioned traditional teaching approach (i.e. Grammar Translation Method - GTM), the mission to make students imaginative, creative and competent in English was not successfully achieved. Blind memorization is prevalent rather than comprehension.” (Nuby et al., 2020, p. 622). It shows that when students focus too much on memorization, they end up being incompetent language users. Reliance on rote memorization, as commonly observed in rural educational settings, can hinder language development. It is important to remember that the use of mother tongue in a language classroom is important in primary and secondary rural education, however, it should be

implemented with effective use of the second language. “Mother tongue MOI in primary and secondary education may need to be paired with high-quality instruction in additional languages used in higher education and the workplace.” (Tollefson & Tsui, 2014, p. 192).

Rural Education in the Context of Bangladesh

According to S. B. Shams (2023), education policy research focuses on issues like improving the education system by building facilities that are accessible, schools that are effective and training that encourages great teaching. While the point of these decentralized approaches is to give valuable insights to policymakers so that the quality of education gets improved, in reality deeper issues that because educational inequality does not get addressed. The unique lived experiences and perspectives of local experts and students are often overlooked in the design of teaching methods. Research has explored students from rural backgrounds who aspire to pursue higher education in urban settings but face various challenges (Khan et al., 2020). From 250 participants, after surveys, it was found in this study that many rural students struggle with speaking (80%) and listening (98%) when the medium changes from Bangla to English at the university level. However, this quantitative study did not discuss the underlying problems in much detail. The complexity of the struggles that these students face were not paid the attention it needed. It establishes the importance of narratives for research like this that require educational reformation. The fact that 80-90% of rural learners have difficulty with English is notable, hence, it is crucial to understand their individual needs to develop a more effective learning management system. This article underscored the need for a policy reform, which cannot be overlooked.

Reforming education policies has been talked about a lot, yet few steps have been taken, which are effective for a long-term change. Shams (2023) in his article highlights Laura Hilger’s argument, which says, “incrementalism may work for states with successful

past policies. However, a polity like Bangladesh cannot apply gradual reform decisions due to its history of flawed practices and unsuccessful policies” (para. 2). It basically means that Bangladesh needs more significant reforms because the past practices and policies have mostly been ineffective. A part of this problem is because rural narratives were seldom considered while building certain practices. Specifically of those who transitioned from rural to urban. If it was known what kind of struggles these students are facing, then maybe solutions can be provided by talking to the local experts and academics. Decentralization shouldn’t just exist in theory, it should be implemented. An article published in the *Daily Sun* said that the World Bank has promised to grant 500cr Tk for Bangladeshi primary teachers’ training. In this article officials said that primary teachers only receive two training sessions which isn’t enough. How these training sessions are being conducted for successful implementation is rarely ever monitored. This is why understanding different perspectives is important to make a decision that impacts the whole system, not just one class.

Shams (2023) also says that research in Bangladesh on school effectiveness focuses on factors like reading habits and school leadership but overlooks deeper causes of learning gaps. These reasons can vary from person to person, that's why it's so important to understand the narratives of the students. It requires a holistic approach that considers cultural, socioeconomic and systemic factors. By understanding the complex experiences, educators in urban schools and universities can develop strategies that are effective not just in words, but also in action. Shams (2023) also says that aiming to make schools better and blaming teachers will not lead to real improvements. The system has to consider the teaching contexts and issues that are affecting teachers too. “Lack of access to such instruction is an important source of economic, social, and political inequality in many settings, such as Bangladesh” (Hossain & Tollefson, 2004, as cited in Tollefson & Tsui, 2014, p. 192). It indicates how lack of access to effective language instruction can lead to significant inequalities.

Commercializing English Teaching

“Over the last two decades, global political-economic development and capitalism have increased the importance of language in the globalized new economy and several terms and phrases have been introduced to draw attention to the economic value of languages” (Roshid & Sultana, 2023, p. 908). Even though the focus of this study is on the English version and English medium schools which are only limited to urban and metropolitan areas of Bangladesh, it highlights an important issue that most often gets overlooked. It suggests that English has been commercialized and there is a clear disparity. This study describes language as a product meant for sale and exchange. This view connects language to modern capitalism, impacting fields like tourism, marketing, and education. It also talks about how language, especially English, is seen as both a useful tool and something that can be bought and sold. However, many researchers do not mention the coaching centers in the urban areas that play a significant role in commercializing the language, due to which the rural learners lose a lot of time when they want to improve their language. This commercialization is so normalized that it seldom pays attention to the quality. “the commodification and commercialization of English and education have become normalized (Block et al., 2012; Cameron, 2012, as cited in Roshid & Sultana, 2023, p. 922). It suggests that commercializing English education reflects the growing significance of English. It surely offers opportunities and accessibility but it also raises questions about quality of education.

Common Challenges Rural Students Face After Enrolling to Urban Universities

“Although there is not as much research on rural students on first-generation and low-income students in general, what does exist often points to rural students’ sense of anxiety in adjusting to the campus environment and feelings of a divide between them and others in the campus community” (Schutz, 2004, as cited in Phillips, 2015, pp. 211-212).

Most transitioned students struggle with identity crisis, having to deal with their dilemma of keeping their rural roots and meeting their urban expectations. This affects their confidence, motivation and willingness to engage in learning English. Some students fear this language so much that they want to forget it even exists. It is not like this is the only language they learn other than their mother tongue, but English seems to be the only language that creates that fear in them. They alienate themselves from the urban environment which ultimately leads to lesser participation. It makes them reluctant to practice English. It can be because of the limited interaction or peer influence. Phillips (2015) also said, creating a student organization specifically for rural students could help reduce anxiety and foster inclusiveness. With the increasing number of students coming from rural areas, it has become a need to incorporate these varying needs to support these diverse learners so they can go beyond their socioeconomic barriers and psychological dilemmas.

While there is research on second language acquisition and studies on rural education disparities, there is a significant lack of recent studies specifically examining the experiences of individuals transitioning from rural to urban settings in Bangladesh and how this impacts their English language learning. It is very important to have a better understanding of the challenges faced by rural students in urban educational settings in Bangladesh, particularly regarding English language acquisition to help them have a smooth or a better transition experience.

Overview of Rural-to-Urban Transition

Many studies have looked at rural education in the context of Bangladesh, while most of their focus has been on specifically rural contexts, little light has been shed on those who migrate from rural to urban areas. Although there are more opportunities for improved English language acquisition in urban areas, these specific groups of people still seem to

struggle as significant barriers remain for them. This is a kind of problem that does not happen because one thing went wrong, it happens because there have not been steps taken holistically. Addressing these challenges through a multifaceted approach helps allocate better resources, community involvement and reformed educational policies or practices. A multifaceted approach is simply a strategy that addresses a complex issue by incorporating multiple perspectives, methods and solutions. Studies' focus on isolated factors without considering their interplay can reveal a significant area that requires further investigation. A learner's journey is not impacted by one thing only, rather everything that he or she comes into contact with has either direct or an indirect influence on the way they acquire knowledge. In other words, an individual's environment and everything in that environment plays a combined role in their learning journey, let it be language or something else. Urie Bronfenbrenner's theory says that understanding a child's development requires looking at all the layers of their environment and how they interact. Changes in one layer can directly affect the others, creating a unique developmental experience for each child. This specific model encourages caregivers and educators to recognize the multiple contexts affecting a child's growth, highlighting the shared responsibility of everyone involved in a child's life (Aubrey & Riley, 2022, pp. 183-200).

Theoretical Framework

Urie Bronfenbrenner's Ecological Systems Theory and Stephen Krashen's Affective Filter Hypothesis are crucial to explore the narratives of second language learners. Specifically, for this research to gain a holistic understanding of the individuals' struggles and motivations.

Urie Bronfenbrenner in the Context of Rural Learning

Bronfenbrenner's theory emphasizes how a child's development is influenced by their surroundings and relationships. Bronfenbrenner viewed the environment as a series of layers that surround the child, each affecting their development. Microsystem, is the closest layer to the child, including their home, school, and immediate relationships. Interactions here are very direct and can influence the child's behavior and beliefs. For example, a child learns social norms through interactions with parents and peers. Mesosystem is a layer that connects different microsystems. Strong connections here such as good communication between parents and teachers can enhance a child's development, while weak connections can hinder it. The Exosystem is the layer that includes environments the child is not directly involved in, but which still affect them. Macrosystem is the broadest layer, encompassing cultural values, laws, and customs that shape all the other layers. For example, cultural attitudes towards education can influence how children are treated in school. Lastly, the chronosystem is the layer that looks at how these systems change over time. A child's development requires looking at all the layers of their environment and how they interact. Changes in one layer can directly affect the others, creating a unique developmental experience for each child. It is important to use this for the rural learners to reach to the bottom their struggles regarding acquiring a second language. Their lifelong struggles with English occur because the layers lack coherence. In an ideal scenario, for a rural learner to effectively learn English, all these layers need to be worked holistically. Having parents who are motivated and aware, building proper parent-teacher connections, establishing community support by organizing different workshops, reforming policies on a broader level and students' own inspiration to practice over time will combinedly help them acquire English (Aubrey & Riley, 2022, pp. 183-200).

Krashen's Affective Filter Theory

Krashen's Affective Filter Hypothesis is significant for this discussion to address the emotional struggles of these learners. The Effective Filter Hypothesis talks about negative emotions, such as nervousness and stress while producing language. When a language learner is too conscious about the language and the learning process, they feel anxious to produce it. This makes them filter out a lot of input that they are receiving. They are worried about the outcome so they think too much which hinders their production of language. But language learning happens best when it's learned subconsciously. When learners are not worried about what they are producing, they learn better and faster. This theory also talks about positive emotions and motivations. When the learner has positive emotions, they learn the language better. Positive emotions can facilitate the language learning process. A learner needs to have really strong motivation towards learning the language. Without a positive attitude towards the language and culture it becomes very difficult to actually learn it for anyone. It highlights how emotions can seriously affect the language learning process. In case of rural learners, they go through a mix of both, which makes it intriguing to look at their narratives with this theory in mind. For some language learners, learning becomes difficult as they feel anxious about producing speech in this language. Because they think people will judge them. So, their brain is busy dealing with the emotions, such as, tension, anxiety and nervousness. So, the input they are receiving they are not letting the brain process it. Input and output, both are necessary but along with that they need to be stress free. They need to have a calm state of mind to process the information.

Thus, from the findings, it can be effortlessly assumed that the apathy towards English is not born overnight, rather, it is the result of instigated practices that have created an anxiety towards English in their minds and the learners have taken it

granted inwardly that English is tough to learn and we should not mess with it.

(Akteruzzaman & Islam, 2017, p. 194).

Chapter 03 : Research Methodology

In this section, the research method used to study the language learning journeys of university students who moved from rural to urban areas is explained. The method aims to understand the challenges and experiences these students face when adapting to a new environment. By using in-depth interviews and personal stories, the research aims to provide rich insights into their language learning experiences.

Methodological Framework

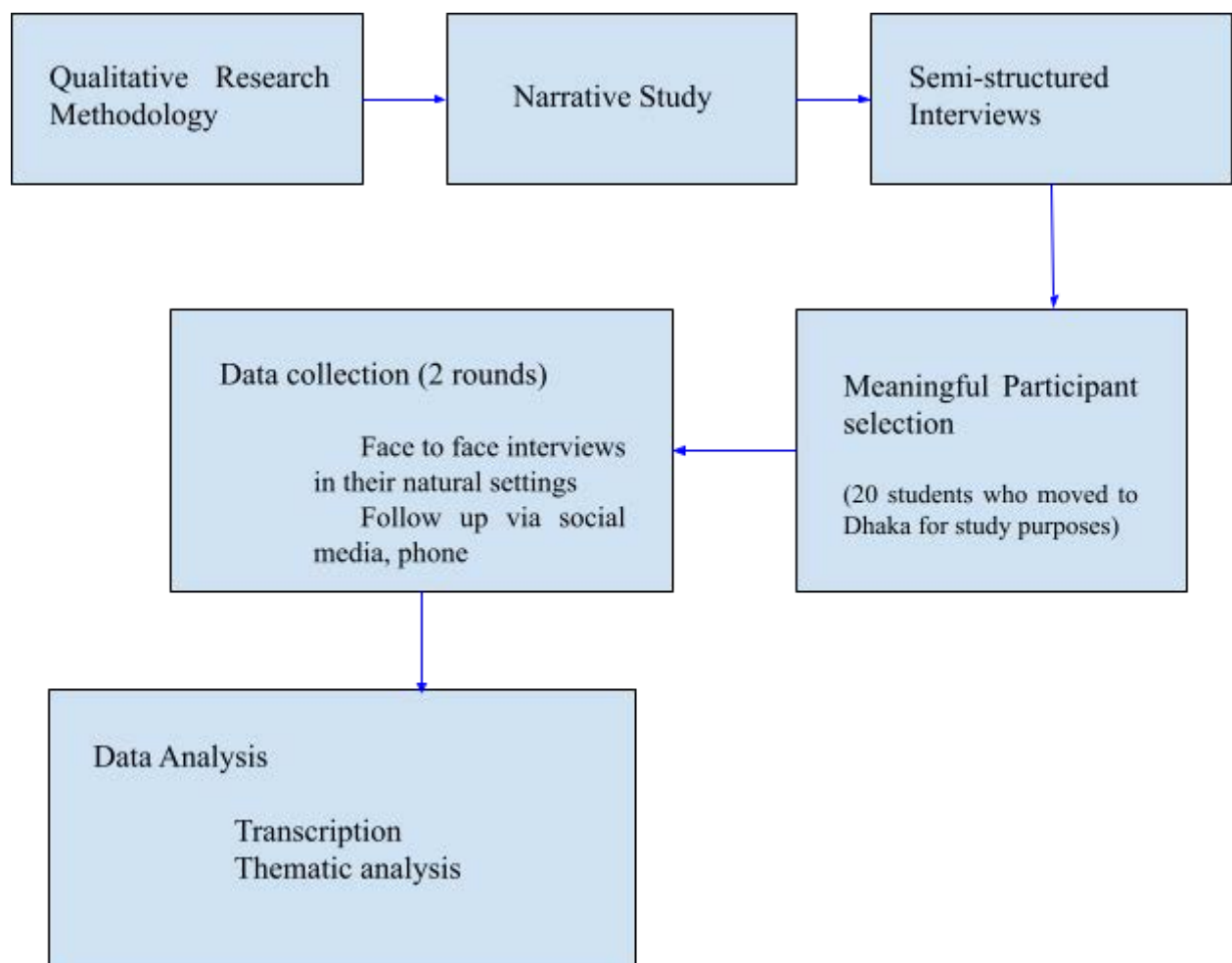


Diagram 01 : flowchart for the followed qualitative research process

Sampling

This research collected data from 20 different students who came to Dhaka from all over Bangladesh for their education. All of them came from different rural parts of the country and majority of them are studying in different universities across Dhaka city. Some of them are now in the admission phase and most of them are 1st to 3rd year university students. The goal was to gather in-depth data from individuals. The sampling process continued till no new information emerged from new participants. A purposive sampling was used to get rich and diverse data. The researcher intentionally chose participants with specific characteristics, such as, students who moved from rural to urban areas and are now currently living by themselves. These students are mostly girls and are living in hostels. There is a small number of male participants too and there is a reason behind that. Most male participants were shy or uninterested in sharing their struggles, which was a problem in getting authentic and detailed data. The candidates were selected after talking to 45 participants, based on their unique experiences and narratives. Many participants, who initially were okay with sharing their stories, later did not permit them to be recorded. Some did not share their stories with much detail, they were very vague in their struggles and even after asking multiple questions they did not say much. So, the participants who were aware and eager to share their stories were given more importance while interviewing.

Nature of Research

Qualitative Research Method - Narrative study

This study uses a qualitative research design with semi-structured interviews to explore the unique narratives of individuals coming from rural areas to Dhaka for their higher education. To be more specific, this study follows a narrative based research approach to bring out the complexities of second language learning in the context of Bangladesh. This

study is a narrative research that aims to explore the unique challenges faced by rural students who transition to Dhaka and seeks to understand the underlying reasons for their struggle in English learning. Qualitative research allows for in-depth and context-specific understanding of the gap that still exists in English teaching and learning. Participants' narratives bring out their own experiences and perceptions that give us real life occurring problems in both rural and urban educational settings regarding English language learning.

Participants

Participants' list is provided in a chart for a clearer understanding:

Name (pseudo)	Age	Gender	Medium of studies	Socioeconomic background	Place of birth	Current place of living
Participant 01 (Anika)	20	Female	Bangla	Middle class	Kalukhalir, Ruppur, Rajbari, Faridpur	Dhaka
Participant 02 (Fatema)	22	Female	Bangla	Lower middle class	Narshindi	Dhaka
Participant 03 (Maliha)	23	Female	Bangla	Middle class	Daudkandi, Cumilla	Dhaka
Participant 04 (Tonni)	21	Female	Bangla	Middle class	Nobinogor, B. Baria	Dhaka
Participant 05 (Jahin)	19	Male	Bangla	Middle class	Ruposdi, B. baria	Dhaka
Participant 06 (Nusrat)	20	Female	Bangla	Higher middle class	B. Baria	Dhaka
Participant 07 (Tutul)	23	Male	Bangla	Middle class	Barisal	Dhaka
Participant 08 (Monir)	22	Male	Bangla	Middle class	Lalmonirhat	Dhaka

Participant 09 (Arif)	24	Male	Bangla	Middle class	Noakhali	Dhaka
Participant 10 (Jafri)	22	Male	Bangla	Lower middle class	Joypurhat	Dhaka
Participant 11 (Abir)	22	Male	Bangla	Middle class	Lokkhipur	Dhaka
Participant 12 (Israt)	27	Female	Bangla	Middle class	Chadpur	Dhaka
Participant 13 (Warda)	22	Female	Bangla	Middle class	Barishal	Dhaka
Participant 14 (Rehana)	22	Female	Bangla	Middle class	Noakhali	Dhaka
Participant 15 (Pihu)	23	Female	Bangla	Middle class	Cumilla	Dhaka
Participant 16 (Nilima)	23	Female	Bangla	Middle class	Kushtia, Chudanga.	Dhaka
Participant 17 (Onupoma)	21	Female	Bangla	Lower middle class	Durgapur, Lalmomirhat, Rangpur	Dhaka
Participant 18 (Sharmin)	24	Female	Bangla	Middle class	Thakurgaon	Dhaka
Participant 19 (Ana)	20	Female	Bangla	Middle class	Dighirpar, tongibari, Munshigonj	Dhaka
Participant 20 (Jahan)	25	Female	Bangla	Middle class	B. Baria	Dhaka

Data Collection and Instruments

The primary data for this study were collected through 20 different interviews with selected participants. Their responses provided significant insights about their experiences with English language learning. In addition to the interview data, two participants were known to the researcher, which allowed a long-term engagement and a deeper understanding of the challenges and progress. To avoid the concerns of potential bias, efforts were made to

include a broad range of participants from various backgrounds to ensure a diverse dataset. Almost all the participants live in girls' hostels and there were moments where informal conversations and frequent interactions enriched the data collection process. They provided more detailed contexts and nuance to the participants' experiences. They were also communicated via phone and social media later as follow-ups.

Data Analysis Method

In this study, thematic analysis was used to systematically code and interpret the narratives. After conducting the interviews, initial coding was performed. The first step was crucial as it required reading through the transcribed conversations multiple times to identify recurring phrases and key points from the participants' narratives. For example, memorization was a common and recurring phrase, reflecting the different perception of the language that they moved to Dhaka with. Many of the participants talked about a shift in their mindset which impacted the way they see language. So more such similar codes were then gathered and grouped into broader themes based on similarities and connections between the initial codes, which are discussed in the findings section. This process helped clarify the overarching patterns in the data and provided a structured framework for analysis.

Ethical Considerations

All participants provided verbal consent to record and take notes on their experiences. They were told about the purpose of the research and assured that their identities will be kept confidential. Some participants had worries about the researcher using their names, schools or even village names, to which they were assured anonymity. They were told that pseudo names will be used for any information that they want to keep private. The focus of this research is the participants' experiences, not their identities. Even after being assured that everything will be conducted ethically, a few of the participants expressed hesitation. In such

scenarios, their request was respected, due to which the researcher had to find alternative participants.

Chapter 04 : Findings

This chapter outlines the insights and discusses broader themes derived from the interviews with 20 participants. A systematic data coding was used to explore recurring themes, which will be discussed in this chapter.

Systematic Data Coding

All the interviews were transcribed with no help from third party softwares to ensure accurate representation of participants' viewpoints. Every small detail including pause, mispronunciation, accent and so on were included in the transcription for better and clearer understanding of the data. It was important to go through the data a few times to fully understand the content and find recurring themes, which was the first phrase of systematic coding. Certain phrases, words and ideas were identified as initial coding which was phrase 02, from which broader themes were developed later in phrase 03. It is important to mention that a separate notepad was used to identify the initial codes from the data sets to keep the data clean on this document. Every conversation in the appendix starts with a brief explanation of what the conversation is about. It highlights the gist of the conversations which also helped in developing themes. These broader themes will be discussed in this findings section. Here, the focus was on the broader themes to highlight the main results. To develop broader themes, similar codes were grouped. A table is given below for clearer understanding -

Phase 01 : familiarizing with the data	Phase 02 : Generating initial codes	Phase 03 : developing broader themes
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	• Memorization vs practicality	Perceptions of Language Learning : Memorization Vs Comprehension
	• Enhanced Understanding	
	• Shifted focus on comprehension	
	• Critical Thinking Development	
	• Change in Approaches to deal with language learning obstacles	
	• Personalized learning methods - students' own strategies to improve	
	• Change in Motivation Levels	
	• Taking extra classes outside school and paying more attention to them	Biases in the Rural Educational System
	• Arrangements of "short syllabus" and providing them to students who attend the extra classes	
	• Teacher bias and culture of favoritism	

	• Difficulty adjusting to new teaching environments	Psychological Effects of Transition on English Language Acquisition
	• Lack of learning materials and need-specific support for rural learners who transition to cities	
	• Impact of peer attitudes on motivation and learning	
	• Changes in student motivation	
	• Rise of feelings of anxiety	
	• Rural teachers feeling undervalued and under compensated	Commercialization of English teaching
	• Rural educators lack the autonomy to implement different teaching methods in schools and colleges	
	• Rise of coaching culture in rural and urban areas	
	• Lack of qualified teachers	
	• Concerns of quality education	
	• Lack of emotional and academic support to students	Importance of Teacher roles and Sensitivity in Teaching

	• Not addressing the needs of rural learners in urban settings	
	• Showing bias or doing favoritism towards students with better English proficiency in urban settings	
	• Lack of inclusivity in the urban classrooms	
	• Lack of sensitivity to language learning barriers	
	• Less intentional parental involvement in the learners' learning journey	Support System : An Ecological Perspective
	• Less focus on progress and more focus on grades	
	• Little to no communication between teachers and parents	
	• Little to no arrangements of workshops	

Perceptions of Language Learning : Memorization Vs Comprehension

Language is perceived very differently in rural and urban contexts. Learners' view the language as an abstract concept in rural areas, whereas students living in the cities view it as a practical tool. A student living in a rural area learns to memorize concepts word by word instead of learning how to use the language in real life. This causes them to fall significantly behind. Simple tasks such as seeking information, looking up resources online and so on

become difficult. Participant 04 said, “Our teachers focused on exercises and emphasized on guide-based learning, which led us to memorize answers instead of understanding the rules. This continued in both my school and college”. Understanding the real-life uses of a language empowers learners to see English as a functional tool that enhances their daily experiences and opportunities rather than just an academic subject. Rural students moving to urban areas have a complex perception of the English language as they view it as both an important skill for success and a challenge to overcome. Their perception of the English language is shaped by various factors as they transition to urban settings. They start to recognize the importance of the language as it opens doors to numerous opportunities. Participant 04 in another part of the interview shared that, “Before coming to Dhaka, I didn’t realize how important English was. Now, I think, even if I stop studying other subjects, I will continue learning English. I used to view it as merely another subject, but now I feel its presence everywhere”. The majority of the participants said that in their rural educational settings, English teaching focused on memorization and drilling techniques, which resulted in them seeing the language in a different perspective compared to their city friends and relatives. This perception has contributed to their language acquisition negatively. Participant 20 talked about this comparison. She said that, “Teaching my niece in Dhaka, I was struck by her advanced English skills compared to my older niece in a rural area. The differences in their school syllabi highlight the significant gap between urban and rural education.”

Few of the participants currently enrolled in a public institution in Dhaka have chosen to continue education in Bangla, primarily due to concerns about maintaining their academic performance. In other words, they did not want to risk their grades. Upon asking about their English language skills they exhibited fear, anxiety and uncertainty. This decision reflects how they are perceiving the English language as a threat to their overall educational success. Despite being aware of the importance of the language, their emotional and psychological

turmoil is stopping them from pursuing their education in an English medium setting. This conflict highlights a significant barrier to their language learning journey. Participant 20 shared how a lot of the students in her institution choose Bangla as a medium of instruction even in their university life due to the fear of the English language. In her exact words, “We are given an option to choose between English and Bangla as our medium of instruction and most students choose Bangla. Even our teachers recommend Bangla for maintaining a good CGPA. With poor English, I did not dare to choose it either”.

However, there were a few participants who actively worked to improve their English skills and did not show the same level of fear. Their confidence reflected the effort they had invested in their learning. This highlights how the perception of language learning can vary even among students coming from rural areas based on their own motivations and struggles. It is not only shaped by learners’ educational backgrounds, but also their shifting cultural contexts. Most of the participants, growing up in the rural areas, were taught English as a subject that has to be memorized and their surroundings also did not do anything to change that idea. So, for them it was a theoretical concept that could not be understood. The majority of them had to memorize exercises just to write an answer in their exam copies. They did not see English as a practical tool, which left them unprepared for the real-life uses of the language. Participant 05 said, “we read words but we never practiced speaking. We wrote summaries but never understood how to summarize an idea”. Both participants 04 and 05 said they had teachers who taught “well”. But going further into the conversations, it was revealed that those teachers also relied heavily on memorization but they used to shortlist topics for the students instead of asking them to memorize an entire “guide book”. So again, they perceived the language as something that relies heavily on memorization. They moved to the city with the same perception that language cannot be understood. Slowly, after moving

to Dhaka they started to realize that, perhaps, a more comprehensive method would have encouraged them to see the practical use of English.

Changing one's perception is a difficult and transformative journey for which they have to break free from their limiting beliefs. Easy as it may sound, to its core it can feel impossible to embrace new possibilities. After moving to Dhaka when the participants tried blending in with the urban students, they realized how differently this language is perceived here. Most urban learners don't even learn the language, they acquire it naturally. Learning English in the city has a much more dynamic and integrated approach. Everything here involves the language, such as discussions, activities, meetings and even small gossip sessions. Participant 04 said, "A small task like introducing myself required me to memorize and practice beforehand. That's how deep I was in the memorization thing. Speaking in general using English is not about memorization."

The participants initially arrived in Dhaka with a fixed mindset shaped by their previous educational experiences, where English was only needed in the classrooms. But their transition to the city gradually helped them build a growth mindset. It allowed them to see language beyond the classroom like participant 04. Being exposed to diverse perspectives and opportunities allowed them to see the language as a skill that can be developed rather than a bunch of rules that have to be memorized just to pass a class. Their growth mindset allowed them to realize that language abilities can improve with effort. For many of the participants this shift proved to be a motivating factor but for a few it became the very reason for their isolation. Participant 02 exhibited visible fear during the interview. She said, "Everyone fears English. My noticeable accent kept me from speaking to boys and even girls, leading to fewer friendships. My reluctance to engage has left my language skills unchanged even after many years of living here". Her mindset did not change because of the shift, in fact it isolated her even more, impacting her second language acquisition even further. However,

all the other participants showed a positive change in their mindset towards learning this language after their transition to Dhaka. Many became subconscious learners because of this, picking words and phrases from their surroundings.

A few of the participants said they still feel anxious when they are asked to speak or write in English even after months of practice. Participant 18 said, “Listening to someone speak English with such fluency makes me regret not pursuing it from an earlier period”. If learners are taught to build curiosity about exploring the language, they will become autonomous learners. If they are taught to ask questions, seek different viewpoints and are given the space to be vulnerable, they will develop critical thinking skills and a deeper understanding of the language, enabling them to engage more meaningfully with their learning journey. A student struggling with English initially views it as a daunting barrier. But if he or she can engage with supportive peers and have access to resources, they can reframe their experience. Participant 04 mentioned having two elder sisters who helped her immensely in her language acquisition journey. She realized that English cannot be memorized if the goal is to improve skills. It was a lesson learned after entering a private university. Lacking resources, she opted for self-learning, enrolling in coaching. Unlike participant 02, she sought alternatives, reaching out to faculty, reading English books, watching movies, and seeking help from her older sisters. She continued taking tailored steps to enhance her skills and believes she has made significant progress. She said, “When I realized I am too old to magically acquire the language now I had to make life altering decisions. I use AI, google realtor, dictionary and so on to improve more and more every day”. Her focus shifted from a focused mindset that mostly focused on grades and memorization to a growth mindset that made her a subconscious and autonomous learner. Someone who used to rely entirely on teachers and guide books answers can now find solutions to their own problems.

Previously, participants studied English solely for grades, but now they focus on personal growth using various strategies. Some utilize artificial intelligence as a personalized learning tool, while others read English books or attend conversation events. Participant 18, for instance, uses a chatbot to enhance her skills, and participants 01, 02, and 03 also mentioned using Google Translate, dictionaries, and AI for content-based learning. This shift reflects their growing mindset shaped by their changing environments.

Biases in the Rural Educational System

Many participants expressed frustration with how their teachers conducted their English classes focusing on memorization only. However, this issue reflects a broader systemic problem in rural education that requires attention. The educational system is not designed to meet the diverse needs of students in these areas. Several participants pointed out that certain "arrangements" were made to help them perform well on certain exams, highlighting a culture of favoritism, corruption and mismanagement. Participants shared that teachers often seemed dissatisfied with their salaries, which negatively affected their commitment to students' long-term success. They voiced their concerns about biases within the rural educational system, emphasizing that students who maintain good relationships with "head teachers" tend to achieve better results. Additionally, many teachers offer extra sessions outside of regular classes, where a "short syllabus" is provided, but only to those who can afford private tuition. This practice contributes to a corrupt educational environment. If such acts continue, the condition of the education system will drop. Education will become a mere commercial enterprise. This situation not only affects students but also leads to teacher burnout. Participant 04 criticized her rural teacher by highlighting many unspoken issues. She said that, "We were only taught what would appear on exams, relying on a guidebook with past questions to solve. This led us to memorize answers". She added that, "most high school teachers were indifferent towards students, lacking the engaging teaching

styles seen in cities. We had one teacher who used to bring notes from Dhaka, which we had to memorize for good grades”.

Participant 05 said that, “In my rural school, English was a neglected subject. On most days we did not even have teachers dedicated entirely for this subject.” In a different part of the interview this participant said that, “Teachers were biased and used to give marks to only those who attended the extra classes arranged by head-teachers. It didn't matter if they taught well or not, we just had to attend for marks.” Participant 05 also mentioned about failing in his first English exam in Dhaka, to which he said, “I would have passed if this exam was taken in my village, because here in the city teachers read line by line and cut marks for spelling mistakes, but in my village, it was not like that”. As shocking as it sounded, after talking to a few other participants it was clear that teachers in the rural classrooms truly pay very little attention to English classes.

These students have such poor basics in English, that it takes them months, if not years, to recover from that. Some of the participants said that there were very few qualified English teachers and only a few classes that fully focused on English language instruction. The limited classes they did attend occurred only four to five times a month and did not follow any specific routine. These classes mostly followed the Grammar-Translation method. Students were often drilled on specific answers without a true understanding of the underlying concepts. This approach led them to memorize content from their English practice books, resulting in long-term limitations in their language skills. Their lack of practical exposure has restricted their ability to engage confidently with the language.

Psychological Effects of Transition on English Language Acquisition

All the participants commonly shared narratives of ambition, struggle and adaptation. Their experiences highlight several important themes that resonate deeply with Krashen's

Affective Filter Hypothesis. The reality of their English proficiency created a significant barrier and this realization only came after they shifted to urban settings. Their sudden need to focus on language learning overshadowed their pursuit of other dreams. Some held on to the same hopes and aspirations giving little attention to improving their language skills, but with a fear of uncertainty. Transitioning from one educational setting to another is an extremely daunting experience for a learner. This shift comes with serious challenges that can impact their emotional well-being, academic performance and even their overall sense of belonging. Moving from a rural school to an urban university, that too in a busy city like Dhaka can feel pressurizing, especially for those who are struggling with English language. Many students initially struggled to adjust academically, some even socially. Some participants chose to continue their education in Bangla because they could not imagine doing otherwise with their inadequate English skills. Some of them had to lose a lot of time because their environment demanded them to improve their English proficiency almost immediately. They found themselves lost during class lectures as they barely understood the language initially. In their own words, they were never taught how to think in English, but were expected to do so in their urban settings. This disconnect seriously hindered their academic progress. Participant 04 is an interesting example of this scenario. She lost more than 3 years trying to balance between her English proficiency skills and her academics. She said, “As a student of EEE, balancing my English proficiency with my technical studies became increasingly difficult. My grades began to drop, and with each passing day, I lost hope, eventually becoming so depressed that I stopped going to university”. She mentioned that at one point all she wanted to do was improve her English. She added that, “I left university because it was becoming impossible for me to balance. I wasted a lot of time considering all my options. Later I decided to change university and got myself admitted to an English department”. It has left a psychological impact on her.

When these participants moved to Dhaka and were introduced to the new ways of learning and using English, they felt alienated. Some are still living with crippling anxiety and isolation that was created by this language barrier like participant 02. Despite some of their best efforts, the new expectations went beyond their capacity levels with no space offering them solutions. The pressure to perform well while struggling with a significant language barrier made them question their own abilities leaving them with a feeling of burden. Participant 02, in particular, appeared extremely fearful of speaking with the researcher. Although they greeted each other and sat together in her room without any issues initially, the participant's anxiety became evident as soon as the interview began. She seemed overwhelmed by her fear of not speaking in an "impressive" manner. She entered the room claiming to be unwell and wore a mask throughout the interview. Repeatedly, she expressed her concern, saying, "I won't be able to talk nicely", as if she was afraid that she would be judged if she didn't. Throughout the conversation, she avoided making eye contact, and her body language suggested she was struggling with feelings of inferiority. Her roommate, who was present the entire time, reassured her that it was okay. Despite the encouragement to speak in Bangla, in which she clearly felt more comfortable, the participant tried her best to use English phrases, indicating her struggle with confidence in her language skills. Her fear was stopping her to further seek help or engage in practical conversations, ultimately intensifying her struggles. Referring to Krashen's Affective Filter Hypothesis can explain the fear these students are experiencing regarding their English language learning journey. This hypothesis suggests that emotional factors can significantly affect an individual's language acquisition. Students' anxiety, lack of motivation and low self-esteem can severely hinder their learning process.

Participant 02 moved to the city in search of better educational opportunities, but her fear of the language only seemed to hold her back. Her father is a farmer and from what she

said he was very supportive and has always encouraged his children to study “English”. Even though she was clearly struggling to talk and there was a visible fear in her eyes, she was being dishonest and said she never struggled with English. She had a noticeable accent when trying to communicate in English, and her Bangla was equally unclear. In one part of the interview she said instead of addressing her fears, she withdrew from social interactions and isolated herself, just like she did in most parts of the interview. Her fear prevented her from seeking help or attempting to confront her anxiety. When asked about her situation, she surprisingly admitted that she didn’t want to improve. In fact, she didn’t even acknowledge at first that she has been struggling with the language. It was as if she was sending out a silent scream for help, yet she felt it was too late for her to make significant changes.

Embarrassment washed over her, evident in her body language and the way she avoided eye contact. While it’s important to acknowledge the individual shortcomings, it’s equally crucial not to let those challenges consume one’s entire sense of self. The weight of her demotivation was drowning her; but she chose to live with it. Throughout the conversation, she showed little to no sign of interest in seeking improvement.

This participant’s fear of speaking English made her anxious, which acted as a barrier for her to communicate openly. Wearing a mask and avoiding eye contact are signs of fear and discomfort. Her dishonesty about her English skills reflect low self-esteem which is a common emotional barrier that hinders language learning. By isolating and avoiding interaction she increased her emotional barrier even more. Her fear kept her stuck because she denied seeking improvement. Her reluctance to engage with the interviewer shows how high anxiety can prevent learners from taking steps to improve. Her being afraid of taking risks and practicing English is stopping her from growing. Because this fear and anxiety has created a strong affective filter that limited her ability to learn and use English. Other than fear and anxiety, some participants expressed a sense of disappointment towards learning the

language. A few of the participants expressed disappointment for needing to learn a second language. One of the participants said, “I’m not an English speaker, so why should I learn it? I understand its global importance, but even for someone planning to stay in Bangladesh, it feels unfair that entry-level jobs require fluency”. At a later part of the conversation he added that, “I struggle in my major courses because teachers expect strict communication in English, which feels unjust. I rely on YouTube and AI for assistance, as it’s easier than starting from scratch. Sometimes, I feel too old to relearn basic grammar”.

While it was interesting to hear this specific participant share her unique perspective, it is also important to pay attention to how he is perceiving language learning. To him, learning a language is all about memorization, which is daunting, boring and to some extent useless for his level. It is important to pay attention to such a perspective because it tells us how the majority of the population who move from rural to urban views language learning. Students who have learned language in rural settings often view it through the lens of their educational experiences. Because their learning focused entirely on memorization, they do not understand the practical applications and real-life uses of language. Without exposure to how language is used in everyday situations, they miss out on its true value and significance. They mentioned that, for them, English classes were about taking a guide book to class and solving exercises without knowing the rules or real life uses. Disappointment can arise when learners feel that they are not making progress in their SLA journey. This can diminish their motivation to improve. The participants feeling too old to sit in a language classroom and starting from basics when that is what they need shows how high their affective filter is. It shows their lack of motivation. They avoid challenges which increases their emotional barrier. When learners move to a new place and the new place does not offer them a space to grow based on their individual needs, they grow fear, anxiety and demotivation towards learning the language. Feeling frustrated is valid for these students as their challenges are not

being acknowledged and slowly but surely the majority of this group develops a filter that affects their learning. These students lack support in both their rural and urban settings as shared by many of the participants.

Commercialization of English Teaching

Commercialization is a modern-day problem that is seen in every industry now. It has also become a prominent trend in education worldwide. When language teaching is driven by profit motives, it starts to prioritize market-driven curricula, which hinders genuine learning. Because they mostly focus on memorization and not comprehension. The significant emphasis of meeting the immediate needs or short-term goals stops the learners' from growing their critical thinking in English. For non-English speaking countries this phenomenon reflects a lot of negative aspects of language teaching. Participant 18 talked about the deep dissatisfaction among teachers in rural areas regarding their salaries. She also said that many educators feel undervalued and under-compensated by the government, which has led to a challenging situation. In their pursuit of better financial stability, these dedicated teachers are working excessively long hours. Their struggles reveal a broader issue within the education system, where passion and dedication are often met with inadequate rewards. Participant 18 said, “Teachers do coaching classes from 7 AM to 9 PM, using school hours as their resting period, often dozing off during English classes, which they consider their only free time.” She explained that if teachers effectively engage students in class, it could negatively impact their coaching business, leading them to remain indifferent during classroom instruction. This mindset prioritizes their coaching sessions over meaningful teaching in schools. She also said that teachers are not “incapable” of teaching in the rural areas, many teachers in fact want to care about their students, but most of the time they either don't have enough resources or the freedom to choose methods that would best fit the classroom, which was also mentioned by a few other participants like participant 04. In

participant 18's exact words, "I believe the main reason teachers neglect classroom teaching is being underpaid. In coaching classes, they show genuine care, but they worry that if students learn everything in class, fewer will attend their sessions".

This clearly shows how teaching English or any other subject for that matter has been so commercialized that many teachers do not even pay attention to their students in rural schools. Participant 18 was not the only participant who mentioned this problem, every other participant has responded the same way upon asking about the ways they were taught English in their schools or colleges. Almost all of them showed frustration about the ways their teachers taught them English. This issue highlights that while some teachers may bear responsibility for challenges in language instruction, many are significantly underpaid, leading to burnout, particularly when teaching a foreign language in contexts where its importance is not widely recognized. English is seldom used outside of classroom settings, limiting students' opportunities to practice. Additionally, rural educators lack the autonomy to implement different teaching methods, as mentioned by Participant 04, which can result in a reliance on traditional approaches that may not engage students effectively. In fact, all the participants claimed that they did not learn anything until they moved to Dhaka which made them lose years trying to cope.

Dr. Kumaravadivelu says we should have a pedagogy of particularities highlighting that it is now the era of particular needs. Teachers should find techniques or methods that would work in a particular situation with a particular group of students in a particular classroom with particular needs and requirements. Participant 18 also said that most of her college teachers were cadres, but they felt demotivated due to the low salaries in high schools, describing their situation as "competing in a financial race and lagging far behind." Interestingly, despite paying extra for English classes in their rural areas, students often had to memorize model tests and notes provided during these coaching sessions. This highlights

the commercialization of English education in rural settings, where students focus primarily on achieving short-term goals, such as obtaining good grades.

This aspect of commercialization highlights a crucial concern regarding the quality of education that is being provided. This concern is not limited to rural areas only. Participant 04 mentioned that she got into several coaching centers after moving to Dhaka but they were not any different than those that she had attended in her rural settings. In this race of attracting more and more students many institutions are prioritizing profit over effectiveness. This also highlights the disparity that exists because of this phenomenon. Students belonging to lower class may not have the privilege to access these extra classes so they fall even further behind. That is why it is important for policymakers and leaders to find a balance among commercial interests, financial needs and quality of English education. As English continues to be a global language, it is very important to prioritize teaching this language in ways that are effective. Investing in proper teacher training and monitoring them frequently will help ensure English proficiency and effective teaching in classrooms.

Importance of Teacher roles and Sensitivity in Teaching

The journey of transitioning from a rural educational setting to an urban institution can be significantly influenced and shaped by teachers, particularly the aspect concerning English language skills. The role of teachers can either bridge or widen the gaps created by language barriers. Instead of telling a university student to begin with “reading children books” (referring to the conversation with participant 04) a teacher can show them specific ways to deal with their content-based language problems. When a student reaches out with a problem and is willing to improve, instead of saying “please communicate in English, otherwise I won't hear what you have to say” (referring to the conversation with participant 04) will only increase their affective filter. Language teachers should be willing to understand

their students' problems and provide them with solutions that will actually help them. These students will acquire language skills naturally if a safe environment is built where they can express themselves without the fear of being scolded. Participants 12,13 and 14 work at a CA firm and after moving to Dhaka they took content based English classes, which helped them to understand their content first. Gradually they got better at using English in everyday life too. After completing their HSC, these 3 individuals moved to Dhaka and promptly sought language classes to enhance their skills. They received appropriate guidance, which facilitated better understanding of their individual needs. Their teachers played a crucial role in helping them make informed decisions aligned with their long-term goals. Upon contacting an executive from their CA firm, they were advised to consult a mentor. The mentor then recommended a content-based language course that effectively matched their requirements. It did not only help them gain confidence to first pursue their initial goals, but it also gave them confidence to blend in their new social circles. They said they felt confident once they realized they were not struggling in class anymore with the language. This confidence further enabled them to reach out to their acquaintances and try to communicate using English. Due to the proper guidance they received, these individuals did not experience fear or anxiety during their English language learning journey.

On the other hand, other students like participants 1-11 mentioned feeling stuck in their language learning journey. This was primarily due to their limited exposure to the English language in their previous educational institutions. They were never taught to put emphasis on conversational skills which is a significant real-world application of language learning. Year after year, they resorted to memorization as a means to cope, rather than engaging meaningfully with the language. If language teachers in both rural and urban settings had the autonomy to develop teaching techniques tailored to the specific needs of their student groups, it could significantly enhance the quality of language learning. In urban

educational settings the curriculum tends to be much more rigorous and lectures are often delivered in English. Students undergoing this transition may find it overwhelming, particularly when there is limited support available outside of class.

There were a few participants who said they take help from ChatGPT and use it as their personalized language learning tool. It saves them a lot of time and helps them learn faster. It is important to remember that in this era of technology and artificial intelligence, teachers and learners should not run away from it, instead they should find ways to incorporate these tools into their lessons, so that both parties can be positively impacted by it. For example, in cases where teachers fail to provide undivided attention to individual students, they can take the help of artificial intelligence with a student mentor present for nurturing specific language skill needs. This will not only help the learners with understanding certain theoretical language concepts but will also advance their practical knowledge of the language. In the fast-paced environment of Dhaka, implementing tailored language instruction would benefit both students and educators.

It is crucial to acknowledge that no matter how rich and diverse the urban institutions' curriculum is, it fails to accommodate the needs of students struggling with language barriers. This gap highlights the need for a more inclusive and modern approach that addresses the diverse linguistic background of all students. Teachers should be softer, gentler and more sensitive towards students who are already struggling with basic language in classes and take necessary steps to prevent that. The majority of the participants mentioned being scared of presentations and said how a wrong pronunciation is mocked and judged. Participant 04 said, "Some teachers are very strict about using English in class, refusing to listen if we don't. This is demotivating. I'm still in my first year. If they expect fluency right away, it only discourages me further". She thinks teachers favor those who speak the language well. "Some

teachers are rude, that is why I try solving my own problems. I'm afraid to speak English in class, and I feel some teachers show bias toward those who speak it well".

The concept of decentralization can be useful here to address the challenges gathered from the narratives. In rural settings, if local educational authorities could tailor curriculum based on the specific needs of students, schools and other educational institutions would be able to better support these transitioning students. Because then it will be easier to address specific challenges, it will be narrowed down and will not follow a broader, more generalized version of English teaching methods. In both rural and urban institutions, more bilingual education programs can be introduced to bridge this gap. It is also crucially important that teachers are receiving adequate training to recognize and respond to the unique challenges. Universities in Dhaka can implement more strategies, such as establishing dedicated language support centers that provide tutoring, helping with conversation practices, providing resources tailored to specific needs, arranging workshops on academic writing, building presentation skills and many more.

Support Systems : An Ecological Perspective

Support systems are crucial for facilitating English language acquisition among students transitioning from rural to urban settings. Bronfenbrenner's Ecological Systems theory provides a deeper understanding about the learners' diverse interconnected support systems. Microsystem is the layer that focuses on immediate support, for example, a learner's home or her classroom environment. From the above discussion, it is clear that the learners did not have effective classroom support for English learning. Even parents of the participants mostly cared about grades, which made the learners to focus solely on short term outcomes. It shows how parental attitude directly influences the students' experiences. One participant shared that his mother, a primary English teacher, played a significant role in his

learning journey. He said that her genuine concern for his education contributed to his strong command of the English language. When asked about the specific support he received from her, he explained that she taught him how to break down spellings and encouraged him to read small stories in English. This systematic approach, which began in his childhood, has been quite influential in developing his language skills. It was prominent as he did not exhibit any fear for the language. Another participant shared that her two elder sisters supported her with her language learning struggles, helping her make decisions for long-term success. Living with them improved her language and accent, highlighting the importance of a supportive environment. Their encouragement and her own motivation drove her to embrace her learning process despite challenges. For both these participants their microsystem directly affected their learning and development.

Mesosystem highlights the significance of interconnected relationships. For example, it is crucial for a learner's home and school to share effective communication to strengthen the learner's support system. After asking about parental involvement, most of the participants mentioned that their parents wanted them to study but they were never actively involved in their learning process. There was no effective communication between parents and teachers in the rural settings which decreased the possibility of tailored interventions addressing specific needs and it hindered their language learning journey.

Rural learners' mesosystem was found to be weakly linked because conversations between parents and teachers were rare. Activities to engage parents in the learners' learning progress were nearly nonexistent. Participants said that their parents wanted them to study but they were not actively involved. Strong communication between a teacher and parent can accelerate the learner's education. Organizing workshops in rural areas that educate parents about the curriculum and teach them different ways to support their children's education at home can greatly impact student's learning. These programs can include teaching parents

how to assist with homework, which can also strengthen the home-school connection. If students, parents, and peers understand the importance of learning English at a young age, they will be better prepared for the future. This early awareness can help them feel more confident and less overwhelmed when they move to a new place where basic English is needed. By starting early, we can ensure that they don't feel lost or stuck, but instead are ready to embrace new opportunities.

Rural learners' exosystem is often characterized by limited access to educational resources and community support, which negatively impacts their learning opportunities. One participant mentioned about their college arranging a three-day workshop by BRAC, which did help her gain motivation towards learning the English language. But she also expressed disappointment because this was a one-time workshop with very limited time, so the motivation did not last after they got back to their old learning habits.

Cultural attitudes towards education can influence how children are treated in school. A good number of the participants of this study said that their teachers in the urban settings are biased. Students who speak good English are favored more in the classrooms. It demotivates the rural students who are also capable but struggles with the language. It is not the teachers who view them differently as mentioned by the participants, they are also viewed differently by their peers in the classrooms which makes it hard for them to make friends. This highlights an existing societal norm that is impacting the treatment of individuals within educational institutions. Some isolate themselves and build fear. The societal bias that these rural learners faced and are still facing urges everyone to be aware of such biases to ensure respectful exchange in communication. Rural learners' macrosystem is influenced by these norms and biases, which affect their opportunities for growth and development.

Rural learners' chronosystem is affected by changes over time and ongoing shifts in educational policies and community development. It can impact their access to resources and learning opportunities over time. When learners move from rural to urban areas for education, they go through various emotional and social changes, which influences their already developed thought process. They view learning and language differently. For example, these rural learners previously viewed language as something that has to be memorized. But after moving to Dhaka they realized that language has real life implications and it can be “understood” as well. They develop awareness and become conscious learners. As a few of the participants mentioned that they found themselves picking words and phrases from their surroundings unintentionally.

Most of the participants expressed a desire for personal improvement, some even expressed a dire need for reformation in the rural educational settings to enhance language learning and foster a more supportive learning environment. Before implementing broader educational reforms, it is essential to start small, specifically within the classrooms, focusing on the interactions between teachers and learners. If teachers adopt different approaches tailored to their students' specific needs, they can create a more engaging and effective learning environment. This will make the learners feel like they belong and they will feel motivated to participate in class. Simultaneously, if students embrace a more autonomous approach to their education, becoming conscious and proactive learners, they will take ownership of their language acquisition. This shift towards self-directed learning will empower them to explore and practice English in meaningful and practical ways. Additionally, the appropriate implementation of technology in English classes can enhance the learning experience. When utilized effectively, technology can provide students with valuable resources where they can personalize their language learning with the help of AI tools. This will help them practice English outside of a traditional English classroom.

Moreover, the involvement of NGOs and local authorities is crucial. By organizing routine workshops and training sessions, they can offer essential support and resources to both teachers and students. These initiatives can bridge gaps in knowledge and skills, fostering a collaborative learning community. The reformation will come eventually when the educators become more committed, students become more motivated and the local community becomes more supportive.

Chapter 05 : Discussion

This section of the essay presents the analysis and discussion of the collected narratives from students who transitioned from a rural to urban setting. In other words, it presents a detailed discussion based primarily on the data obtained from the research. It elaborates on each research question of this study. It is important to reflect on the conversations as different theories were used to analyze the conversations for deeper insights and contextual understanding. By focusing on their experiences of acquiring or learning English as a second language, it presents not only their current struggles and motivations but also their causes behind reaching this stage of their language learning journey. Almost all these participants, except 1-2 people, struggled immensely while learning English as their second language. Even after moving to Dhaka and receiving enough care they could not seem to improve much. In fact, other areas of their lives got severely affected by this. After interviewing 20 students, it was found that learners' prior years of learning English can negatively impact their ability to understand how people acquire or even learn a second language in urban settings. Many of them expressed anxiety and fear even at the mere thought of discussing their English language journeys, it was evident in their reactions that there is a problem which is still being overlooked. Some participants left out of fear that they would be asked questions in English and did not return even after learning that the interviews would be conducted in Bangla. This situation led to a more nuanced understanding of the problem. The intricacies involved in the participants' language acquisition challenges have various factors and emotions at play.

Reflection on Participants Narratives

Research question 01

To find answers to the research questions, it is important to reflect on the narratives once again. **Why do rural students struggle with English after moving to Dhaka? Are personal struggles the only factors influencing their perception of proficiency?**

As the researcher began interviewing the participants, it was revealed that many of the students were unaware about their weaknesses in the English language. Their lack of awareness even with a prominent academic background was shocking, to not only the researcher but also to the participants themselves. Individuals only came to realize the importance of English after relocating to Dhaka, highlighting the significant shortcomings of education in rural areas. The rural educational settings appear to lag in equipping the students with essential language skills, leading to a lack of awareness about the critical role that basic English proficiency plays in academia. Learners' personal struggles are not the only contributing factor. A lack of exposure to the language in the rural classrooms and inadequate support systems contribute to this problem significantly. More of this is discussed in the later part of this study.

Participant 01 moved to Dhaka with the intention to pursue a degree in Economics. However, like other participants, she too struggled in English, which ultimately affected her academic performance here in Dhaka. She failed her admission exams, an outcome that surprised her despite her awareness of her English proficiency level. The participant expressed significant frustration with her previous teachers, stating that they were not attentive enough to their students' needs. That is why this problem has to be looked at from both rural and urban settings. She received private tuitions too but mentioned that it was highly superficial in her rural setting. Her struggles with English during the admissions

process significantly impacted the decisions that she later made for her future. The difficulties she faced with English during her admission journey left a profound effect on her academic choices. After taking a few weeks to reflect, she contemplated her next steps but found it challenging to reach a conclusion. Living in Dhaka made her realize that improving her English was essential, as it extended far beyond the classroom. She understood that mastering the language would open new doors and opportunities.

Another participant had gone through somewhat of a similar experience, though a bit more tragic as mentioned by her own words. Participant 04 said that she lost many years trying to learn and unlearn patterns in her second language acquisition. Like the first participant, she had different aspirations when she moved to Dhaka. She sat for admissions and wanted to study in either Electrical and Electronic Engineering (EEE) or Law, but soon found herself grappling with shattered dreams. It was shocking to discover that, despite being a high-achieving student, she was unaware that most admission test questions were in English. After being asked about it she responded with “we were never told about this”.

Research questions can be better answered by looking at the narratives through these theoretical lenses.

Research question 02

To find answers to central question 02, which is **How do parental involvement and teacher training interact to influence student educational outcomes in rural settings?** - It is important to consider the mesosystem from Urie Bronfenbrenner’s Ecological System’s theory.

The rural learners’ mesosystem is weakly linked which results in their struggles. There were rarely any conversations between the parents and teachers in the learners’ rural settings. Rarely any activities were arranged regarding the language to make the parents

aware. Almost everyone in the community focused on grades and not what they were learning. Most participants shared that while their parents wanted them to study, they were not actively involved in their learning. This lack of effective communication between parents and teachers in rural settings hindered tailored interventions for their language learning needs. Participant 01 expressed a strong desire in educating the older generations, particularly the mothers about the significance of language. Because she believes if she was made aware of this by any of her family members before moving to Dhaka, she would try to overcome her limited language skills by herself. This view answers the central question 02.

Research Question 03

To find answers to question 03, which is, **What challenges do rural students face in urban environments, and what strategies do they use to improve their English? What drives their urgency to enhance their skills; anxiety or motivation?** - The findings suggest that this urgency to improve their English proficiency derived from their constant struggles with the use of language, the expectations of their new environment, and the desire to succeed in their academic and professional pursuits. It gave rise to the feelings of anxiety and fear. To improve their skills, they often engage in self-study, seek out language partners, and utilize online resources. The urgency to enhance their English skills can stem from a mix of anxiety about fitting in and intrinsic motivation to succeed in a competitive environment.

For example, participant 01 got herself admitted to a coaching and slowly realized that she wanted to study English for the rest of her life. She contemplated whether this was a sudden newfound interest in her or a heartbreaking realization that, even four years would not be enough to reverse the damage that had been done to her. While considering the shift in her major, she mentioned that her fear of English may hold her down in any other field she chooses to study. Hence, she made up her mind to excel in this very language that she had

failed. She got admitted to a private university's English department, took a few coaching classes to be better prepared in this language and now hopes to become as fluent as her classmates as she begins her university life. Many learners from rural areas, including this participant, perceive English as a subject to be memorized and believe that it has very little relevance outside the classroom. This mindset makes it difficult for them to adapt to real world situations. If these language challenges are not addressed at an earlier stage, it may hinder learners' abilities to succeed academically and globally.

Participant 04, upon moving to Dhaka, realized that her struggle wasn't limited to finding a good university only. Although she understood that life in Dhaka was fast-paced, she found herself caught in a dilemma between pursuing her dreams and making practical choices, ultimately wasting more than three years. She had moved to Dhaka from her village a few years back for her admissions and even got herself admitted to a private university's EEE department. But after six months of studying there, she realized without a good grip in English she won't get far. She took foundational courses offered by her university, but their design didn't help her progress. In her exact words, "the way the English foundational courses are designed here or in most universities, they are not sufficient for a student like me to get better in English. And trust me there are a lot like me. It felt like a formality for grades or to fill up the credits". To her, her frustration was entirely valid. It was not only her previous educational institutions that had negatively affected her English learning journey; her current institution in the city too offered very little scope for improvement. Upon asking if she reached out to her English teachers for help, to which she replied that she did. But her content heavy major was not letting her get better in English.

Even if it was a little late, she realized English was not limited to classrooms only. She struggled a lot to make friends and even reach out to teachers for help due to her limited English skills. She complained that her teachers saw her differently because of this, which

made her isolate herself more. She also felt if her teachers were a little bit gentler when she reached out to them for help, she probably would not have lost so much motivation. This created significant anxiety and fear within her. She worried that if she spoke up in class or asked for help, others would judge or mock her. This fear was hindering her progress in the very major she had chosen to pursue. Even the advice she received from her teachers was not good advice according to her. She was asked to read children's books only alongside her content heavy books. She said that, “though it is not entirely bad advice, this is also not enough for a student my age to progress at a rate that is required from me”. She asked with a heavy tone, “Teachers could have asked me to reach out to seniors or direct me towards need-specific courses, but instead, I was told to start with a children's book. It took my time and left me with zero progress”. It was not only the subject specific English that she needed to work on, but also her classmates, teachers and peers, everyone expected her to understand what was being talked about in class, all of which was in fluent English. Now this system is not problematic in itself, in fact the emphasis on practicing English from an early age is beneficial. If everyone practices speaking in English from school levels, it becomes easier for students to catch on at a later period. “Starting early takes advantage of the brain’s natural language-learning capacity, enabling children to acquire better pronunciation, stronger communication skills, and deeper cultural understanding.” (*Why Learning English at a Young Age Sets Kids up for Global Success - Bay Atlantic University - Washington, D.C., 2025*). However, making it mandatory for all students can cause students to fall behind in class because individual language proficiency levels can vary significantly within a classroom. To accommodate the various needs educational institutions should be able to provide resources and support for students who find the transition to English instruction challenging. In this context, inadequate English proficiency was hindering the participants' academic progress. After talking to 20 participants it was revealed that many rural learners are still unaware

about the significance of English as a subject. This issue sheds light on both the rural and urban educational systems. As every month so many students come to the city and get themselves admitted to the universities here, it is important to pay attention to such struggling students. The most common problem that the transitioned students face is the existing language barrier.

Initially participant 04 got admitted to EEE and tried her best to work on her shortcomings, but she failed miserably. She explained that while she could solve questions in Bangla, she found herself unable to do so when the questions were presented in English. Overwhelmed by a sudden fear and anxiety she takes a long pause. This raises an important question: why would a language trigger such a response? It is not that she only speaks Bangla; she is also fluent in Hindi and Arabic and does not experience fear when conversing in those languages as mentioned by her. When she was asked about this fear, she mentioned a number of reasons. The pressure of adapting to this sudden change was daunting for her, as it required her to not only read, write, and speak in English but also to think in English. She feared making mistakes and being ridiculed, and the stakes were high, with her grades on the line. This worry clouded her thoughts and contributed to her underperformance. Furthermore, she expressed that she lacked the space and resources necessary for personal improvement. Although she enrolled in a coaching program focused solely on English, she still felt that she did not receive adequate support.

Going further into the conversation brought out an interesting but overlooked factor of English language learning and teaching of contemporary times. It was that most coaching centers are only commercializing students' need to learn English instead of actually making their quality of teaching better. Many of these coaching centers fail to hire qualified teachers, neglect to consult with educators who could genuinely enhance the English learning experience, and do not provide students with sufficient opportunities for hands-on learning.

“The rapid growth of the coaching industry highlights another uncomfortable truth: coaching centers are commercial ventures first and educational institutions second.” (*The Daily Star*, 2025). She said that these centers prioritize memorization, similar to her experiences in schools and colleges in her rural area. As a result, she was not effectively learning the practical ways of acquiring a language. She tried getting help from her university teachers, seniors and everyone advised her to take a few days off to reflect on what she wanted to do, because she was failing her courses as she was weak in English language. After trying for a few months, she took a semester off and went back to her home. She came back with the realization that it would be too much for her to divert her focus onto two things at a time, so she changed her major and her university and chose English as her major instead. She mentioned being unsure about how rational this decision was and received a little backlash too from her family members. She lost over three years and now she is in her second year of university, still struggling but doing a lot better than before. She said she has gained her lost confidence back a little and now she is a lot better in English, not only in the classroom but also in using the language in her everyday communication.

After she found herself struggling with English language learning, it became difficult for her to balance her studies. She was forced to take a break from her overwhelming and chaotic learning experiences. What began as a short pause turned into a three-year gap. Later she decided to pursue English as her major instead, aiming to build a stronger foundation for her future. As compelling as this story sounds, it is surprisingly not that uncommon among the rural students who move to cities. Many students struggle with language barriers while adapting to the new academic environment. Sometimes it causes them to lose a significant amount of time and sometimes it urges them to make tough choices like participant 04 and 01. In both cases these students fall behind in life, which can be avoided if necessary steps are taken.

Key lessons derived from the discussed narratives

- Impact of Educational Systems
- Importance of Early Language Education
- Individual learning needs
- Awareness of Language Significance
- Access to need based resources
- Adaptation challenges
- Rise of anxiety, fear and motivation
- Commercializing Education
- Focus on Memorization

In the scenarios discussed above, both these students have shown amazing and commendable resilience and willingness to reassess their goals. After transitioning to urban settings, she felt a new sense of purpose and instead of lingering onto her past desires she recognized her difficulties and chose to take a few steps back rather than pushing forward blindly. Participant 04 learned to set realistic goals and broke down her tasks into manageable steps. While living in her rural community, English was just a classroom subject for her that had to be memorized. However, after moving to Dhaka, her surroundings forced her to grow a new perspective. She mentioned that it was easier for her to acquire the English language in Dhaka than in her village, where even learning was a difficult task. She started to realize the vital role teachers play to build inclusive environments for students like her who feel safe to express their difficulties without the fear of judgment. Improving her English language skills has instilled in her a sense of confidence that she never thought was possible.

Struggles of Learning a Second Language

It is important to look at the education a child is receiving in his or her rural settings, because a child learns and acquires better than an adult. Once a child develops a fear towards a certain language it gets very difficult to teach them newer ways to learn the language. “The most effective way to learn a second language, they say, is to put the young child in situations where the second language surrounds them.” (Lang, 2009). In all the 20 interviews the students' mentioned that their struggle with English was embarrassing, which made them anxious and led them to avoid speaking in general. In almost all cases their fear came from their previous negative experiences. Their new environment in the urban settings intensified them even more. It highlights the profound impact of a learner's surroundings on their educational journeys, specifically on their language learning journey. Every element of an environment, be it social, cultural, or institutional, plays a crucial role in shaping an individual's learning experience. For many students, the transition to an urban setting like Dhaka served as a significant motivating factor in their acquisition of language. While some students have made remarkable progress through their own efforts, the success of their self-directed learning often depends on the presence of a supportive atmosphere. The influence of peers, mentors, and the broader community can inspire learners to push themselves further.

Understanding the Difficulties of Rural Language Instruction from Learners’

Perspective

In the rural institutions the quality of teaching isn't monitored as mentioned by all the participants. They also said that most teachers are not happy with their financial state, because from many different aspects, a language teacher in the rural educational setting has to work harder than a teacher in urban settings. Students have a different environment in the

rural settings that requires language teachers to adapt different tactics in their classes which many don't, resulting in such lifelong shortcomings among students'. That is why it is important to train teachers so that they can take necessary steps that are required by each individual batch of students. It is also important to monitor such training sessions, because, as shared by the participants, no one checks if the trainings are being conducted properly or not. One of the participants said that a student in the city can learn from his surroundings as peers, friends, neighbors and almost everyone around the learner pretty much uses English. So, a city student is used to seeing and using English beyond the classroom but this is an alienated concept for the rural students. If teachers, schools, colleges or NGOs have to take necessary steps combinedly, for students living in rural areas to progress. Doing this will not only transform classes but will also build better communities.

Strategies for Supporting Rural Learners in Urban Institutions

The participants expressed a need for urban institutions to provide need-based resources for students who struggle with language. Language is a global phenomenon and it should be addressed accordingly. Conducting classes in fluent English might not help learners if they are lacking in the basics. Organizing extra classes, workshops, support systems and peer teachings can help a student have the space to improve. In contemporary times, teaching a language can be tailored to meet individual needs, which makes it a more accessible process. Incorporating Ai in these scenarios can also help accelerate this progress. Universities could offer some potential solutions such as arranging language support programs, intensive language courses focused on specific needs of these non-native speakers and providing access to language labs where students can practice in a supportive environment. However, for this to be successful, they have to be need-based. A few of the participants mentioned that, sometimes they have resources but they are very scattered and do not necessarily focus on the needs of the students, meaning they are not well-organized or

properly designed to address different levels. One of the participants mentioned that she uses artificial intelligence as a personalized tool, which was an intriguing idea that can be taken into consideration. Offering mentorship programs can make students get help from their peers. This will encourage not only learning and acquiring in a non-pressured environment but will also help form bonds among students. There should be enough flexible academic pathways and foundational courses which are designed keeping all these factors in mind. Personalized learning, counselling services and regular feedback can be a new standard of learning a second language.

Chapter 06 : Conclusion

In conclusion, these narratives help us understand the exposure of English learning around the country and take necessary steps based on them. Urban schools and institutions may provide more opportunities for interactions in English, but the majority of the time they fail to acknowledge the diverse linguistic needs. Language is not only an academic tool but also a social one, which massively impacts a learner's life. That is why it is important to pay more attention to this sector. A student's self-conscious behavior about their accents and grammatical errors can lead them to not participate in class, which will ultimately slow their language acquisition. Teachers should be trained to handle a classroom in ways where students don't feel anxious or scared to perform. They should have a free space beyond the classroom where they can practice and get better simultaneously. Students should be taught to become autonomous learners where they learn to make decisions that best suit them. Urban institutions tend to have a more rigid structure of education that emphasizes language skills through various subjects, which makes the learning practical. Most rural students are not aware of this type of learning, which takes them a while to adjust, ultimately making them lose time and grades. A student who is serious about their study should not lose grades or time because they are struggling with a language. In those scenarios, if there can be build programs or workshops to groom this type of students, it can be proven beneficial. Rural students who come to Dhaka with the idea that language is something that has to be memorized only, gets seriously affected by the complexity of urban academic language uses. They feel intimidating, struggle with concepts which hinders their ability to engage fully with their curriculum. If there are specialized teachers dedicated to a group of students who in their initial level of higher education struggle with language, this problem can be easily overcome. Because urban teachers in most scenarios implement a more communicative and interactive approach, which can be proven problematic if the teacher is not trained to support

students who struggle with English language uses. But positive reinforcement can boost students' confidence and encourage them to take risks. There should also be lessons and workshops on how to use technical resources effectively because online resources have proven to be helpful to a lot of the learners as known from the interviews. Students should be encouraged to know how artificial intelligence and different language learning apps can help them improve their language. The transition to Dhaka from rural areas can significantly impact language acquisition among students. While it offers increased opportunities and better exposure of language, it also brings out a darker side that often gets overlooked. It highlights many different challenges, one that many avoid is the decline of mental health which is caused by anxiety due to cultural and linguistic differences. Understanding these narratives and dynamics is crucial for creating a support system that facilitates successful language learning for transitioning students.

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Appendix

Interview Questionnaire

Draft 01 (questions I thought of initially)

- What are the differences that you faced after shifting to Dhaka? (bhashagoto ki poriborton lakkho korecho? Korle ki ki? Sheta ki tomake impact koreche? Language barrier)
- Education er dik tay ki shubidha mone hoyeche naki oshubidha compared to previous state?
- Baba ma ki kore? Earning person koyjon family? As a family how much do you earn?
- School name? School curricula? Tomader time a ki bhabe porato?
- Tomar favorite subject ki chilo? Tomar grades kemon chilo science, english?
- Tomar English fluency shomporke bolo, was it good or bad?
- Tomake jodi jiggesh kora hoy, now that you are in a better place, can you say a few things that were different in your rural school/college and you wished that could be changed?
- How do you think your school/college education in the rural setting had set you for the life you are leading now?
- How is language proficiency now?
- Describe your school and school environment, ways your english teachers taught you.
- What steps you take when you were facing a language barrier?

Structured question -

- Can you describe your life in your rural home before moving to the city? What was your school like?
- What motivated you to move to an urban area? How did you feel about this transition?
- What was your experience with learning English in your rural school? How did it differ from what you are experiencing now?
- How did you feel about your English skills before moving to the city? Did you feel confident, or were there challenges?
- What differences have you noticed in the way English is taught in urban schools compared to rural schools?
- How do you find the resources available for learning English in the urban setting (e.g., teachers, materials, technology)?
- How have your interactions with peers in the city influenced your English language skills? Do you practice English with friends?
- Have you experienced any cultural differences that affect your language learning? Can you share specific examples?
- What kind of support do you receive from your family regarding your English learning?
- Have you accessed any community programs or tutoring services to help with your English? If so, how effective have they been?
- What challenges have you encountered in learning English since moving to the city?
- Have you ever felt discouraged about learning English? If yes, what contributed to those feelings?

- What motivates you to learn English? How do you see it affecting your future?
 - How do you feel about your progress in English since moving to the urban area?
 - Looking back, how has your perspective on English language learning changed since your move?
 - If you could give advice to other students making a similar transition, what would it be?
-
- This is a semi structured questionnaire I had to add and remove some of it while conversing.
 - I had to ask the questions in bangla.

Interview recordings - transcription

- **Pseudo names for participants and their universities or educational institutions have been used.**

Conversation 01

This participant planned her entire future based on her struggles of learning a second language. Before she used to dream of studying in Dhaka University, but after moving to Dhaka she realised her fear of English was not only limited to classrooms. She failed in English in her admission but made her mind to excel in this very language that she had failed. She got admitted to a private university's English department, took a few private classes to be better prepared in this language and now hopes to become as fluent as her classmates.

Researcher : Amra shuru korbo apnar nam, boyosh, kotha theke eshechen, kotodin holo Dhaka achen, kishe porchen eshob kichu background information and dhaka ashar por shuru shurute apnar onubhuti egulo diye diye.

Participant 01 : accha thik ache. Ami ki bola shuru korbo?

Researcher : Hae hae.

Participant 01 : Amar nam hocche Anika. Ami hocche Foridpur Government Yeasin College theke hsc (pronunciation-accent) pass korechi 2024 shale. Uh, tarpor hocche admission er jonno dhakay asha arki. Admission.. Uh.. 2024 shaler pohela september a admission er jonno ami farmgate a UCC ..

Researcher : coaching?

Participant 01 : Coaching center a bharti hoyechi. Tarpor oikhan theke eshe mane..

Pause

Researcher : Hae kono shomossha nei, apni pause nite paren.

Participant 01 : hae oikhane theke eshe, mane, mane, gram elakar poralekha theke, mane, dhaka shohore, onek different (accent). Mane, shobkichu tei. Ekhane onek high level (accent) er porashuna mane, guard, shobkichui onek better chilo (accent). Mane ja ami game otota pai ni.

Researcher : Apnader bashay earning member kotojon?

Participant 01 : amader memabr hocche, bortoman, mane jader..?

Researcher : Jara income koren, apnader family te.

Participant 01 : na, amar abbu shudhu income koren.

Researcher : accha accha, ar apnar baba ki job koren?

Participant 01 : amar baba hocche bortomane businessman.

Researcher : Kisher business?

Participant 01 : Ai dealer er business.

Researcher : accha accha. Ekhane ash ar age apnar gramer barite apnar jibon kemon chilo tar ekti chotto biboron diben, shekhaner school, college ebong poralekha kemon lagto apanar kache, ta apanar obhiggota theke bekkha korben.

Participant 01 : hae mane, ami jekhane college a porashuna korechi oikhaner sir madam bhaoloi porayto. Mane ami jekhane thaktam, amar basha hocche Kalukhalir, Ruppur, Rajbari, oita ekdomi gram chilo. Oikhaner porashuna theke Faridpur er porashuna different chilo ektu (accent). Amar gramer school a ami kichui pai ni, kintu college a Faridpur eshe ami kichu parthokko dekhi, ar dhakay ash ar pore ashole ai parthokko ta ami aro bhalobhabe bujha shuru kori.

Researcher : accha, apnar school er bepare amader ektu bolen. Bhalo na ashole apnar keno mone hoto?

Participant 01 : Oita hocche gram elaka to, mane, gram a teacher gulo to oto.. shikkhito na. Mane, oder oto gayn chilo na. Mane, ora, mane, bacchader gayn briddhi korar oi shokkhomota ta oder nai. Bolte ki, gram er teacher ar shohorer teacher er moddhe onek different (accent, wring word). Mane tara hocche kemon ki. Mane, ai 1 ghonta poralam. Tar moddhe 15 minute, 20 minute, 30 minute, abol tabol, mane onnanno gramer, mane, bhai bon eishob tomader kemon obostha, mane onno kichu (accent) diyeio time pass korto. Private portam, mane porashuna sherokom bhabe porashuna na. Ar jokhon ami Kalukhali theke Faridpur ashlam, Faridpur er teacher ra ektu bhalo chilo, mane ora 1 minute o golpo korte dey na. Golpo korleo 5 minute, hoyto amader bhobisshot niye kotha bolto majhe majhe. Gramer school gulote ki ektu porayei chaire (accent) dey. Arekta kemon ekta ki chilo, oikhane to onek choto chilam, bashay thakhtram, oto gayn buddhi chilo na, to, sir der oirokom bhoy thakhto bhitore je eta bolle ki sir adou amader ta manbe naki, mane moner bhitore oirokom ekta bhoy thakhto. Ami jodi .. oikhane shobai hashahashi korbe .. bhitore ai ekta lojja

thakhto.. Ejonno arki temon ekta kotha boltam na class a. Sir ra strict bebohar korto ar bhul hole proshno korto, “ai tui ki gadha naki, eta bujhte parish na”. Kintu ami jokhon admission er jonno coaching a eshe bharti holam, ekhane dekhlam sir ra emon korena. Unader proshno korle unara bujhiye den. Ejonno amar mone hoy, gram theke ahsa amar moto jara students ache, tara ekta jorotay bhuge ekhono, ebong ai jorota theke ber hote oder onek bochor lege jay. Ami english department a bharti howar ai shiddhanto tao ashole ei bhoy theke ashe. Ami amar gram er school theke temon kichui pai ni.

Researcher : Apnader school college a kono specific boi follow korto apnader english teachers?

Participant 01 : Boi bolte guide boi follow korto. Ami private portam, school college er teacher theke beshi ami shikhsi amar private teacher theke.

Researcher : Accha, apni bollen apni English department a bharti hoyechen, ei bepar a ektu janbo. Dhakay ashar age apnar English er dokkhota kemon chilo ebong English niye porashuna korar ei descision ta kibhabe neya holo?

Participant 01 : Hae, ami english ei karonei niyechi karon, onekei ache na (accent) mane, honors level jokhon english subject ta thake na, onekei english er proti onek weak hoye jay (accent), tokhon hocche, mane.. English.. Eh.. english er karone oneker chakri hoy na. Mane other subjects kintu onek shohoje.. Easily.. mane, pore shesh kora jay, kintu english subject ta otoi shohoj na.. Ai karonei hocche.. amar hocche .. English enrich (accent) korar jonno English department a bharti howa.

Researcher : Apnar English skills a kono poriborton lokkho korechen, dhaka move korar age ebong pore?

Participant 01 : hae obosshoi parhokkho ache. Age Ingreji .. jemon, dhorte gele kichui partam na, shohoreb eshe onektai pari. English shomporke amar ekta dharona, mane, moner bhitore age ekta bhoy chilo je ami adou ki english parbo? Onekei ache na.. Mane.. emono

oneke ache english pass niyeo moner bhitore ekta tension kaj kore, emon arki. Kintu borotomane amar English onek bhalo lage, tai ami english niye porte chai.

Researcher : Apnar ei poriborton ta keno hoyeche bole apnar mone hoy?

Participant 01 : Amar hoyeche ki, ami gram theke jokhon Dhaka ashlam, ai karone hoyeche (accent), karon ami dhaka na ashle hoyto English a portam o na.

Researcher : Poriborton er karon ta ariktu bhenge bolle bhalo hoto.

Participant 01 : um mane, onekei ache na ancholik bhasha bole?

Researcher : hmm hmm..

Participant 01 : Shohore to ancholik bhashay keu khub ekta kotha bole na, ulta kothay kothay english shobdo onek bebohar kore. Mane English a kotha bolar jonno ba shob kichur jonno... bairer bisshe jawar jonno English ta khubi important. Eta realize korlam ekhane eshe ai ek bochore. Ebong ami shudhu english er jonno coaching a bharti hoi admission er time a. Private porar karonei amar english ta ager thekle onek bhalo hoise.

Researcher : Apnar shohore ashar prerona ki chilo ebong ei ek bochore ta kibhabe poriborton hoyeche?

Participant 01 : Jeta bollam arki, ami age english a weak chilam. Kintu amar shopno chilo Dhaka bissho... ***small pause*** Dhaka University te admit howa. Kintu oikhane shudhu matro ai English er karonei ami chance pai nai, tai english er upor amar ekta ego chole ashe. Oitar karonei ami English porte chai.

Researcher : English er proti apnar je ai bhiti, etar karon hishebe apni ki mone koren?

Participant 01 : Obosshoi amar mone hoy teacher ra dayi, tara jodi mane.. Amader orokom caring bhabe porayto, english ta bujhayto, amader shathe time nas pass korto tahole erokom hoito na.

Researcher : English shekhanor poddhotite apni kono parthokko lokkho korechen?

Participant 01 : Hae, school level kemon ta chilo, mane shobkichu ekdom mukhostho pora, mane, oitar moddhe ki ami kichu shikhlam na shikhlam, oitar (accent) upor caring na, ekdom mukhostho pora, shob kichu mukhostho kora. Ar ekhane ashar por dekhalm niyom diye porate. Jemon tense er niyom, mane kontar shathe ki hobe egula jeno ami jekahn thekei proshno koruk protitar answer dite pari.

Researcher : Dhaka shift howar por apnar everyday communication a ki kono poriborton ehseche? Eshe thakhle sheta keno ebong kisher jonno?

Participant 01 : Ami hocche, age hocche, facebook a hocche, English a kono post dite gele bhoy lagto. Amar google (accent, pronunciation) er help neya lagto. Kintu ekhon na, ami nije nijei english a post korte pari. Ami kintu english niye onek weak chilam, onek bhoy petam, kintu shohore ashar por english porte porte amar oitar upore experience onek hoye gese.

Researcher : accha amra ai bhoy take ektu explore kori, eta niye ektu details bolen.

Participant 01 : Admission life a ami 6 mash eto English porechi, mane, ami phone use korai chere diyechilam, etota bhiti kaaj korto. Ami coaching a bharti howar age, jokhn boi gulo portam, boi gulo amar translate (mispronounce, accent) ... eee ... guide er je Bangla ache na, oita dekhe dekhe porte hoto. Ekhon ar etar proyojon hoyna.

Researcher : Apni ki kokhono english shekhar bishoye hotasha bodh korechen? Jodi hae hoye thake tahole ta keno chilo?

Participant 01 : Hae, english a to ami, bollam to shuru thekei, je ami english a weak chialm. Hotashar moddhe diyei giyechi, mane.. Amar basha to ekdom grame, puratai gram, tarpor ami jokhon Faridpur a ashi tokhon ashole english take ekta subject mone howa shuru holo ar dhaka ashar por bujhlam eta shudhu ekta subject e na. Amar English department a bharti howai ejonno. English a shob shekha, bhalo howa, English er ei durbolota katiye uthe nijeke bhalo kothao neya... etai. Future a jate ami kono chakri porikkhay, English niye kono

durbolota na thake. Jehetu amra bangali, bangla bashar shobkichui amader beshi experience, kintu english tar proti oto experience nai.

Researcher : apnar moto transition er maddhome asha students der jonno kono upodehs dite chan?

Participant 01 : hae ami tader obosshoi upodesh dibo je English ta onek bhalo kore porte, karon English chara kono kichui shombhob na. Onek bhalo bhalo varsity (accent) te ache, jemon Jahangirnagar University, oikhane puratai question (accent), mane Bangla, English, GK shob English a proshno kore. To oi porikkhay jodi keu bhalo korte chay tahole obosshoi english porte hobe. English chara Varsity tve chance pawa khubi rare.

Researcher : oh bhalo kotha, apnar school college a favourite subject ki chilo? English?

Participant 01 : na na, amar math. English a amr grades bhalo ashto na. HSC te English khubi baje hoise. Ami iccha korei english nisi, amar bari thekeo amake bolse ami english pari nai tai amake english niye porte ***laughing***. Ami khub Economics porte chaisilam, amar oi subject onek bhalo lagto, kintu mon bollo jeta parina oita niyei porte.

Conversation 02

This participant was extremely fearful of talking to me. When we first met she wasn't so fearful, we greeted each other, we sat in her room, but as soon as we started the interview she vanished. So we interviewed her roommate first. She did come back later but her fear of not being able to talk in an "impressive" manner made her put on a show. She came in saying she was sick and was wearing a mask throughout the interview. She kept saying "I won't be able to talk nicely". She wasn't even looking at me when we were talking, she is my age but her body language told me that she was suffering from an inferiority complex at that moment. Her roommate, my first participant who was there the entire time kept saying it's okay but she didn't feel at ease. was trying her best to use English words and phrases while we were

talking even though I told her it's not a necessity. We can talk in bangla, whatever she is comfortable in.

Researcher : accha amra shuru kori tahole, apnar nam, boyosh, kotha theke eshechen, kotodin holo dhakay achen?

Participant 02 : *pause* *coughing* *coughing* batash lagtese *coughing*.

Researcher : fan ta bondho kore dite paren.

Pause

Researcher : Apnar nam ar boyosh?

Participant 02 : Ekhon boltam?

Researcher : Hae.

Participant 02 : Fatema, name.

Researcher : Boyosh?

Participant 02 : 22

Researcher : Ar apni kotha theke eshechen?

Participant 02 : Narshindi theke.

Researcher : Kotodin holo Dhaka te achen?

Participant 02 : Der bochor (accent).

Researcher : Ar kon university te porashuna korchon?

Participant 02 : IEB.

Researcher : Kon subject?

Participant 02 : Mechanical.

Researcher : Apni tahole second year a achen?

Participant 02 : Ji?

Researcher : University te apni kon year a achen?

Participant 02 : ***couldn't form a proper sentence, seemed very confused*** first year ei, 6 mash class hoynai. ***used an English word that wasn't clear***.

Researcher : apnader bashay earning member koyjon?

Participant 02 : duijon.

Researcher : Apnar baba ki koren?

Participant 02 : Farmer.

Researcher : Apnar school college to shob dhakar baire, shetar bepare amader ektu bolen.

Participant 02 :

took a long pause

Participant 02 : Amar shikkha jibon besh interest chilo (accent, mispronunciation, wrong form of word). Amar abbu chotobela thekei amader onek jotro niye, care kore porashuan korayse. School er porashuna o onek bhaloi chilo (accent).

Researcher : Apnar school college er nam?

Participant 02 : Baricha Girls high school ar Comilla Polytechnic Institute.

Researcher : jodi specifically jante chai apnar English class er bepare, ki bolben?

Participant 02 : Besh bhaloi chilo (accent)

Researcher : Tahole apnar English shekhar obhiggota bhaloi chilo?

Participant 02 : Ji, bhaloi ase. Ager theke ektu bhalo hoise, karon age shob bangla tei portam, ekhon porashuna shob English a.

gibberish

She was not giving me proper authentic information so I had to break down questions and ask one question in many different ways so that she could answer me. I could see her struggling clearly and trying to bluff. I wanted to know more about that struggle

Researcher : Jehetu ekhane apnar porashuna completely English a, Dhaka ashara por initially pora bujhte problem hoto?

Participant 02 : Na amar emon kono problem hoy ni.

Researcher : Tar mane apnar kokhono English er durbolota chilo na?

Participant 02 : Hae Bangla ortho ta English a bujhte problem hoito. Bortomane ... dinisheshe... karon amito ekhon full english a proi shob... ***gibberish*** na ekhane porte ye hoitese... problem.

pause

Researcher : ai problem ta recover korte ki korechen?

Participant 02 : google theke meaning dekhe portam. Google theke... ye... word collection kore.... portam ...

Researcher : Erom kore to onek time chole jeto na?

Participant 02 : Hae ashole ejonno pichiyer porsir.

Researcher : Apnar presentation niye kokhono problem hoise ba karo shathe kotha bolte kono problem hoise jehetu language bhiti ta ekta serious problem?

Participant 02 : Ami ashole presentation eraye jawar try kori. Ekhono porjonto delay milay amar temon presentation deya lage nai. Ar jogajog Bangla tei kori, oitater comfort.

held herself back

Researcher : School College a apnar favourite subject?

Participant 02 : Mathematics, kintu amar grades bhaloi thakto shobshomoy english eo, A+. Ekta kotha ki, amar abbu amader class 1 thekei (accent) teacher, guideline diye diyei porayto. Ejonno amader pichone “lagings” (lacking) thakto na. Amar writing a ami bhaloi bola jay kintu speaking a ektu durbol.

Researcher : eta thik orar jonno kichu korechen ba korben?

Participant 02 : ***nodding*** yes

Researcher : accha apnar ekta challange er kotha amake bolen jeta apni dhaka eshe face korsen, english language niye.

Participant 02 : *Pause*

Researcher : jekono ekta udahoron den, bajare hote pare, university te hote pare, jekahne apni english bebohare ekta challange face korsen.

Participant 02 : *Pause*

Participant 02 : Ekhon ai muhurte to mone porte na.

Researcher : ektu chinta koren shomossha nai.

Participant 02 : erokom hoisilo, kintu kothasy je hosie amar ei muhurte mone ashtese na.

Researcher : accha accha. hotasha bodh korechen ai bhasha niye?

Participant 02 : *Pause* ji.

...

Researcher : Apnar university te kono foundation course korte hoyni?

Participant 02 : *Nodding* no.

Researcher : no?

Participant 02 : na amader english niye oto nai, science er subject e beshi poray. English a boi shob, question shob english a hoy kintu english kono course nai amder varsity te, ekhono painai. Temon presentation o nai science er.

a conversation break to make her feel at ease

Participant 02 : Ashole English bhiti ta shobar moddhei thake.

Researcher : apnar baire jawar iccha ache?

Participant 02 : na apu, deshei thakar iccha. Kintu shohore eshe bujhsi english jante hobe. Google translator use kore portesi, ei.

Researcher : Apnar education journey ta ektu bolen to.

Participant 02 : Amar hsc batch 2018, Comilla te diploma korsi then Dhaka ashchi almost 2 bochor hoitese. ***gibberish***. Amar language accuracy bhalo na karon ami kokhono cheleder mishi nai. Kothay ancholika ase ekhono ami kotha kom boli ei karone. Friend circle korte pari nai ai chintay, kothar tone dekhsi oneker change hoye jay amar hoy nai. Ami amar motoi thaki, ageo ekhono.shoabr shathe kotha boltwe bolte eta chole jay, ejonno amar jay nai.

Researcher : okay.

Participant 02 : Apu kichu mone koiren na ami apnake oirokom bhabe data dite pari nai. Ami ahsole kotha bolte ektu lojja pai. Ami jokhn Comilla gesilam majhe, ekta teacher er chele ke poraysilam science, o 5 a porto, kintu ekdomi English parto na. Kintu Dhakay class 1 a pore ekta baccha or theke bhalo english pare.

Participant 01 : ***Interruptingly*** hae gramer bacchara ekhono english er kichu parena. Shohore ekta play te pora baccha o gramer 5 / 6 a pora baccha theke onek beshi pare.

Researcher : Gramer teacher der apnara duijon e blame dilen, ashole kibhyabe porale apnader mone hoy apnara upokrito hoten?

Participant 01 : Ashole, teacher der shathe gramer mayeder o porashuna koraite hobe. Teacher ra accha tao manlam bairer, baba ma achena? Ora to mane ora basically 9/10 pass kora chele meyeder e biye diye dey. Ma ra specially nijerao porashuna niye udashin, university level a ashte parena. Ai karone mayera oibhyabe chele pele der bhasha shikhay na. Ancholikota ta theke jacche ejonno, jeta shohore asha amader moto students der onek problem hoy. Ora jodi shohorer moto ektu bhalobhabe kotha bola, bangla english mix kore kotha bolto, baccha gulo o erokom hoito. Teacher er baccha ra kintu gramer moddhei thake, kintu ektjon teacher er baccha ar ekjon shadharon krishi kaj kore unader bacchara, onek tai dfferent. Ora baccha ke shomoy e dite parena. Ejonno ami mone kori gramer baba ma ektu

shocheton hole baccha ra ariktu bhalo hoto. Baba ma thik thakhkle shontan obosshoi uccho level a jabe.

Participant 02 : hae.

Conversation 03

This participant expressed serious disappointment towards her rural institutions' language instructors as she feels severely stuck in Dhaka because of her language barrier. She said that they almost never had English classes and the few that they used to have were heavily memorization based. Which is why when she moved to Dhaka for her studies she found it really difficult to continue her engineering major. She had to take help from Google, use a dictionary and AI just to understand the basic concepts. Doing so makes her lose a lot of time. Focusing on her content has left her with an even weaker English proficiency level as she barely got time to practice the language. She developed fear, anxiety and isolated herself. She criticized her rural language teachers and talked about the pressure she is facing after moving to Dhaka.

Researcher : Amra shuru korbo apnar nam, boyosh, kotha theke eshechen, kotodin holo Dhaka achen, kishe porchen eshob kichu background information diye.

Participant 03 : Amar nam Maliha. Amar boyosh 23 bochor choltese. Dhaka achi almost 9 mash theke 1 bochor. BSC kortesi IEB theke, civil engineering a second year a achi. Ami comilla theke eshechi.

Researcher : apanar school college er choto ekta biboron diben ebong dhaka ash ar age apnar shikkha jibon er bepare amader ektu bolben.

Participant 03 : school a motamoti shob bhaloi chilo. Amar result o bhalo chilo. Daudkandi te ekta shorkari school chilo oikhanei portam arki. Tarpur diploma korsi Comilla Polytechnic institute theke. Experience bhaloi.

Researcher : Ami jodi English class gulor bepare ektu jante chai, oi class gulo ashole kemon chilo?

Participant 03 : amader 54 ta subject chilo, tar moddhe shudhu duita subject English a chilo. Baki shob bangla te chilo. Amader school a to mukhosto bidda chilo english ta, polytechnic eo ashole same e chilo. Porikkhar age hocche syllabus diye dise amra pore nisi, ssc level er e chilo shob. Age problem feel na hoileo ekhon bsc te eshe bujhtesi.

Researcher : ki dhoroner difference chilo?

Participant 03 : bhalo level er difference chilo. Dhoren amar diploma ar BSC er moddhe engeerieng er subject gula, motamoti same e. Diploma theke BSC te ektu high level er hoise. Kintu motamoti shob same. Eki pora almost kintu porte ekhane koshto hoitese onek beshi. Kintu eta kowar kotha na, amar to jana pora ekhane porle onek shohoj mone howar kotha, shudhu matro english er jonno hocche ami ekhane atkay jacchi. Karon ami bangla medium a shob pore eshe ekhon hut kore shob english a, mar bhaloi koshto hoitese. Ami english a bhalo chilam kintu tao ami cope korte partesi na. Onek effort deya lagtese kintu tao tanatani hocche.

Researcher : ai effort tar bepare ektu bolun amader. Thik kibhabe apni cope korchen?

Participant 03 : Ami google translate use kori, scan kore kore. Boi line by line word bujhe dictionary niyeo pori. Chat gpt, gemini o use kori majhe majhe.

Researcher : Cumilla theke Dhaka ashar reson ki chilo?

Participant 03 : Muloto higher education er jonnoi asha. Arekta boro reason hocche job preparation er jonno. Amader charpash to amader onek bhabei inspire kore, amar o dharona chilo ekhane ashle hoyto ami chakhri porikkhar jonno nijeke oibhabe gore tulte parbo. Kintu ekhane ehse dekhtesi English er jonno besh bhaloi pressure jacche amar upor diye. Shei karone preparation ta ekhon ami sthogito rakhsi. Ekhon hocche kaj shikhtesi, technical kajgulo shiktesi. Oigulo shikhe private job a focus kortesi.

Researcher : English er jonno kothao bharti hoyechen?

Participant 03 : ekhon na, iccha ache.

Researcher : apnar educational journey te joto language classes peyechen tader moddhe kar kichu mil ebong omil jodi tule dhorten..?

Participant 03 : Mil..? Mil to orokom nai.. School life a motamoti bhaloi English grammar bolen ba jai bolen paisi. Kintu khubi basic chilo, mone hoto nijera pore porei pass kortesi, emon. Ekhane eshe mil er kichui dekhtesi na, er theke omil tai beshi dekhtesi. Content shob english a. Grammar and vocabulary duitatei amar problem hoy, jodio mai bolsi je amar shcool a bhalo porato, but ekhon eshe still problem to face kortesi ashole.

Researcher : Apnar ager institute a ki dhoroner differences thakhle apni Dhakay eshe ekhon jei problems gulo face korchon ogulo korten na bole apani mone koren?

Participant 03 : Amader first semester a je ma'am chilo uni sharirik bhabe oshustho chilo, jar karone amader class half miss gesilo. Uni pregnant chilo shei karone. Baki uni emne uni amader bujhay disilo grammar, bhenge bhenge na, just syllabus ta bujhay disilo, ei.

Researcher : Teacher jokhon sick chilen, pray half time, mane besh onek ta shomoy, tokhn ki unar alternative kono teacher chilen na? Apnara tahole oi puro time tuku ekodmi English poren ni?

Participant 03 : Na, incomplete theke gese. Ar amader ashole practical class onek thakto, tokhn English class ta na hole amader aro mone hoto bhalo hoise. Amar mone hoy jodi Polytechnic a ba gramer college gulo te English er jonno ektu effort dey, tahole amader moto diploma students der ar koshto kore BSC kora lagbe na Dhaka eshe. Ami jokhn dekhalm chakhri porikhar ekta part pura English a thake, tacharao interview board a English a communicate kore, tokhon amar mone holo amar BSC kore ektu time deya uhciut nijeke chakrir age. Ejonnoi ami BSC te bharti hoi. Nahole hotam na, karon ai shomoy tuku amar noshto hocche, concept ami jani, content o ami jani, kintu shudhu matro language er jonno

eki pora amake abar porte hocche, jei pora ami char bochor dhore pore ashchi. Polytechnic er english syllabus HSC syllabus thekeo easy ar kono effort dey na.

Researcher : Dhaka eshe apnar communication a kono poriborton hoyeche?

Participant 03 : Amar friends ache koyekjon IELTS kortese, oder shathe amar majhe majhe english a kotha hoy. Echarao majhe majhe dushtumi kore english a kotha bola hoy jeta amar age hoto na. Ehcarao ekhon class a gele, jehetu English porashuna kortesi, classmates der shathe english ei kothab ola hoy onek shomoy. Eta amake communication a better korse, ektu na bhaloi korse. Ami ager theke onek bhalo better hoisi communication a.

Researcher : Educational culture a kono differences feel korechen?

Participant 03 : ekhane ekta ulta jinish hoise amar shathe. Amar ekhane eshe mone hocche amar mukhostho beshi kora lagtese, karon ami bhasha ta jehetu bujhi na, content ta amar jana ase, so ami words english a mukhstho kore feli. Ekhane teacher rao ashole amader bole na kibhabe ki korbo. Polytechnic a jehetu Bangla chilo oirokom feel hoynai. etai.

Researcher : Apnader content based language niyeo kichu hoyna?

Participant 03 : Na.

Researcher : apander teacher jara achen ekhon university te, BSC te, ora ki help koren apander moto transitioned students der? Jehetu apni bollen je apnader bujhte onek koshto hoy, mukhostoi kore felen boi er por boi?

Participant 03 : na ahsol. Varsity te dekhaben jara mofosshol theke ashe ba English kom bujhe, varsity er teacher ra hocche English a lecture diye chole jay. Keu bujhlo ki bujhlo na oirokom bhabe alada bhabe dekhar o oirokom shujog thake na.

Researcher : kokhono erokom hoyeche je bhashagoto struggle er jonno opportunities chere dieychen? Ba kauke dkeehchen?

Participant 03 : ami jokhon ekhane porikha dite ashchilam, interview dite ashchilam, YYYYYY university te porikkha disilam, oikhane hosiilo amar. Oikhane amar porichito boro

bhai chilo kichu, unara ai university te age porislo, unader thekle shunsilam jara diploma te 3.90 er upore thake tara 100% scholarship pay. To oita bhebei ami gesilam, amaro chilo. Kintu last a jei karone bharti hoi nai sheta holo, amar senior bhai ra bollo je “jete aprba, kintu diploma students ra to bangla background theke ashche oder onek koshto hoy, motamoti bhaloi bully hoy, moja kore onekei. Ar teacher der theke bujhteo onek problem hoy. Tomake english ei lecture diyei chole jabe, tomaro bujhte motamoti onek koshtoi hobe.” Shei karone, ami onekke dekhsi je second semester, first year-second year theke oneke hocche chere chole ahche.

Researcher : Apni ekhon jekhane porchen, shekhane English er jonno kono foundational course hoy na?

Participant 03 : Na, shudhu engineering courses ashole. Eta course based system ashole. IEB ekta institution. Amra indian authors er books pori, onek boro syllabus. amra teacher theke kono consultations o pai na. Onek pressure er upor abar shob English a.

Researcher : Apnake ekta proshno korte bhule giyechi, apnar bashay koyjon earning members and apnar baba ki kore?

Participant 03 : Duijon and teacher.

Researcher : family involvement and motivation kemon chilo english shekahr proti?

Participant 03 : ssc er por saifurs a bharti hoyechilam, 3 din class korar por ami bashay chole ashchilam, ektu problem hoisilo, tokhn khali abbu bolsilo koiro na course ta, bajar a abar kichu boi pawa jeto, to abbu bolsilo oigulo stoick a rekhe porte. So motamoti ssc er por shobar baba ma e bole course korar jonno. Amakeo bolsilo, kintu beshi focus shobshomoy science er subject ei dito. Amar bhai hocche erkom, inter er por oke university te bharti koray Dhaka te. Or o onek problem hoisilo jehetu shob english a chilo. Prothom ek bochor motamoti onek tough lagse pore aste aste, thakht thakhte, cholta cholta, kotha bolte bolte, lecture shunte shunte adjust hoye gese. Ekhon bhalo job o kore, client der shathe english ei

kotha bolar cheshta kore. Amader ekhoner class gulo o jodi erokom sequence onujayi hoto tahole amader o erokom badha ta kom lagto.

Researcher : English shekha niye apnar kokhono hotasha bodh kaj koreche? Jodi kore thake tahoel ta kemon chilo?

Participant 03 : hmm, bhaloi hotasha bodh kaj koreche. English take motamoti amar chotokal thekei bhoy lagto. Bhaloi bhoy lagto. Kintu amar boro baba inspire korto. Amar hater lekha onek shundor chilo English a, kintu keno jeno ekhono suffer kori. Ar eta ekhon ar erano possible na, ekhon to pressure diye portei hocche. Hotasha ta beshi laga shuru korse Dhaka eshe.

Researcher : apni bollen choto belay apnar ekta bhiti kaj korto, ai bhiti ta apnar keno kaj korto ba kibahbe toiti hoisilo bole apnar mone hoy?

Participant 03 : notun bhasha, uccharon bhul hoto, shobdo bhul hoto tail bhoy lagto. Gramer onek teachers private porato, amar shathe emon hosie je class a eshe teacher kichu porato na, shudhu jara private pore tader e bhalo kore porato. Class a eshe shobai ke dara korayto, ar jara unar kache private porto shudhu tarai class a unar proshner uttor dite parto, tokhon tader boshay dito ar bakira daray thakhto. Bhoy a daray thaka students ra kothai bolte parto na, ki shikhbe ar. Amio chilam omon. Sir er behaviour ektu ohongkar type er chilo ar ektu kemon jeno chilo, khub ekta c are korto na. Shob teacher na abar, kichu kichu, ejonno students der bhiti gula o komto na. Ami oi teacher er karonei motamoti english a onek bhoy paitam.

Conversation 04

This particular participant has such an intriguing story. She lost more than 3years because of this language barrier that she previously was not aware of. She still deals with fear and anxiety. She mentioned that her current teachers are not sensitive and are biased towards students who have better English proficiency. She criticized her rural teacher by highlighting many unspoken issues.

Researcher : Amra shuru kori tomar nam, boyosh, kotha theke eshecho, kotodin holo Dhaka acho, kishe porcho eshob kichu background information diye.

Participant 04 : Amar nam hocche Tonni, amar boyosh hocche hocche 21 bochor, uh ami hocche XXX university te pori. Ar ami Dhaka te achi apanr, 2023 theke.

Researcher : Accha, apnader bashay earning member kotojon?

Participant 04 : ekjon, sheta hocche amar baba, uni bahire thake.

Researcher : ki job koren?

Participant 04 : um... Job bolte ... Bangladeshe jetake amra part time boli, ai type er job kore arki. Ekhono kono permanent job hoyni. Bolte gele ami middle class family thekei belong kori.

Researcher : Dhaka ash ar age tomar educational journey er beapre amake ektu bolo.

Participant 04 : ami muloto hocche, mane, amar jei shcool ta, mane, high school school arki, mane uccho biddaloy arki jeta, sheta hocche ami porechilam Ruposdi Brindabon Uccho biddaloy. Ar college korechi gramei, sheta hocche Shaharatali Mohabiddaloy. To amar school er moddhe motamoti, ora hocche syllabus follow korto, like, board theke jei syllabus ta dito follow korto. Others activities bolte kichu chilo na. Sometimes kheladhula hoto but future er jonno eta temon kono benefits ashe na. So syllabus er baire je amra english porbo or mane kono ekta ... mane jegula hocche giye ki amra shohorer school college gulate dekhi, bibhinno jayga theke bibhinno sponsor kore onushthan er jonno ba ya tiya kore, amder school a egula chilo na. Amra hocche bairer jogot er shathe oto beshi ekta porichito na. Jegula chilo oigulo shudhu amader school er bhitorei chilo. School er shikkhok rai, shudhu syllabus er moddhe jeta chilo eta niyei, ghure fire shei syllabus.. Syllabus er baire kichui chilo na amder.

Researcher : Syllabus bolte?

Participant 04 : syllabus bolte board theke muloto jei syllabus ta dito. Bolto je exam er moddhe amader tense ase, narration ase, parts of speech ase, to amader teacher ra ki korto ora hocche koyekta rules follow korto jegula kina ekdom common. Ar shegula sir ra guide dekhe porayto, mane amder kono... ar english class a aisha ora shobshomoy bangla te speaking korto. Banglay kotha bolto. Amra english speaking er shathe oto beshi ekta porichiot na. Amra kokhono... mane amra kokhono.... Mane ... hothath kore jokhn amra... ekta kotha ekhane majkhane boli; jokhon amra hothath kore gram theke Dhaka ashar pore varsity te giye dekhi je teacher ra english a class nicche, english a shob kichu, tokhon amra... mane takaya chara amader ar kono kaj chilo na, karon amra to porichito na.. Eta hoilo ektu majkhan diye kotha bollam, but ami abar amar ager life a fire jacchi. To grame teacher ra shob bangla te kotha bolto. Ar jehetu amader syllabus ta chilo ekta... ekdom indicate kore dito part of speech, narration, preposition, tense, tokhon teacher ra ki korto je kichu ekdom common rules follow (accent, pronunciation) korto. Tarpur ager board porikkha gulo te ba bhalo bhalo school gula te age je question gulo (accent) ashto shudhu shei question gulo amader ke dito je egulo poro, egulo theke ashbe.

Researcher : egulo ki tomader bujhay porato?

Participant 04 : Shudhu ... sometimes ki korto, rules gula to porayto, tarpur poraner por sir ra just bolto je tomra just exercise koro... exercise koro.. Dekha gese ki amra... mane ... answer boshate boshate amader mukhostho hoiya jaito. That's why amader jeibujhte hobe, buijha porte hobe shegular proti amader akorshon kaj kore nai. To erokomi, 1-10 potjonto tomra likho. To amra ki kortam,. a/an/the jeta hobe boshay ditam, tarpur ebhabe jokhon amra tense er e 10 ta exercise kortam tana 1din ba 2din, tokhon ai choto choto passage serially amader mukhostho hoye jeto, konta first konta second. Tar jonno amra bujhar upore kokhono jor dei nai, eta je ekta bepar etai bujhte pari nai.

Researcher : college a ki emon chilo?

Participant 04 : ami HSC 2021 batch, to amar English exam dite hoy nai, ar jehetu erokom ekta chilo je jetar porikha dibo shudhu shetai porbo to tokhon ashole ami English ekdom pori e nai, class eo poray nai. School er motoi chilo emne, mukhsthoi koraito. Amar college er teacher ra kokhono ekta shobdo o english a bolto na, emonki English o porato Bangla te. Onno subject to Bangla tei porato. Amar dhaka ashar age pura education tai emon gese, exercise based ar guide based. Practice koro ager gulo dekhe bas common chole ashbe ar ashto o. Erokom. Class a jehetu kokhono sir madam der ami shuni e nai english a kotha bolte amar etar proti kono dharoner akorshon kokhono toiri e hoy nai.

Researcher : oh okay. tumi...

Participant 04 : Ami arekta bolte chai... sheta hocche ki, jokhon ami school a chilam, mane, amader head... mane amader head teacher jini chilo, uni hocchilo ki, mane, I don't know eta kisher jonno korse, hoytoba dekhanor jonno, BRAC ekta protishthan maybe ase je bibhinno jaygay, bibhinno school a takar binimoye giya ora 3diner ekta coaching na oita session ki bole I don't know, student der ke English a kotha bolar jonno na english a kichu jananaor jonno ora jay 3 diner jonno, oder ke taka pay korte hoy.

Researcher : BRAC er?

Participant 04 : hm. Ami eta pawar por ami oi class gula te gesilam 3 din, oi shomoy jei teachers ra amader class a ashto, ora tokhon, teacher bolte gele ora apnar amar moto varsity students, amar mone ache je ekta bhaiya chilo, uni hocche je Narshindir, Shorkari College er English department er ekta bhaiya chilo, uni English a speaking korto, oi time ta amar mone ache je ami ar amar cousin eki class a portam (class 09). Oi time ta amra English a kotha bolar jonno cheshta kortam, je bhaiya eta bolse, ba english a story lekhar cheshta kortam. Tokhon ai ekta notun jinisch ashchilo amader moddhe, kintu ekta jinisch chorchar moddhe na thakhle eta r thake na. Jehetu class ta matro 3 diner chilo, class 3 din korlam, porer 3 din eta amra nijeder moddhe dharon korlam, kintu porobortite dekha gelo ki abar shei ager motoi. 3

din er jonno per student 300 taka dite hoisilo. Ai 3 din er class ta shokal 9 ta theke majhe ekta break diye dupur porjonto hoislo, to 3-4hours bola jay. Oder oikhan theke amader jonno word meaning er choto 2 ta boi, tarpor hocche apnar, mane story lekhar jonno, ba picture dekhe lekhar jonno erokom kichu boi amader diye gesilo.

Researcher : Ai program tar bepare ektu bolen to amder, paander school ta jehetu grame bollen, teacher ra o to careful na students der proti, tahole ei step ta ashole ke ba keno nilo, tao hothath?

Participant 04 : Ashole amader head sir jini chilen uni unar chele ke dhaka porte pathay dise choto belatei bhalo future er jonno, amader hstahe jemoni koruk school college a. To oikhane cheler mukhe shunei ei beboistha ta neya hoytoba.

Researcher : apnar ki program tar nam mone ache?

Participant 04 : na ashole.

Researcher : apanr ssc result ki chilo?

Participant 04 : golden.

Researcher : Oh great, jehetu apni bollen apnar teachers ra o to bhalo porato na, ba mukhosto beshi porato, tahole ai bhalo result er jonno apni kibhabe preparation niyechilen? Coaching kore ba onno kono poddhoti?

Participant 04 : amar ssc er result ta ki, dekha gese, amra muloto porsi exam er khatay likhar jonno jeta bollam arki. Janar jonno pori nai, jototuku porsi just khatay lekhar jonno porsi.

Researcher : tarporo common uncommon er ekta bepar thake, common na porle ki korten? Common pore gese?

Participant 04 : ***Laughing*** ashole erokomi, amader purbe thekei ebhave hoye hoye ashtese, hae? Je ai board a eta ashche, oi board eta ashche erokom. Common er concept ta amader teacher ra etai amader brain a dhukay dise, tai ashole bahbi nai common na porle ki kortam.

Researcher : apanar parental involvement, community, cousins aro onnora jara apnar ashepahse chilo oder contribution ta ki apnar language acquisition a?

Participant 04 : first a ami bolte chachi je, ***pause*** mane... Dhaka ashar age, ashole English ta je etota important, Dhaka ashar age eta ami... jantam na... ar eto beshi concerned chilam na english er porti. Ekhon jemon mone hoy ami porahsuna kori ba chere dei, English ta amake jantei hobe. Ami eta subject er moto kore porsi age. Amar family amake pressure korse je tomake eta parte hobe erokom bhabei choltesilo. Ar jehetu school er system er karone amar result kharap hoy nai, family theke alada bhabe kokhono boleo nai je English shikho, ba eta jana joruri. Ekhon kotha ta hocche ki, ami jokhon school a chilam, college porjonto ami online er jogot tar stahe ekodmi porichito chilam na. Cause amader gramer poribarar baba ma ra jotoi shikkhito hokh na keno tara to onek puran chinta dharar, tara hocche ki mone kore, je phone ba laptop hate dile baccha ta noshto hoye jabe. Tara shei kotha niye obossho ekhono ache. Ora online jogot er kharap dik ta shomporke jotota concerned, bhalo dik ta shomporke otota concerned na.

Researcher : Apnar chinta dharay je poriboroton ta ashche, eije english ke ekhon porashuna chere dileo language chara jabena mone hocche, eta kibhabe developed holo?

Participant 04 : Muloto... ami jodi amar ekhone er experience theke ekta example dite jai, amar class, dhoren, NCH - national cultural heritage, class korchhi, eta literally bangla literature er class, ekhane amake English a sir amake deliver korche lecture. Sheta bujhar jonno amake english jante hocche, ami hothath kore gram theke ashlam, ami ashar pore ekdom specchless thaki. Cause ... muloto ami first a bharti hoisi onno subject a, amar english a khubi khubi baje situation, that's why ami bharti hoisilam EEE te. But oikhane jawar pore ami mane, prottekta faculty english ai lecture dito, kotha bolto. Amar obak lagto je ami portesi BDS - Bangladesh er Itihas, kintu lecture dito english a, exam hall a likhte hocche english a. Eta mcq based question hobe na, amake likhte hobe pata bhore, tao english a. Shei

chinta korte korte ami like... depressed hoye gesilam. Ebong dhaka ashar pore emon na je ei change ta ami shudhu class ei feel korsi, ami eta class er baireo feel kora shuru kori. Amar depression ahslei onno level a chole gesilo aishob karone. Ami jokhon EEE te bharti hoisilam, tokhon amaremon chinta chilo je ami history porte ebong likhte parbo na. Amar history ekodmi bhalo lage na, ami eta porbo na, janbo na, mane ami history based questions ami khatay o english a likhte parbo na ar deliver o dite parbo na, that's why ami EEE te bharti hoisi je eta math based. Kintu dekhlam ekhane aro beshi english ebong english normal english na, ami konobhabei cope korte partesilam, meaning e bujhtam na kichur. English a meaning ta bujhte mane... amar chokh diye pani ashto. Same math amake bangla te convert kore dile ami kore feltesilam kintu english a dile ami meaning tai bujhtam na, word meaning a huge problem hoye gese amar.

Researcher : hmm, accha apnar language a eto serious problem, onno kono subject a emon hoyeche? Ba emon kokhono hoyeche je apnar onno subjects er teachers rao eshe erokom carelessly porato?

Participant 04 : ashole chilo na je bhalo teacher bepar ta emon na. Science er teachers ra tao better chilo, ektu udashin thakhleo porato bhalo. Kintu english a ashole shob shomoy guides follow korar jonno amar ei bepare ashole kono motamot nei, ami oibhabe bhabi e nai ai ekta subject er teacher niye. amar primary te emon ekjon female teacher chilen je class a eshe ghumay jaito, ar uni ekta ruti bananor belon niye class a ashten etake bet hishebe use korar jonno. Echara boro class a ba college uthar por emon kichu dekhite pai ni. High school level er teachers ra beshir bhaag e amar kache udashin mone hoto, ora dekha jeto most of the time joggo holeo oirokom bhabe lecture deliver dito na. Ar arekta bepar holo amader je head teacher chilen school and college a, uni teacher der ke kono space diten na. Teacher der ke head sir jebhabe bolten shebhaie class nitew hoto. Mane, nijer, ekta ... nijer... umm.

Researcher : mane teacher ra nijer moto kore porate parten na?

Participant 04 : hae hae. Prodhan shikhhok jeta bolbe hsetai, nijera kono poddhoti apply korte parto na class a, tader shei psace tai chilo na. Ar school college a ai bishoy gula onek beshi hoy. Ekhono hoy, amar bon pore tai ami jani. Amader grammo bhashay ekta bole je “Shile patay ghoshaghoshi, moricher jibon shesh”. Dekha gese ki shikhhok shikhhok er dondo student er jibon shesh. Eta gramer school college a khubi common ekta bepar.

Researcher : Hmm, interesting. Accha tahole jodi emon tai hoye thake, tar mane to eta kono specific subject er teacher er dosh na, puro system er dosh? Tahole apni to Dhakay first a eshechilen EEE te porte, bhorti o hoyechilen, tahole ai confidence ta kibhabe grow korlen nijer moddhe je apni science pareben? Karon tahole to ai fear ta shob subject ei kaaj korar kotha?

Participant 04 : ji bolchi. Amader grame ekjon teacher chilen, uni pray e kaje dhaka ashten ar dhaka theke kichu notes niye jaito. Uni parmanent kono teacher chilo na and uni hocche inter pass chilo, onter pass thakar poro uni dhaka theke aisha kichu notes niye jaito, oi notes gulo amader deliver korto. Oi notes mukhosto kortam amra. Amader teacher ra chilen kemon jod bolte jai, guide chilo na school college a kichu “ek er bhitore shob” amader teacher gular bhitore emon ek er bhitore shob chilo.

Researcher : mane subject bhittik kono teacher chilo na?

Participant 04 : subject bhittik bolte ashole oirokom khub kom chilo. Jemon ke sir jodi amader math class niten oi same teacher onno section a physics poraytesen, abar onno class a chemistry poracche, emon. Amar jei teacher tar kotha bollam jini dhaka ashten notes niten unar porichito students ba onno karo theke, uni history er moto kore oi notes amader class a amader shamne porten. Private o poraten onek. Unar kotha chilo bujhar conecepts only ½ mash, poroborti pora gulo tomra nijera korba. To amra protidin shokale ghum theke uthe ai teacher er kache ashtam ar rate bashay astam shurute, etai niyom hoye gesilo.

Researcher : apnader english teacher o ki emon chilo je ek class a english arek class a onno kichu porato?

Participant 04 : na english ta khub ekta erokom chilo na.

Researcher : accha next question. Dhaka ashar por apnar english learning ta ba dokkhota thik kibhabe change hoyeche?

Participant 04 : dekha gese ki, english er bepar ta mane, eta je mukhosto kore ami deliver korbo bepar ta emon na. Speaking ta hoilo bujhar bepar, onek vocabulary jante hoy. Onek grammar ase jegula na janlei hoy na. Kintu amar, mane ami jokhn grame chilam tokhon amar english bolte kichui chilo na, like jeta ami mukhosto korsi, like myself - nijer bepare bolte geleo amake mukhosto kore, memorize kore, tarpor bolte hocche. Erom ekta situation chilo. Jokhon ami dhakay ashlam, first time ami ekta university te bharti holam, tokhon amar, mane ami science er kono ekta department a bharti howar poreo ami oita bad diye disi because ENGLISH. Only for English. English ta amar kache mone hocche amake ekom jibonto khey felche erokom ekta situation chilo karon teacher ra amader ke english a amader ke deliver korto. Ja supply dito english a, hae? Shob kichu dekhar por ami ... mane ekom ekta patient er moto hoye gesilam. Ai jinish tar jonno ami oita bad diye dilam, karon bujhtesilam na ami ki korbo ekhane thakhle karon ami kono kothai bujhtam na.

Researcher : accha apnake ektu interrupt kori, ai bhiti ta katanor jonno apni kono steps nisen ba kono resources ba teachers er help available paise ekhan theke ber howar jonno?

Participant 04 : hae, jokhon ami oi university te chilam oikhane ekta foundation course e chilo english. English foundation course bolte amader ielts jebhabe porano hoy oirokom bhabe skills bhag kore porato. Listening, speaking erokom alada exam o nito. Dui ekin kothab olto (lecture) tarpor porikkha nito. Ashole english ta hocche ki, eta hothat kore ekta parar jinish na. Eta practice korte korte tokhon parar bishoy, taina? Dui ekin to amar moddhe change aisha porbe na, ami parbo na. Jokhon ami miss er office hour a giye miss ke

ask korlam je miss amar ei ei problem hocche ami ki korbo. Miss amake bollo je tumi boi poro jegula hocche beginner level er like “Wimpy kids”, ei boi gula poro asha kori tomar improve hobe. Kintu kotha ta hocche giye, ami to bharti hoye gesi, hae? Amar semester choltese, wimpy kids pore, aro eokom onek pore improve hoite hoite, amar jodi ebhabei cholta thake, amar amount (fees) and time noshto hobe kintu amar porashuna hocche na, depression a thakhchi, english er dikeo focus korte parchi na, mane shob miliye ekta joga-khichuri situation. Ai karonei, ami porlam beginner level er books porlam, kintu porar por amar improve o to hocche na, ami jodi chaio je ai semester a ami ekta bhalo result korbo, ami partesilam na karon amar focus tokhon shift hoye gesilo, ami shudhu amar major er pora partesilam na, in fact oita ami portei partesialm na amar english er base ta thik na kore. Amar eee er result o kharap hocchilo ar oidike amare english er improvement o hocchilo na. Kemon atkay gesilam ami. Amake same question English a dile partesilam na kintu bangla te partesialm. Ar ami bujhe gesilam ei problem ta hothat kore solve hobe na, ejonno ami ki korsi, ami chacchilam na je mane semester er por semester jak ar ami retake niye niye agai egula bhebe ar tension a ami chere diyechi oi department and university. Ar shotti bolte amar bashay bolar shahosh chilo na karon student bhalo chilam school-college a, tai onekdin university na giyeo bashay kichu boli nai, pore ekdin boli karon ar shomoy harate parchilam na. Er majhe ami english ta bashay mess a boshe nijei onekta cheshta kori improve korar.

Researcher : apni english a kono course koren nai? Kothao bharti hon nai?

Participant 04 : na korechi. Ami university chere deyar por english er ekta course a bharti hoisialm, bharti howar por dekhi oita amr school college er motoi kaj kortese. Ora hocche ki, mane, exercise er moto. Ami bhat khai - etar english ki erokom arki. Practical na, shudhu practice. Dekah gelo ki ami jodi ebhabei pori, mukhostoi kora lage taile amar hocche ta ki ashole? Improve to hoitesilo na. Ami hocche oi coaching tay jetam dupur 2.30 tay, ar bashay ashtam rat 10 tar por, coaching tar nam o onek chilo, kintu ultimately kono labh hoitesilo na.

Ebhabe primary school level er moto jodi amake shikhay, mukhostho gilay dey, taile amar to improve hocche na. Ami ki korbo. Hae? Tokhon ami mentally aro hotash hoye gesilam je ami kothay bharti holam taka noshto kore. Jai hokh ami continue korsi, amake ek gada boi dhoray dise, ai boi gula mukhostho korar jonno. Likhar jonno, emon. Amar kache khata ase ami dekhacchi apnake pore. To kichudin coaching korsi, nije kichu try korsi, bhabsi books porbo, kintu hocche ki, oneke bole ki, movie dekhar jonno. Kintu amar dhoirjho khubi kom, tai ami movie dekhar try koreo dekhte pari na. Last try korsilam hamlet dekhar, eta four hours plus chilo, try korsilam kintu purata dekhar moto amar time hoye uthe nai.

Researcher : hmm.. So apni pray 2-3 years haraysen?

Participant 04 : ji.

Researcher : accha emon ki different thakhle apnar previous university te, apni hoyto apnar department ta change korten na? Ba apnar moto jara rural-to-urban transition er moddhe diye jay oder jonno emon ki alada korle apnader shubidha hobe cope korte university te eshe?

Participant 04 : amar previous university te ashole erokom kono system e nai. Ora hocche students ra jawar por oder moner moto koyekta course students der ke dhoray dibe. Kintu etar comparison a jodi amar borotoman university er kotha bolte hoy, shei khetre dekhlam ora students der onek char dey. Ora bole tomra first theke nao, nijeder jeta mone hoy parba, sheta nao. Kintu varisty ashole ki ekhaner culture eta bujhte to ashole onek students er time lage, amaro lagse, laga tai shabhabik, eta amar new start. Ami parbo ki parbo na sheta ami jani na, amake course select korte bolse arekjon ami korsi, karon aishob systems er bepare amake janar kono way kore deya hoynai, jodio freedom chilo. Amar mone hoy, prottekta university te, pre-advising a *Stuttering* *gibberish* ... registration er age je pre-advising hoy, erokom arekt pre-advising/discussion er ekta beboস্থা kora uchit jekhane ora course niye amader bolbe, course er sequence niye amader bolbe, website eo diye dite pare but shamnashamni kotha bolar shujog kore diye course selection ta step step a korle onek hassle

onek confusion thekei ashole rokkha pawa jeto. Ar arekta bepar hocche, jodi students der shathe discussion kore tader need-based kichu course er beboztha kora hoto tahole onek bhalo hoto. Shob students to bujhte parena she kanta parbe ar kanta parbe na, course neyar personalised kono beboztha thakhle onek bhalo hoto. Ete kore hobe ki, jemon course neyar por students der depression a porte hobe na, ora janbe ashole ora ki shukhte jacche. Ami mental and financial depression pore a jai course neyar por, jodio ami jiggesh kore nisilam boro bhai der, kintu oder suggestion ar ekjon tutor er suggestion je courses shomporke jane ek to hobe na.

Researcher : hmm.

Participant 04 : arekta jinish ai university te dekhlam, je english niye ba language niye kono problem a problem a porle, ELRC (english language resource center) room a jao tomale help korbe. Kintu oi help ta ashole... kibhae je boli.. Enough na gram theke asha students der jonno.. Ora 1/2din help kore but erpor ashole omon help pwa jayna, regular na jinish ta. Abar arekta jinish shaobai ekshathe class kore, bangla medium, english medium ar amader moto gram theke asha students, ami boltesi na eta na thayakuk but jodi ekta extra section thake or ekta alternative thake tahole ashole kaharp hoyna. Jemon ami onek bhoy pai, ami teacher er shathe public place kotha bolte pari na, tokhon jodi class a pro level er students thake and ora ashole pore onek judge o kore. So, oi ekta chinta mathay kaj kore, so dekha jay improvement ta kome ashe, ba motivation tao onek khetre chole jay.

Researcher : accha apnar ei discision ta khub interesting, apni student bhalo tai apni science nilen, kintu eshe bujhlen apnar english er ei durbolota apnake agate dicche na. Tai apni bhablen english niyei porben? Jei subject ke apni eto bhoy pan?

Participant 04 : bepar ta hocche ki amra chotobela theke pore ashchi je “bhoy ke joy korte hobe” otai mathay ghurtesilo. Hahahaha... Eta ashole emi bollam, amar ashole mone hoise ami english ekdomin jani na, ekhon ami jodi english a bhorti hoi tahole ekhane amake hoyto

janar shujog kore dibe. Age ami duita subject a major kortesilam bola jay, ekta EEE and arektas holo English. Karon amake english a EEE thekeo onek onek beshi effort deya lagtesilo kintu labh ektu o hocchilo na, ami duitatei suffer kortesilam. Ami amar dhaka thake dui jon cousin er kacheo jai poramorsho nite. To oder shathe jokhon boshe freely kotha boli tokhon jante pari amar english er durbolota ta onek onek gobhir.. Eta ashole ebhabe jabe na ar ami dhaka porte shudhu porar jonno ashi nai, nijer life better korte ashchi. Jokhon bujhlam amar ashole basic ta strong korar boyosh onektai par hoye gese, ekhon gifted bhabe amar moddhe eta ashbe na amake learn korte hobe tokhon e ashole ai life changing descion ta nei.. Eta actually ekta bhalo decision chilo kintu time loss hoyeche ar ekhono je khub bhalo korchhi ta na, but onektei better. Age amar pass niye tanatani lagto kintu ekhon amar result 3.6+.. Jodio amar kjhata khatni onek kora lagtese, ami google translator, chatgpt, ai, dictionary emon kichu nai je kori na.. Amar sharadin e porar moddhe jay, ami khawar time pai na.. Ami class o majhe majhe record kori jate pore ami notes korte pari, struggle ekhono onek kora lagteser nije nije kintu ekhon amar focus ta ekmukhi tai kichu ta cope up korte parteshi.

Researcher : tahole apnar university change er descion ta bhalo kaj koreche apnar jonno? Apni ekhon tahole english a onektai better apnar university er jonno?

Participant 04 : ashole better hocchi eta true, kintu university er jonno je purapuri ta na, in fact, kichu kichu teacher onek demotivate kore. Khubi strictly bole english ei kotha bolte hobe, ekdom english a na bolle kothai shune na.. Amar to problem ta solve howa joruri better howar jonno, ami ekhon first year a achi, ekhoni jodi ora expect kore shob students e fluent english a kotha bolbe tahole sheta to onek beshi demotivating. Rude behaviour o kore onek sometimes, ejonno ami nije solve korar cheshta kori. Jemon ajker e udahoron jodi dei, ajke ekta course er mark paisi, motamoti bhaloi korsi english quiz a, mid a bhalo korsi, prottekta class a attend korsi, dekha gese ki ami shobar shamne sir er shathe english a speaking korte pari na, eta course content o na je english ei bolte hobe, but erokom ekta culture toiri hoye ase

je bangla te kotha bola jabe na. To jai hokh etar jonno sir amake attendance a marks dey nai, 4 marks tao! To amar mone hoy ekta bias kaj kore class a shudhu accent er upor bhitti kore.

Researcher : So ashole ekhane dosh ta kar? Apnar teacher er naki apnar bhiti?

Participant 04 : teacher ke ektu dosh ditei hoy ashole, teacher der uchit shobar proti fair thaka kintu eta thake na onekei ar university te eshe ai ekta culture shock ami khaisi education er dik theke. Eta students der depressed kore fele, mentally ekta baje situation a chole jay, porar motivation haray fele.

Researcher : Okay, English er charta skills er moddhe apni bhalo/kharap kontate?

Participant 04 : amar mone hoy ami sepaking ar reading a beshi kharap. Writing and listening a average bolbo.

Researcher : apnar mone hoy dhaka eshe dhakar culture apnake kichu ta force kortese english shekhar jonno? Eta ke apni kibhabe dekhen bhalo/kharap?

Participant 04 : obosshoi, onek kortese. Amader varsity te onek club ase, jegular shathe amra kintu purbe porichito chilam na. Ami first ai apnake bolechi maader school a college temon other activities korar shujog chilo na, ebong ki amra jantam o na erokom kichu ase. University te eshe egula dekhlam, orientation a porjonto english kotha bolta onek joruri, eta ekta shock. Ar ektu age jeta bollam je language accent egular jonno shudhu class a na, baireo manush onnobhabe dekhe.. Ami jokhon kono family dawat a jawa shuru korlam dhaka ashar por, ora shobai bola shuru korlo je ami change hoisi, bole dhakar batash lagse eguloi arki.. Je ekta bhabsha je regular life a eto gurutto bohon kore eta bujhlam ekhane eshe.

Researcher : English shekha niye kokhono hotasha bodh korechen?

Participant 04 : game thakhte kokhonoi na, kintu dhakay ashar por, apu shotti boli, english amar chokher bish e hoye gesilo kichu shomoy er jonno. English er speaking er je amar bhoy ta oita to ekhane eshei toiri hoise amar, ami shudhu class a na baireo ekhon kotha bolte bhoy pai, ami jani amar accent change hocche aste aste kintu ekhono dhakar students der moto to

hoynai pura, to regular conversation eo pera hoy, ami emon ki amar family dawat a jai na, amar jei attiyoy ra dhaka thake oder shathe dekha korai bondho kore disi. Karon age ei expectation ta amar thekeo chilo na ar amar o abnormal lagto na nijেকে, kintu ekhon lage. Amar kintu amar boner bashay thakar shujog chilo kintu oikhane kichudin thakar por, ami mess a jawar shiddhanto nei koshto holeo. Amar ektu insulting lagto, nijেকে choto lagto, motivation poaitam na better howar. Ekhono bhoy pai, manush er shamne kotha bolte pari na, eta shudhu amar english a kotha na, bangla te kotha bola tao komiye dicche. Tobe ekhon etao m one kaj kore je ai bhoy theke mone hoy amar moddhe ekta joruri je eta, ei concept ta ashche. Ami bujhtesi amar ekhane better howa joruri and ami try o kortesi onek. Karon amake shamne erokom onek face korte hobe jodi ami improve na kori.

Researcher : Hotasha ke apni motivation banalen arki.

Participant 04 : hmm

Researcher : accha aije ekta bhitir bepare bollen apni, apni to onek din holo dhaka achen, to ai bhiti tar karon ki hote pare?

Participant 04 : muloto amar ashepasher.... Ashole ami amar nijেকে blame dei. Karon ashepasher manush er kotha ta ashole amar uচিত chilo ektu kom kane neya kintu ami ashepasher manusher kotha gulo ke beshi gurotto diye feli. Amamr shamne jodi kauke niye hashahashi kore tokhon amaro mone bhoy dhuke je amake niyeo pare hashte, to oi thekei bhoy.

Researcher : from one english major to another, jodi ami jiggesh kori, apni future a apnar ei english degree niye ki korte chan?

Participant 04 : muloto hocche ki, amar icha je, ami, mane, bangladesh a ekhon to onek primary school high school egula te subject bhittik job ase. Kintu egulo ke ami khub ekta amar life goal (accent) hishebe nicchi na, jodio change ta ashole dorkar ekhanei. Kintu ami chai choto bacchader niye kaj korte tao bahirer kono country te giye.

Researcher : apnar mone hoy na apnar desher shosgskar ta age joruri baire jawar theke?

Participant 04 : ashole na, bortoman bangladesh er jei situation, eshobe amar mone hoy na. Ar ami to apnake bollam manush er shamne amar speaking kortei bhoy pacchi, amar ashepasher manush kei dekhchi ekjoner pashe arekjoner gossip korte , tulona korte.. Tai arki amar ei deshei thakar iccha kore na.. Bairer desheo kintu bhnaga english a kotha bole erokom amader moto eto kharap treat to kore na. Life er meaning ta khuje pabo na ekhane tai mone hoy.

Researcher : Are you sure about that?

Participant 04 : ... goal arki.

Researcher : accha, apnar ekhoner jei level and future a apni foreign bacchader shathe kajer jei agroho ta dekhale, oikhane pouchate apni thik ki rokom personal development korar kotha bhabchen? Strategies? Porikopona, steps?

Participant 04 : ami bortomane, english language tai amar major hishebe nite chacchi, etate bhalo howar cheshta kortesi, faculty theke help nicchi course related, nijeo porar kintu different trick follow kortesi, double triple khatni lagtese but bisshash ache ekdin hoyto pouchabo. Course er bahire kibhabe nijeke improve kora jay sheta janar cheshta korch. Online a porar cheshta kori shujog pele. English er jei speaking ta eta janar jonno ami onek cheshta korch, in shah allah i guess hoye jabe.

Researcher : So ai 2-3 bochore huge gap tar jonno apni ashole language barrier takei dosh dicchen?

Participant 04 : ji. Language barrier bolte gele ki, jekhanei gesi, beshirbhag jaga tei english a question hoy tarjonno arki parbona parbona kore late hoye gese.

Researcher : etai tahole, ami apnar shathe jogajoge thakbo.

Participant 04 : ji obosshoi.

Conversation 05

He came after his SSC and got himself admitted to a college in Dhaka but right after the first week he started to feel so overwhelmed because the way people “talk” here is very different. So at first he used come and go frequently as a coping mechanism. He had a visible accent about which he said that even after years of trying he could not get rid of it entirely. He stuttered a lot while conversing. He shared his stories of failing in English after coming to Dhaka and said how it would not have been the case if the same copy was assessed in his rural educational settings. He mentioned teachers' biases and the corruption that exists in the rural educational settings.

Researcher : Amra shuru kori tomar nam, boyosh, kotha theke eshecho, kotodin holo Dhaka acho, kishe porcho eshob kichu background information diye.

Participant 05 : Amar nam Jahin, ami eshechi B.Barua er ekta protonto onchol theke jar nam hocche ruposdi gram. Amar school er nam ruposdi brindabon uccho biddaloy, ami dhaka eshechi Hamdord public college a porar jonno.

Researcher : dhakay acho koydin holo?

Participant 05 : pray 2 bochor + hobe.

Researcher : accha ami jodi tomake jiggesh kori, ekdom shurur dike, initial level a tomar shift er bepare, gram theke dhaka te move korar fole kono problem face korecho kina language niye?

Participant 05 : ektu chilo, amar relative ra dhakay thaken, oder shathe jokhon age dekha hoito, kotha hoito parthokko to onubhob kortami chotobelay (accent). Dhaka ashbo jokhon purapri bhabe tokhon amar bus a uthar ager rate, amar iccha hoisilo ami ar dhaka jabo na. Karon hoise giye, but jehetu ami bharti hoiya gesi amar to ashte hobe. To... onek koshto howa shotte ar erokom ekta Bhoy niye ashchi dhaka. Ahsar por prothom ek shoptah onek koshto hoise, onek. Etotai je ami ek shoptaho por baritei choila gesilam. Shob e onno

rokom lagtesilo, manush er kotha, mane ora jebhabe kotha bole oitai alada. Pore abar ashchi, abar choila gesi. Emonki mashe 3-4 bar barite asha jawa kortam. Ebhabve aste aste 5-6 mash katar por hocche giye, amar ektu sthitishil hoise.

Researcher : tomar dhakay asha ar college a bharti howar pichone karon ki chilo? Tumi to chaile college koreo ashte parta?

Participant 05 : Ashole amader elaka ta jemon bollam porttonto onchol oikhane bhalo kono college a bharti howar jonno amake, amader upojela ba jela porjaye jawa lagto. To jela porjaye geleo amar family theke onek dure thaka lagto. To jela porjaye giyeo ami jei college pabo er theke bhalo college ami dhaka eshe pabo. Ar ami amar boro bon ke dekhsi suffer korte. O ekhane bhalo college a porei dhaka gesilo university te bharti hoite. Kintu o pare nai cope korte, onek struggle kortese ekhono, year gaps jacche. To bhablam eta ashole school college theke beshi charpash ta matter kore. Ar jehetu amar dui jagay e family chara thaka lagbe tai ami dhaka ashar shiddhanto nei, karon dhakar jekono college e to bosshoi onek better porashunar dik theke. Tai dhakay esheche bhalo college a porar jonno.

Researcher : accha tomar jela-upojelar school college gulo ba dhakar school college gulo tomar pore asha school theke ektu better. Better thik kon dik theke mone hoyeche ektu bekkha koro.

Participant 05 : jela-upojela porjaye bhalo teachers pawa jay, officers educated emoni. Grame normally kintu tara thake na jara ektu ... ***stutter*** ***accent*** jara higher educated tara grame thake na, tara unnotir lokkhe, nijer jiboner unnotir lokkhe shohorer dike dhabito hoy. Shei khetre tulongamulok bhalo. Ar arekta dik hocche, shohorer ba jela-upojelar school college a protijogitar har bhalo ar protijogitar har beshi thakar karone oikhane result ba porashuna o bhalo gram theke.

Researcher : accha specifically tomar English learning journey er bepare amader ektu bolo. Tomar school er class kemon chilo, ogulo ekhoner Dhakar college er class theke thik ki bhabe different? Tomar ki improve hocche naki, hole keno hocche bole tumi mone koro?

Participant 05 : nomral hocche, gramer school gulote, amar school ba amar ahsepashe jei school gulo chilo, oi school gulote motamoti onno subject gula bhalo howa thakhleo, english ta eto ahamori chilo na. Onno subjects o je khub chilo ta na, but english er proti onek beshi obiha dekhsi ami classes a. Karon, uh, oikhane hocche muloto focus kora hoto excercise er upor. Kintu, uh, muloto english er to basic ta shikha lage na mukhostho na. But amader grame jara pore tara odhikangshoi english er basic ki tai jane na, karon english a oikhane focus kore board question ba bigoto shaler proshno gulo tara ba.. Uh.. basic... kibahbe notun ekta proshno ashle amra kibahbe answer korbo, sheirokom kono (**accent**) amader shikhano hoy na. Kintu shohorer school gulote basic, mane kibhabe ami notun dhoroner proshno ashle ami parbo oibahbe shikhano hoy. Ingreji grame mukhostoi koray, bojhar moto kore poray na jeta college a eshe mone hoise onektai different. Even bangla o amader (2nd paper) class hotoi kom. Amader school er reputation maader grame bhaloi chilo, kintu ai reputation thaka shotteo english grammar class hoto na, na hoto bangla grammar class. Bangla ta nhaoy thik ase oto lage na amader jehetu amra bangali, kintu apu dhaka eshe to ami purai dhora khaisi, dekhi shobai english ei kotha bole, shudhu class a na, shobshomoy. Emon na je fluent english. Kintu kothay english thakei. Shurute bujhte partam na amar friends ra ba cousins ra ashole ki boltese. Oder kotha dhorte problem hoito. Amar to mone amader gramer school er ei mukhosther upor jor deya ar mashe shudhu 5-6 ta english class neyatei amar emon durlob obostha. Emon hoito je khali amar obostha taile mone kortam hoyto ami gadha ba pori nai, kintu apu bisshash koren amar shathe jara dhaka ashche ora shobai ekhono ei eki kotha mpanke bolbe. Amar onek friend, amar dui bon o ashche dhaka, oder shobar dhaka eshe english classes kora lagse shudu copekorar jonno.

Researcher : resources ba teachers ki ekdomi available chilo na tomader help er jonno?

Participant 05 : na apu. Amader to english er jonno specific teacher o chilo na. Jini class niten uni onno school ba onno class a onno subject poraten. But sir ra coaching korayten, to ami chaile oder coaching class a bharti hoite partam ba teacher ke ami bashay rekhe bolte partam je amake english poran, erokom bebootha chilo.

Researcher : accha ai private tutoring er system ta tomar unfair lage? Je same teacher class eo poracchen abar baileo poracchen, kintu baileo jara porche shudhu tari bhalo korche, etar pichone ki reason ache bole tumi mone koro?

Participant 05 : grame hocche apnar school a etoekta .. jodi... grame to private school nai, shei khetre private pore arki. Kotha ashole main jeta sheta holo, grame shob teacher e mostly apnar shorkari ba MPO-bhukto. To ora jei beton pay shorkar theke tara shontushto na, karon shabhabik tader khatni ami mone kore double. Tai ora baileo poray, coaching koray. Tototkhon oder moddhe ei mentality ta kaaj kore je ekta jinish jodi class ei shikhen apni, apni to ar coaching a bharti hoben na. Ei karone tara school a obohela kore kichuta.

Researcher : tomar parent tomake influence koreche english shekhar khetre?

Participant 05 : amar parent hocche amake normally shobshomoy e inspire korse. To bishesh kore hocche, mot result dekhse, but ami english a alada kore kemon kortesi, bhalo korsi-kharap korsi, eita na. Amar hocche, ami koto number serial a asi ba amar result protteker tulonay kemon hoise oitai dekhse. Ami grame english tulonamulok bhalo korsi, kintu jokhon dhakay ashchi tokhon dekhlam onno subject er tulonay english ei poichano ami ebong aro pichay portesilam. Karon grame hocche english ba basic egulo shikhanoi hoy nai maake, ar mukhosto bidda diye english kokhonoi possible hoy na.

Researcher : tomar english porar, shikhar ba bebohar er khetre kono bhiti kaj kore? Kore thakhle ta keno?

Participant 05 : amar bhiti kaj kore eta thik, kintu etao shotti je aste aste ami ei 2 bochore onek better hoisi. Age manush er kotha shuneli bhoy lagto, mone hoito bujhtam na ki bolbe ba ki ans dibo karon bangla english mix kore kotha bolto. Ekhon bujhi, fear o kome gese. Kintu shuurte jei fear ta kaj korto oita to obosshoi amar teacher der jonno ashche amar bhitore. Ami dhak eshe ja dkehsi ekhane culture tai onek english er probhab ase. Amader gramer ashepashe emon chilo na. Amar to shuddho banglay kotha boltam khub kom grame, shekhane ekhane eshe shuddho bangla-english mix kore kotha bolata amar jonno ekta switch chilo. Amader gramer class a ashole shomoy e pawa jaito na, karon, ami jei school a porahsuna korsi, oi school er oi class er oi section a 104 jon chilo, shorkari school type arki. To 104 jon thakar karone shobai jodi sir present dakte daktei pura class shesh hoye jaito. Abar dekha jaito class ke sthitishil korteo time jaito. Boi khule poranor jonno sir ra hoyto time e paito 10mins. Echarao sir ra most of the time questions skip korar e cheshta korto, bolto ekhono choto aso boro hoye shikho. Ar jodi coaching a questions kortam, tokhon dekha jaito kichu students jara sir er favourite ba topper chilo ora troll korto onek shomoy jodi questions easy hoito, goru gadha bolto, sir rao mjahe majhe bolto “eta paro na?” “eta bujho na?”, erokom.. To porobortite ar na parleo ami oita jiggesh kortam na.. Ebhabei gese amar school. Ei feeling ta ami dhaka te niye ashchi. Kintu dhaka ashar por erokom kichu ta kom face korsi ami. Emon na je chilo na, but ekhono normally eta face kori nai. Karon amar jeta mone hoy dhaka te ashole school ba college a shuru thekei basic a bhaloi jor deya english er khetre, ekhane, amar class a ami paisi je teacher question korar jonno utshaho dey. To oi bhoy ta kome gese. Ar besic jekhon bujhte shuru korsi tokhon proshno kore dkehalm keu hashahashi kore na ar teacher er utshatho peye mone hoy proshno kori.. Arekta bepar o hoite pare je, age English shikha ta chilo mukhostho, ekhon shikha ta joruri mone hoy.. Jate regular cholta pari trolled na hoye, shudhu class ba subject er jonno na. Ekhaner teacher ra shocheton o. College a ekhane eshe jeta dekhlam teacher ra jodi class a students pora na bujhe taile oder

class er baire ektu time dey, porobortite shomossha niye niye gele shundor kore guchiye note kore bujhaye dito. Sir er kono extra notes thakhle oitao provide korto.

Researcher : dhaka ashar age english extra tutor er kache porecho?

Participant 05 : hae, ami dhaka ashar age shobshomoy e extra kore english pors karon class a ekdomi porayto na. Coaching eo students thakhto, 30-35 jon. 40 mins porayto sir, feedback temon bhalo kore paitam na.

Researcher : dhaka eshe kothao bharti hou nai english er jonno?

Participant 05 : dhaka eshe ashole amar class ei hoye jaitesilo tai oto ekta english er jonno lage nai, karon class ei amader onek bhalo kore porayse grammer tulongar ejonno ar extra kore kothao bharti hoi nai english er jonno. Kintu ekhon jeta kori ami amar ekta cousin ase or bashay ami protidin 3 bela jai 2 bochor dhore, o baire jawar preparation nitese, ielts ditse, or shathe onek kotha boli, english a jokhon o kotha bole ami cheshta kori dhorar, phone eo kotha boli, oke friend banay felsi onek bhalo shudhu matro ai karone, games a kotha boli amra english a, amra duijon mile ekta choto ekta business shuru korsilam jekhane o amake shikhaysilo kibhabe client der shathe deal korte hobe, tokhon onek kichui shikhsi ashole, class theoe beshi. Eta ami mone kori amar english onek improve korse. Arekta hoilo giye amake video editing kora shikhayse tokhon script likhte help korto, tokhon words nitam or theke. Ebhabei agacchi.

Researcher : hmm, tahole tomar environment tomake english acquire korte help koreche. Okay.

Participant 05 : age hocche ami school a kono porai bujhtam na karon mukhostoi korar chestha kortam shob kichu, right form of verb, article egula hocche bigoto shaler 40 ta board question - 50 ta board question, erokom mukhosto kortam. But jokhon ami dhakay ashi ar confidence pawa shuru kori aste aste je parbo tokhon amar motivation o barse, ami nijeo cheshta baray disi, class a to bujhtam e focus as baraysilam tai, kintu class er baireo amar

ashe pashe theke kemne ki neya jay oitai cheshta kore gesi. Eta amar life goal o poriborton kore dise. Ami age grame thakhte mone kortam science chara goti nai, bhoibishshote science niyei pora lagbe, ejonno onno kichu patta dei nai, especially bhasha, english... dhaka ashar por bujhlam prithibi te porar ar janar onek kichu ase. Ekhon amar iccha ami journalist hobo.

Researcher : interesting.

Participant 05 : mane ami bolte chacchi ami classroom er baire english er gurutto ta bujha shuru korsi ar etai ashole amake eta shikhte baddho korse. Shotti bolte gele ebhave jodi gramer baccha der bola hoito taile orao shikhar agroho paito. Borotomane english ta hocche ekta antorjatik bhasha, to english a communication ***accent*** korata khubi gurutto-purno, tai baire chola ferar jonno english ta obosshoi lage.

Researcher : English shekhar khetre kokhono hotagrostho hoyecho? Ba etake khub unimportant mone hoyeche?

Participant 05 : hae ami jodio ager theke better hoisi, kintu amar ekhono bohudur jawa baki. Erokom mone hoy karon ami jodi partam hsc tei jodi erokom kono option thakhto english ta optional neya jay tahole ami obosshoi optional nitam. Karon ami charpash theke jeta nitesi oita amake nitto-noimittik jibone hoyto better korse kintu eshob diye to class er exam a grades best ashtese na amar. Average ei, ar poriborton aishei to ami best of best hoye jabo na jodio onno subject a bhaloi kori.

Researcher : tahole shikhcho je eta proper naki ki kore bujhba?

Participant 05 : ami boli apnake, eije science, chemistry, physics, math, egula pore, egula te grades thik raikha abar jodi english porte bolen, mane time ta oirokom pai na. Daran bujhai, amar huge ekta gap english a roise, college e uthe eshena ami niyom onushare pora shuru korsi, age to kori nai, mukhosthoi chilo age, so ekkere zero level thekei shikha lagtese english ta. Shei khetre amar shomoy ei ekta subject a double deya lagtese, etai hotasha toiri kore. Jemon ekta ase jeta charpash theke shikher boshe shikhtewsi arekta ase grades thik

rakhar jonno portesi, duita to ek na. Ami hoyto ekhon ager theke onek better communicate korte pari kintu ei skill to likhay ba marks beshi tulay help kortese na?

Researcher : kintu tumi jodi game exercises follow kore, mukhostho korei bhalo marks pao, tahole ekhon to shei tulong aro bhalo korar kotha na?

Participant 05 : ashole ki bolbo, game shob kichui manage kora chilo, oikhane porashuna ekta nam, serious kisu na.

Researcher : Hmm, I see. kokhono kono community program paisila? Game ba ekhon college a? Jegulo tomader comparatively durbol subjects a help korte ayojon kora hoto?

Participant 05 : ayojon kora hoito kintu kom, ar amra jetam thiki, kintu ashole bochopre 2-3 din a temon kon labh hoy nai. Help paisi but temon na.

Researcher : kono story share korte chao tomar english language shekhar bepare? Ekhono kichu ta hotasha tomar moddhe roye geche jehtu?

Participant 05 : ji obosshoi..

thinking

Participant 05 : um.. Game thakhte jokhon ami school a portam, tokhon english boi hocche giye porikkhar ager din e beshir bhag dhora hoto. ***hahahahah*** karon hoche amar shob mukhosthoi chilo, ami just porikkhar ager din revision ditam. Grammar amar khubi kom common porto shabhabik bhabei, tokhon ami rules o milayte partam na tokhon amar kache english er cheye bisri kichu lagto na. Ebhabei ashole ei bhiti ba opochondo ta bare.

Researcher : ar kono struggle er story? ... dhaka ashar por face korecho ar tomar mone hoy eta ashole bhashar jonno?

Participant 05 : mmm.... Amar kothay ektu ancholik bhasha ase jehtu gram theke ashchi, eta niye ektu shomossha hoise majhe majhe, kjemon ami english bolleo onek shomoy jare boltesi she bujhto na ki boltesi.

Researcher : drishtibhongir kono poriborton hoyeche ei shift er maddhome?

Participant 05 : um, hae.. Mukhostho na koreo je ejta bhasha shekha jay etai janlam.. Jemon ami arbi pari kintu eta mukhostho korsi.. English o age tai korar cheshta korsi kintu hoynai.

Researcher : English thik ki bhabe tomar bhobishhot porikolpay bhumika rakhce and kibhabe oidike jawar plan?

Participant 05 : jehetu bortomane jekono university ba jekono.. Jekhanei bharti hoi na keno, oikhane bangla bhashar poriborte english tai beshi chole, so ami jei subject ei pori na keno. Iccha ase onek course korbo, bhabtesi.. Bhibhonno step ase ...

stuttering* *pause

Participant 05 : aste aste speaking, writing a bhalo korar plan, dekhi.. Ekta boi pori bashay saifurs er, apatoto ai. Amar writing a onek shomossha, onek mane onek, karon amar spelling onek bhul jay, ei karone etai age fix korar iccha.

Researcher : accha jehetu tomar self motivation onek bhalo, ar tumi bolso nije nije cheshta kore ager theke onek bhalo improve korso, shei khetre ami ki jante pari je tumi ki ki strategy follow korso?

Participant 05 : teachers... gramer teacher ra onek biroкто hoiten kintu shohorer teachers ra dekhlam oder kache gele ora help paruk na paruk cheshta kore.. Mone hoilo je na ora ashole student er bhalo chay. Dekha mote amar shohore teracher ra ulta proshno korle khushi hoy. Teacher der help er ei dik ta amar moddhe onek motivation barayse. etai.

Researcher : hmm, accha.

Participant 05 : grame teachers ra onek tai oniha obohela amader dekhayse. Amar to majhe majhe mone hoy ami shohore ashar plan na korle ek porjaye hoyto porahsunai chere ditam. Marks niye onek beshi partiality hoito. Niyom e chilo je prodhan shikkhok er kache porte hobe na porle marks dito na. Uni bhalo porak na porak matter kore na, marks paite hole unar kache porte hobe.

Researcher : tahole tomra kono feedback peta na tomader marks er upore?

Participant 05 : na.

Researcher : Accha last question, eije eto boro ekta change and clearly onek boro ekta shift tomar education a, eta cope up korso kibhabe?

Participant 05 : normally ami grame thakhte onek school miss ditam, karon, school theke amar bashay beshi pora hoito. To school a jawata amar kacche bhittihin mone hoito. Dhaka eshe class miss dei nai niyom er jonno, to oita amake onek help korse shob kichu bujhte.

Researcher : stress lagto? Pressure feel hoto?

Participant 05 : obossoi pressure. Jemon ami prothom je monthly porikkha hoisilo, tokhon ami mess a thakhtam, 30 a chilo porikkhata ar ami shob gulo te full marks paileo english a paisi 11. Pura fail ashche. College shuru howar 2 mash porei porikha hoisilo tokhon bari jaitam ar ashtam ar mess a manate partesilam na tokhon onek koshto hoise. Bujhte parsi relative der bashay thakhle, oikhane amar dui jon apu ase ora english poray oder ashe pashe thakhle ektu help pabo. Karom amar ei 11 pawa khata grame dekhayle ami 100% sure, ai same khata te ami kompokkhe 20 paitam. Karon ekhane khata dekhar poddhoti alada, jeta ami jantam na, pore feedback peye peyei ekhon bhalo korsi. Verb bhul hoile je sentence bhul eta ami shikhsi dhaka eshe. Ami grame jebhabe shikhsi oibhabei ekhane eshe porikkha disi, diye to dekhi fail, oma. Summary je niyom kore pore etai amader kokhono grame janano hoy nai.

Conversation 06

An interesting part of this conversation was how this participant made new friends in the university who are helping her to improve her English. She was mentioning it again and again and saying how grateful she is to have such friends. Her friends help her understand the contents and provide her with notes. However, she still fears using the language a lot. She mentioned that she does not reach out to teachers because it scares her. She's afraid that she

will use wrong grammar or mispronounce words and then be mocked. But her strong support system is making her cope pretty well.

Researcher : Amra shuru kori tomar nam, boyosh, kotha theke eshecho, kotodin holo Dhaka acho, kishe porcho eshob kichu background information diye.

Participant 06 : Amar nam Nusrat ar ami eshchi .. ar amar boyosh 20 bochor, ashchi bramon-baria theke... ashchi pray 7 mash hoye gese ar ami ekhon xxx university te por, amar department BBA. ami thaki hocche boshundhorar ekta hostel a ***Accent***

Researcher : Tomar family te kotojon earning member achen?

Participant 06 : amar family te... uh... amar family ashole joint family, jar mane, ora tin bhai mane amar dui chacha. Ora shobai earning kore. Amar baba boshundhora ***gibberish*** ***unable to hear* (family is well off)**. Baba bramon-baria tei thake.

Researcher : Accha amra apnar transition er bepare ektu janbo. Dhaka move korar por kono changes feel korechen kina? Or any struggles? Related to language?

Participant 06 : difference to onek feel korsi ***accent*** ***dialect***. Dhakay ashar por prothom feel korsi je eita je ami keno dhakay college life a ashi nai. Hsc amar dhaka-tei complete kora uchit chilo. Poralekhar dik diye ami onek parthokko face korsi. B-baria te thakar shomoy jeta hoito je, amra por nai, teacher rao temon gurutto dey nai. Jegula topic exam a ashbo amra shudhu oigulatei focus kortam ***accent*** ... jemon ekta thake na basic? Ami basic a prochur pera khaisi. Teacher der dosh ase but ami mone kori curriculum tai kemon jeno.. Teacher ra onek shomoy cheshta kore students ra bhalo koruk kintu .. jemon dhoren eki system to shob jaygay cholbe na, shabhabik? Need er upor bhitti kore jodi amader syllabus ba routine design kora hoito taile jara kichu dik theke pichay ase ora at least ekta shujog paito, oder nijeder dorkar onojayi ekta system pawar. Dhaka eshe jemon ami dekhsi onek coaching onek course, apni jeta shikhte chan shetar e course available ase, grame egula chilo na, tai jodi school

college er system tai emon bhabhe korto jate dhaka eshe bacchader hut kore eije ekta shock khawa eta lagto na... ba komto. Jemon ami admission coaching korte dhaka te jokhon ashi ekhane amar porichiti hoy kichu students er shathe coaching korte giye, ora dhaka tei boro hoise.. Ora janto admission a kibhabe prep nite hoy, mane eishob... kintu amra kichui jantam na, amader class a eshob kichui bola hoito na. Jemon shotti boli ami dhaka eshe jansi admission question shob jaygay english a hoy, eta amar jonno ekta shocking news chilo ar apni obak hoben jene amar friend ra onekei eta janto na jara dhaka ashe gram theke..

Researcher : Foundational courses kore university theke kono improvement feel korechen?

Participant 06 : ami english a prochur weak. Ami english a onek weak, ami jokhon class kori tokhon amar mone hoy ami amar ma baba ke boli je keno english medium a amake porayla na. Ami actually bolsi, karon ami prochur pera khaitasi, karon teacher ra shobai english a bole, and hothat koira bangla theika english a asha amar jonno prochur tough.

Researcher : eta apni cope kortesen kibahbe?

Participant 06 : ami ashole chesta kortesi, amar onek friend ase oder theke onek help nitasi *accent* ... um ekjon senior ase unar theke help nitesi... ami apu ke boli je ashole emon na je lekhte ekdomi pari na, erokom na.. Lekhte pari kintu amar grammar a kichu problem hoiya jay... ar teacher ra jokhon bole tokhon ami shunar cheshta kori, bujhar cheshta kori, but ami pari na. Catch korte koshto hoiya jay. Karon teacher ra thoroughly bole *mispronunciation* ... english a ami bujhi e na, amar prochur friend der help lage.

Researcher : Apnar gramer institutions ebong shohorer institution er moddhe kono bhinnota lokkho korechen ja apnar english learning journey ke influence koreche?

Participant 06 : Bramon-baria-r teacher ra hoilo jemon giya future dekhe na thikase? Ora shudhu present ta dekhe. Je present a tomar jeta korle result bhalo hoibo tumi oita koro. But shohore dekhlam, shudhu university na school college shob jayga tei bacchader modde future

er ekta chinta dhukay dey... mane bhabhe shikhay je future a eta kora lagbe, job kora lagbe, job er jonno english lagbe, erokom... mane erokom arki...

Researcher : English er proti fear/bhiti kaj koreche jokhon initial level a dhaka ashen?

Participant 06 : haee!! Amar ekhono bhiti ase, onek kaj kore ei bhiti.

Researcher : eta theke improve korar jonno ki different korchen jetar bepare apni ba apnar family age hoyto kokhono bhaben o ni?

Participant 06 : ami learning er jonno coaching a bharti hobar bepare bhabchi jeta ashole age kokhonoi bhabi nai... karon english ke ashole oibhabei dekhi nai kokhono.. Ekhane ashar por amar first chinta etai chilo je amar ekta english learning coaching a bharti hote hobe ar jai hok.. And vocabulary **mispronunciation** amar vocabulary **mispronunciation** **accent** onek durbol. To oijer friend der help ar ekhon chinta kortesi coaching kora lagbe karon tahole ashole ami parbo na. Koydin ar friend ra help korbe.. Aste dhire shob nijeri shikha.. kora lagbe.. Amar friend ra amake movie dekhar advice dey..

Researcher : good advice.. Apni bollen apnader school ta motamoti bhalo school e chilo, tar mane amra expect korte pari eta kichuta updated? Jehtu apni olpo koydin agei eshechen dhaka. Class a kokhono digital kichu use kora hoto poranor khetre ba shikhanor khetre?

Participant 06 : na ekdomi na, onnanno school college theke better holeo eshob kokhonoi kora hoynai.. Slides ki ekhane eshe jansi. Teacher ra oniha dekhato. Boi chara amra extra kichui kori nai, emonki boi tao porato mukhosto. English to ebhabe hoy na ejonno class a kom jaitam.

Researcher : apnar communication a kono poriborton esheche?

Participant 06 : um na orokom na.. Ashole bolte gele esheche... kichu kichu manush er shathe ami english a kotha bola prefer kori, age ashole full banglai prefer kortam. Amar friend ra amar shtahe bangla tei kotha bole karon ami oder boila rakhsi **hahahah** je amar english a onek problem.

Researcher : apnar friend ra to tahole dekhi onek bhalo.

Participant 06 : hae onek help kore.

Researcher : Nice.

Participant 06 : arekta change ase apu, amar parents amake ekhon onek motivate kore english shikhte, oder ke phone dilei jiggesh kore ajke class er pora bujhsi naki... age eta korto na... age orao english ke oto important mone kore nai, bujhto na. Jemon ami ekhane aisha dekhi porikkhay admission a shob question english a hoy.... Ami NSU er exam a eto pera khaisi ..

Researcher : language barrier er jonno kokhono kono opportunity hatchara korechen?

Participant 06 : ekhono to ami first semester ei asi, tobe ami erokom kori teachers der shathe ... amar english teacher er shathe... mane unake ami ki bolbo, amar bhoy lage je ami jodi kichu boli grammar a ulta palta kore bhul bhal bolbo. Vocab er ulta palta hoye jabe, ami kibahbe bolmu tai ami amar english teacher er shathe ekhon obdi kotha bolte pari nai, first semester shesh koydin por.

Researcher : accha eshob charao, boro kono shomossha face korechen?

Participant 06 : haeer asholei ami kehono bhabtesi ar stressed hoitasi... amar parents amake bolse ekta english teacher rakho but english ta amar kase erokom hoiya gese je amar dekhleo mone hoy je ami parbo na. Mane eta ekta bhoy dhuika gese mone hoy je parboi na. Kintu shobai bole english onek easy banglar thekeo. But erporo amar bhoy lage.

Researcher : ai bhiti ta ashole apnar moddhe toiri hoise kibhabe?

Participant 06 : teacher der jonno kichuta, kichu ta surrounding... mone hoy ekhono class er time a je teacher ra amake jani ki boila dey, amar bhoy lage ashole je ami ni ekta grammar bhul hoy, keu ni kichu bhabe.. Mane ekta anxiety bhitore kaaj kore..

Researcher : English shikhar bishoye hotasha bodh korechen kokhono?

Participant 06 : ashole ami kokhono shikhi e nai. Konodin English shiki e nai.. Coaching kori nai.... English shikhar moto poribesh ami grame pai nai... khali grammar diner por din mukhosto koro excercise koro emon.. Dhaka eshe feel korsi onek kichu.. Jekhanei thaki baire jai ba deshe thaki english lagbe, eta ekhon bujhi.. Kintu hotasha theke beshi bhoy lage.. Amar progress korsi kichu ager theke, kintu kotha kom bolar jonno extra help ta ekhono nite partesi na.. Ai progress ta jodio written, speaking a ekodmi kono progress hoitese na amar, practice bhoy ei kora bondho rakhsi ... friends der theke content bujhe nei, oder notes nei, ebhabei agacchi..

Researcher : mmm

Participant 06 : amar proficiency ager theke onek tai progress korse.. Ami mane prochur bhoy paitam dhaka ashar por kotha bolte, english word use korte karon shobai kore dekhtam to maar moddheo bhoy kaj korto... mone hoito bhul word bhul ucchasron korbo.. Dhaka thakar por aste aste ei environment tai amkae onek ta change hote help korse. Shudhu matro regular basis a kotha bole onek joner shathe ami imorovement ta ashche. Amar friend ra amake onek positively motivate kore, bole na “tui ekhono paros na” ulta motivate kore help kore... ora amake shikhanor cheshta kore... eta ekta blessing amar jonno... eta help korse onek tai nahole hoyto ami university chere kichudin shomoy nitam english shikhar jonno... ora bujhe amake onek..

Conversation 07

This participant was thinking if he should answer in Bangla or English. It seemed like he wanted to make an impression. So he tried to use English words and phrases here and there, but some of them were in wrong forms or in wrong pronunciations or in the wrong place. He talked about how face-paced the city is compared to his previous setting which doesn't let people work on their shortcomings. He also criticized his rural and urban teachers for

teaching in ways that felt superficial to him. He studied for IELTS which has helped him in some way but he still struggles and expressed a desire to improve.

Researcher : Amra shuru kori tomar nam, boyosh, kotha theke eshecho, kotodin holo Dhaka acho, kishe porcho eshob kichu background information diye.

Participant 07 : amar nam Ttul, amar age 23, ami ashchi borishal theke. Ami portesi ABC university te EEE te. Dhakay achi approximate 4 years. Hsc er por por chole ashchi, ekhon 2nd year a achi. **accent* *pronunciation* *wrong form of word* ...*

Researcher : apnader bashay earning member kotojon?

Participant 07 : earning member ... 2.

Researcher : baba ki job koren?

Participant 07 : baba hocche agriculture officer.

Researcher : transition er por initial level a kono poriborton lokkho korechen ja apnar english learning ke influence koreche?

Participant 07 : dekha jay je, ami jokhon Borishal chilam tokhon dekha jay je mane...

giberrish* *thinking if he should answer in bangla orokom mass variety people nai. Poribesh ta alada. School ba college porashuna ta prothom thekei ... mane ... continuous ba ... **thinking** simultanous porashuna kortam ... mane kono fak nai, portam oita recap korar shujog thakhto, tokhon mukhosto hoye jaito ar bhalo marks ashto. Kintu university te eshe... dhaka eshe shomoy er komti onubhob kora shuru korlam.. Shob eto rush .. je skill develop korar o shomoy nai... **he goes on and on about how education is different in both places**

Researcher : foundational courses kore kono improve hoyeche?

Participant 07 : amader university te jeta kheyai korsi, 1/2 teacher e shudhu ase jara ekdom proper ba kachkachi ielts system a poranor cheshta korse amader. Kintu maximum gotbadha style a ... previous je ... dhore dhore oirokom shikhay na.. **gibberish**.. Jemon teachr ra baire theke ashe mone kore amra boro hoye gesi tai ar oirokom bhabe care show kore na,

specially amra jara onno dept a pori, teachers ra assume kore ney onek khetre je amra english parbo bujhbo, kintu amra je baire theke ashchi, amader basic je bhalo nao hote pare, shetar dike khub kom focus kora hoy.. Alada ekta care dorkar ami mone kori, ekhono eta dhaka teo lokkho kori nai.. Onek university tei nai, kibhabe thakbe eta to ashole janano hoyna.. Private university te to onek shujog ase english take better korar shujog deyar, i guess eta porichorja korar mot ooi space and resources er bebootha kora uchit jeta ashole fundamental courses a lokkho kori nai... ar shurutei jodi ielts er format a chole jay tahole to ashole fundamental course keno etar nam! Notun jara ashe tader ke ekta spece kore dilo je month jaiya freely public speaking ba neglish a kichu korar... abar etao shotti je shudhu course eo shob shikhano shomobhob na. Karon basic practical je english ta amader lagbe, sheta course diye konodin justify kora jabe na je kototuku shihtesi ba deliver korte partesi... ielts speaking a dekha jay je nervous ba public speaking a nervous ...

Researcher : ielts diyechen apni?

Participant 07 : ji kintu bhalo hoynia, abar portesi oitar jonno. Ar shotti bolte ielts diyei first a realise korsi je ami english a durbol. Dhakay ashar reason o eta chilo je ielts dibo.

Researcher : class er baire erokom struggle face korechen language niye? Communication hote pare ba onno kichu?

Participant 07 : um ta to korechi e .. kintu onnoder comparison a kom bolbo ami, karon amar dhaka ashar mul uddeshhoi chilo IELTS. Abroad er decision chilo, then canada theke rejection ashe.. Then oi theke english er porti... mane aste aste suitable hoite mane ... exchange korar ... mane oita shikhar pore exchange ba practical english ta public speaking deyar por aste aste adapt kora shikhsi je kon mane kon place kibhabe ba ki bepare ki bolte hoy...

Researcher : tahole apni private porechen ba coaching korechen?

Participant 07 : hae ami coaching korsi ar amar roommate chilo ar dekha jay je amar roommate er **gibberish** cousin ra Europe a settle, to oder shathe funtime ba speaking korar karone amar environament ta oirokm chilo. Mane ami shoho amader mess er shobai IELTS korsi...

Researcher : apnar previous english shekhar obhiggota kemon chilo ar eta ekhon thke kibhabe different?

Participant 07 : ashole ki bolbo... amader je “curicullar” oitai amar kache onek baje lage .. karon chotobela thekei jodi apnar moddhe vocabulary input deya shuru na kore tahole to barbe na amader knowledge... age vocabulary then grammar then structure then practice.. Kintu prottekta class a oi gotbadha eki grammar, ekoi porashuna, ekoi ... shudhu porikkhay pass korar jonno... mukhosto bidda erokomi chilo .. choto class theke step by step poray nai, porayle agroho chele meyerao paito. Proper communication toiri hoito. Jemon india te first language hindi hoileo shobai english a more fluent kotha bolte. Oikhane oder surrounding ta oirokomer create kore nise je ekta gorib cheleo english a kotha bolte pare.. Amader ekhane erokom ekta environment toiri korte pare nai.. Grame to nai.. Shohore hoitese aste aste kichu ta..

Researcher : okay.

Conversation 08

This participant praised his varsity teacher while he was comparing them to his previous rural settings’ teachers. But later in the conversation he said that even here his language did not improve because of his teachers. If it improved it's because he took alternative steps outside his classes. He picks words from his environment. In this conversation he talked about the environments and how they have helped him change his mindset and improve his language.

Researcher : Amra shuru kori tomar nam, boyosh, kotha theke eshecho, kotodin holo Dhaka acho, kishe porcho eshob kichu background information diye.

Participant 08 : amar nam hocche Monir, home district hocche lalmonirhat. Dhakay ahsa pray amar dui bochorer moto holo. Ekhon ami ABC univarsity te second year a asi.

Researcher : initial level a dhaka shift howar por apni language niye kono problems face korechen?

Participant 08 : hae, ekhane hocche giye .. mm.. Jemon school college a amader teachers ra hocche temon qualified chilo na, shei tulong varcity-er teacher ra onek bhalo. Onek better. Hoytoba tokhon amader boyosh kom chilo dekhe amra shebhabhe bujhte pari nai. Ar ami english a onek durbol, ekhono improve korte pari nai. Parchi na.. Teacher der kotha bolte gele, ekhaneo khub ekta kichu shikhte parchi na.. Recently movie-tovie dekhtesi, halka, dekhi.. Halka ektu improve hoise.. Echarao class a dekha jay ekhon double monjog dei so classroom thekeo kichu words pick kori jegula age jantam na. Dekha jay jokhon class a nai tokhono mathay english ghurtese, friend er shathe majhe majhe english words and movies niye kotha boli.. Egula different, age school, college a egula kortam na shujog thakhleo.. Ekhon aware beshi ami environment er jonno.. So oi hishabe ager theke improvement ashche kichuta.. Dekhi koi jay, cheshta kori nijei.

Researcher : accha, apnar shathe kotha bole mone hocche na ami english a durbol, apnar keno mone hoy apni durbol?

Participant 08 : amar hocche giye, first of all, amar je course gula ase academic, jekhane english base er jei koyta course ase ba ami korsi, oigulo shob gulote mar result onek kharap, onek mane onek. Hoyto amar speaking ta ager theke bhalo hoise karon dhaka ashar por amar environment amake onek tai force korse charpash theke pick korsi onek kichu, bhabtam shurute shudhu kibhabe accent ta jabe, bhalo kichu friends paisi odersathe practice kore onek tai kotha improve hoileo, lekha ba porar shomoy struggle kori onek. Porar pressure eto beshi je fix korte partesi na jinish ta. Ai problem er karone amar ekta friend drop korse, o onno university te chole gese onno subject porar jonno. Eta charao majhe majhe, ashole shob

shomoy e, sir ra to english ai kotha bole, shudhu class a na, oder kache consultation a geleo ora english ei kotha bolar jonno force kore, emonki na bolte parle onek shomoy kotha shune na ba kharap behave kore. Class a bujhte shomossha hoy pora. Jodio ami eee te ar amader oibhabe english ta lage na, mostly math based e tao dekha jay cornered feel kori sometimes.

Researcher : hmm, accha.

Participant 08 : Ashole choto theke egulo implement korle bhalo hoito. Amar mote shikkhok der **gibberish**.. Vocabulary er upor jor deya uchit.

Researcher : ekhono ki kono shomossha hoy? Hole ta apni deal koren kibhabe?

Participant 08 : shob theke boro shomossha jeta ekhono ami second year a utheo face kortesi sheta holo, presentation. Script likhte hoy, script chara ekdomi pari na ..

Researcher : future a english improve korar jonno kono steps nite agrohi?

Participant 08 : um ashole oibhabe seriously kono step nite chai na, karon jahmela mone hoy.. Ar amar friends ra try korse oder temon help hoy nai.. Tai amar iccha nai. Shotti kotha bolte ami english shikhte chai na. **hahahah**

Researcher : **ahhaha** keno?

Participant 08 : jemon ami boli apanake, ami jodi baire jawar jonno focus kortam taile ami english shikhtam ba focus kortam. Kintu amar baire jawar iccha nai, apatoto kono chinta bhabna nai shejonno amar mone hoy kono rokom varsity ta pass korle, par korle, amar english tao lagbe na ar.

Researcher : lagbe na? Job er khetreo?

Participant 08 : lagbe kichu kichu jober khetre ar shotti bolte eta amar onek unfair lage, keno bhai, ami bangali, jodi ami desh na charte chai tahole keno amar english shikha lagbe? Ami obossho ghete ghute dekhsi, emon jobs khuje ber korsi jegula te salary bhalo ar english o lagbe na temon.. So oto lagbe na arki..

Researcher : hmm, okay..

Conversation 09

This participant had an accent and he tried to hide it a few times but it was coming out strongly in some parts of the interview. He thinks it is normal to have language problems for students who come from rural areas. He said that even though he has improved a lot he still struggles with English. He has a gap in his educational journey, which he didn't want to talk about in detail, but mentioned that it was mostly for his language barrier. He wanted to take it slow as it was too pressurizing to focus on more than one area of his studies. He also praised one of his English teachers, but mentioned that he also focused on memorization while teaching them the grammar rules. He expressed disappointment towards teachers in Dhaka who he thinks are not much different from his rural language teachers. According to him, in this fast paced city teachers rarely spare much time for such students. He also expressed confusion about the foundational course that his university offered, saying “I didn't even understand what that course was trying to teach me”.

Researcher : Amra shuru kori tomar nam, boyosh, kotha theke eshecho, kotodin holo Dhaka acho, kishe porcho eshob kichu background information diye.

Participant 09 : ami hocchi Arif, boyosh koto, 24.. Gramer bari hocche noakhali, ar dhaka te asi onek age thekei.. Pray 4 bochor.. Ekhon ABC university te second year a asi. Earning member ekjoni amar bashay ar amio income kori tuktak. Amar baba busineman.

Researcher : language niye kono problems face korechen initial level a?

Participant 09 : language niyeto ektu problem thakboi, karon hocche giye grame, thakhte thakhte ekta tone chole ashchilo jeta ashole eto bochor dhaka thekeo purapuri jay nai.. Amar obostha ager theke onek better jodio, ami ekhon english bujhi class kore kore, age ekdomi bujhtam na, ar ashole amar ekta gap ase ei gap ta ejonnoi neya.. Slow nite chaisilam pressure hoye jaitesilo shurute.. Arekta kothah oilo giye noakhlai te amar ekta teacher chilo english er,

uni onek bhalo poraten, mukhosto biddar uprei jor diton kintu care niye poraten.. Unar jonno amar kichu ta hoileo concepts clear ase english a. Ar dhaka eshe ekhane eto rush, shobai ekhane eto busy ar kemon jeno jantrik.. To amar obhiggota theke bolte gele ami emon english teacher dhaka eshe pai nai je amar moto students der ektu shomoy niye hate dhore porabe.. Beshir bhag shomoy mone hoito ora janei na ora ki poraytese, eta je amar grame shudhu na, ekhane. University foundation course er name je ki koraylo bujhlam e na.

Researcher : accha jehetu apni bollen apnar noakhalir ekjon english teacher, jini bhalo poraten, uni thik ki ki aspect a bhalo chilen jodi amader bolten ektu..?

Participant 09 : shaharonoto... grammar items jegula jemon narration, voice change egulo uni shundor bhabe niyom bujhay bujhay koraten. Onek details a porayten, bolto je practice koro exercise koro kintu niyom agr bujhay nito.. Eta r arekta hoilo kono shomossha niye gele jharto na. ekhon ektu improve korsi mone holeo, shurute mone hoiutesilo ami aro kharap hoitesilam, karon prothomoto choto thekei english a kharap chilam karon school a temon ai subject ta poraytoi na.. Erpore dhaka eshe dekhlam coaching er name ashole ki khule rakhse eta orai bhalo jane... university te bharti hoye to purai naje-hal obosthay pore gesilam. Amar mone hoy english ekta practice er jinsih, eta practice kora chere dilei ami bhule jaite thaki, dekha gelo duidin class a na gele pore mone hoite thake sir ki boltese bujhtesi na.

Researcher : apnar communication a kono changes esheche?

Participant 09 : na orokom na ashole.. Majhe majhe hoy english a kotha bola kintu dorkar na thakle kori na omon. Jemon presentation thakhle ektu kori naile bad.

Researcher : coaching korechen kono shudhu english er jonno?

Participant 09 : hae dhaka eshe shurutei ami english er coaching a bharti hoisilam ekta, saifurs. Spoken er jonno kintu continue kori nai.

Researcher : apni pichone fire takale, apnar english shekhar ba bebohar korar perspective ki konobhabe change hoyeche?

Participant 09 : hae .. jemon.. Nije nije practice kori mone mone.. Onek shomoy chintao kori na je ekhon practice korbo, just mone monei hoite thake.. Kemne bolbo bujhtesi na..

Researcher : bujhte paris, subconscious learning arki.

Participant 09 : ji ji oitai ... echarao ekhon mone hoy english shikha uchi.. Job er interview disi koyekta, shob guloi english a chilo, so ekhon jekono viva, interview ba speaking er age mone mone bhabi, kibhabe bhalo bola jay, ba kibhabe ektu better howa jay, kintu eta niye onek behsi bhabi na, tokhon abar depressed lage. Arekta kotha ki, gram theke shobai kintu apu dhaka ashe na, jader family ektu shikkhito tarai ashe.. Beshirbhag dekha jay ssc/hsc diye desh chere dey, baire giye kaj korbe kintu etate je oder ki ekta koshto kora lage .. aware na gramer ora, poralekha korleo aware na... so oi awareness ta asche ekhon.. Age mone hoito english shudhu class chara shikha jay na jeta gramer manush ekhono mone kore... kintu workshop er concept ta jodi okhane neya jay, onek benefit ase..

Conversation 10

He said that his school and college's English classes did not help him prepare for his urban life. He emphasized that he is very bad in English because in his school he used to get a limited syllabus and had to memorize model tests, one after the other for his board exams. He also took private classes in his rural settings but even there he was asked to memorize the rules. He said his private tutor never made him understand the rules, instead he handed him a book and asked to read and memorize. He said that he still fears using the language. He also talked about the shortcomings of his university, how it failed to provide him with enough resources and arrange need based foundational courses.

Researcher : Amra shuru kori tomar nam, boyosh, kotha theke eshecho, kotodin holo Dhaka acho, kishe porcho eshob kichu background information diye.

Participant 10 : **asked if he could speak in bangla** amar nam hocche Jafri, amar boyosh 22. Amar home district joypurhat, bogurar pashe. Amai dhaka te ashchi 1.5 years.. ABC university te EEE porchi, 2nd year student.. Amar bashar earning member hocche amar baba ar amaaar bhai. Amar baba krishok.

Researcher : Joypurhat theke jokhon apni initially dhaka ashen apni ki kono problems face korechen language niye?

Participant 10 : ji onek.. Ami ekhono kori. First time jokhon ami dhaka ashi .. **struggling to find words** ami shudhu varisty te amar ekjon faculty ke pai je bogura theke ashche, ar kauke pai nai. To ami nijei ekta eka bharti hoisi, shob ekai korsii.. Bhoy lagto ekhon thik hoye gese..

Researcher : school er english classes ki apnake help koreche konobhabe?

Participant 10 : apu.. Na.. ekhono kortese na.. Jodi keu amake jiggesh kore ami kon subject a shobcheye kharap mane pari-e na taile bolbo english. Erom o hoise je ami jokhon school a portam, amader school a bochore 3 ta porikha hoito .. oikhane hoito jeta je ami english partam na, to maader limited syllabus diye dito beshorkari school a ar amake mukhosto korte hoito model test. Asholei partam na.. To jokhon dekhlam partsi na tokhon private nilam, private neyar por dekhalm je oi sir o mukhosto korayto.. Mane emon je rules na bujhay bolto ai nao boi joto paro excercise koro.. Amrao bujhe na bujhe kortam .. ki bolbo ahsole ... oi dingula ... ekhono majhe majhe mone hoy bhitore bhoy roye gese ei ekta subject er shudhu oi din gular jonnoi.. Ekhane esheo temon bhabhe free space ba resources pai nai.. **gibberish** dhaka te ashar por amar shurute baire jawar chinta bhabna chilo, je bairei jabo motamoti fixed.. Kintu koyekta class korar por realise korlam ashole etotuku diye hobena, aro better howa lagbe.. Ekhon oi cheshta tei asi arki. Chotobelay ekdomi bhalolagto na english.

Researcher : keno?

Participant 10 : amader gram tay english teacher e onek kom, school college er kotha bad diyei bollam.. Jara ase oder poranor policy tai onno rokom. Unara hocche model ber koto, model a first thake hocche article, ... ar egula erokom.. Model porte bolto, to oirokom porte porte excercise mukhostho hoye jeto. Rules pore jaitam na. Tarjonno arki.. Amar nijero oniha chilo ashole kichuta.. Ekhon choto belay choto chilam oirokom bhabe to onek kichui bujhtam na.. Etai. family o amar shikkhito na ar etai norm ami jekhan theke ashchi.. Porashuna ta kora ashole nijer iccha tei agano ..

Researcher : hmm

Participant 10 : university te first semester a jekhon shobai ke bole introduction dite, tokhon ekta bhoy dhuksilo shurute karon shobai ektu onno rokom chokhe dekhto jodi thik moto bolte na partam english a kotha.. Ekhon kichuta better.. *gibberish* .. presentation a shurute onek pera khaisilam, hat pa kapa shuru korislo jeta hoito na jodi amader english ai kotha bola mandatory na korto ba age ektu prepare kore nito.. Shob notun chilo tokhon culture different chilo, adjust korte shobar e time lage kintu eta jodi trauma hoiya jai tailei pera.. Ami eta theke ber howar jonno onek steps nisi.. Nije nije vocab porsi, bondhu der shateh chill kora ektu komay oi time ta poray disi, conversation ta kibhabe better kora jay.. Mane nije effot disi bhaloi.. Ekhon onektai better but aro dur jawa baki.

Researcher : apnar communication a kono change ashche?

Participant 10 : na omon na.. Mix language e use kori.. But hae amar ekta roommate ase jar shathe ami english a kothab oli majhe majhe, o baire jabe tai practice kora hoy or shathe.. To oita ashole amake kichu ta help korse bolte paren communication a english include korata.

Researcher : accha.

Participant 10 : apnake ekta jinish bola hoy nai.. Ami last semester ta drop disilam, shudhu matro english shikhar jonno .. jehetu ekhono mone mone amar baire jawar plan ase ami boi

pori bashay kintu last semester jeta gap nilam, oi tokhon purata time english er pichonei disi. Amar drop deyata ashole emon na je age better hoye nei english a jeta o korse *pointing to his friend* amar to shuru thekei target chilo je baire jabo oi jayga theke kora. Ielts er score ta amar jonno dorkar amar hoise, career er jonno o bhebei ai shidhanto ta nisilam .. bhoy ta ager theke komleo ekhono bhoy kaj kore ektu ektu.

Conversation 11

He mentioned that his rural education was mostly academic focused, meaning a student only focused on getting good grades instead of learning. They also did not have to do this about skills. This perspective has changed after he moved to Dhaka as now he has to focus on both academics and skills. He also said that even though he is an engineering student he is having to learn English parallely too, to be more socially accepted. He also had good things to say about his rural language teachers. He specified how his language teacher started teaching from the root level. He used to follow books and design lectures, collect resources from different books and then deliver the lecture. He focused on understanding and comprehension. His teacher even gave them freedom to choose essay and paragraph topics when they were learning how to write them. He said that because of his teacher he didn't struggle so much like his friends. Also this participant's mother is a primary English teacher who was always involved in the participants' language learning journey, from his childhood. This has helped him immensely. He does not fear using the language and is confident which was lacking in most of the other participants.

Researcher : Amra shuru kori tomar nam, boyosh, kotha theke eshecho, kotodin holo Dhaka acho, kishe porcho eshob kichu background information diye.

Participant 11 : nam hocche Abir, boyosh 22 bochor, ami hocche lokkhipur theke eshchi.. amaar gramer bari lokkhipur, lalmonirhat jela. Dhaka te asi pray 2 bochor 7 mash hoye gese.. Second year a asi ABC university te EEE te.. Bashay earning member 2 jon, Baba hocche businessman ar ammu hocche primary school er head teacher.

Researcher : Okay. Apni tahole hsc er por por ekhane eshechen. Initial level a kono challenges face korechen? Language niye?

Participant 11 : porashunar system ta totally different.. Different ei sense je ekhane jemon ami engereeing portesi kintu amakeo english pora lagtese class a hokh ba socially accepted howar jonno hokh, lagtese.. Eta shurute ektu kothin lagto.. Ekhon eta je ami boro hoisi dekhe mone hoitese bepar ta emon na.. Parthokko ta charpashei .. ami ekhono jokhon grame jai, jehetu ammu head teacher majhe majhe bashay onno teacher ra ashen, but oikhane alada kore nitto-niimittik bhabe english er bobhar nai ba keu expect o kore na, ulta shuddho bangla bolleo takay. Gramer bepar ta hoilo academic based, mane academic ta handle kora bas.. That's enough for them.. But dhaka te ashar por bhibinno mentality-r manush der shathe porichoy, to ekhane academic + skills, duita jinish kei ekhane shoman praddhanno dey.. Parallaly kaj kora lage na chaileo.. Emon na je option ta amar hate just etai norm ekhaner.. Theme gelei pichay jawa..

Researcher : apnar english shekhar obhiggota kemon chilo? Apni ki mone koren apnar ager obhiggota apnake dhaka eshe cope korte help koreche?

Participant 11 : amar english sir to be honest, khub bhalo chilo .. uni ekdom amader root level thekei ... onek advance level er kore gore tulse. That's why .. um.. boi follow korten kom, nijer moto kore uni lecture banaten, onek boi pore, resources collect kore nijer moto kore ekta banay amader delivery korto. Bujhanor upore jor dito, mukhosto biddar upor ekdomi jor diton na.. Uni mainly,.. kon jayga theke ekta concept ashtese, mane root level jetake amra boli .. pura jinish ta uni amader shundor moto explain kore porato. Uni amader

paragraph, essay egulao shundor kore poraten.. Jemon, uni amader choose korar shadhinota diten, mane jokhon amra class a practice kora shikhtesilam arki .. to jei topic niye kaj korte chaitam , to oita niye .. jehetu amra bangla .. ***gibberish*** amader brain a ekta line create hoye ase bangla te .. mane bangla te bhebe, oi jinish ta english a translate kore just likhtam .. uni amader vocabulary ekta list disilen jegula sob basic words cover korto, oikhan thekei amra words portam ar paragraph translation a help hoto..

Researcher : apnar bondhu ra jara apnar motoi dhakar baire theke esheche, oder theke apni keno ektu different?

Participant 11 : amar english teacher, jini grame chilen unar jonno kichuta conversation skills amar build hoisilo jar jonno ami dhaka eshe eto ta shock khai nai jotota ekhon amar friend der theke shunlam.. Jodio eta purapuri to ar build kore nai .. kichuta korse arki. Amader sir ra amader bolsilo kichu jinish jemon, dhaka gele tomra ai ai jinish gula face korba emon.. Amar jonno complete shocking chilo na arki.. Abar ekhane ashar por kichu bhinno experience o hoise.. Aitar jonnoi arki mone hoy .. initial level ami oto ekta bhasha-goto shomossha face kori nai to be honest.. Amar family onek supportive chilo age ar ekhono.. Ar amar ammu hocche giye primary school a english teacher to... to chotobela thekei amare english er proti effort dito bashay, boro korse bole bole je amake english a bhalo hote hobe.. Ejonno jate dhaka ashi jokhon tokhon jate eshob shomossha na face kora lage karon ammu janto erokom hoy.

Researcher : accha apnake jiggesh kori, apnar ammu tar class a kibhabe poran? Jehetu english teacher?

Participant 11 : Amake jiggesh korle ami bolbo bhaloi poran, jodio primary level a grame english teacher ra bhalo poran na, amar ma shochenton chilen shobshomoy e .. uni banan poraten khub shundor kore, syllable bhenge bhnge, mone rakhte shubidha hoito .. onek parto

na boro banan mone rakhte ammu eokhon bangla te pencil diye words er niche niche likhe dito, erokom arki...

Researcher : English shekhar bishoye kokhono hotasha bodh korechen?

Participant 11 : Na ashole, oije amar ekjon english teacher chilen, uni choto thekei amader bolten je tomra jokhon higher education er jonno jaba kothao, desher baire na holeo jodi gram chere jao tokhono lagbe english. To oi chinta ta chilo mathay choto thekei. Age thekei jantam je english medium a ekta time a shift howai lagbe ar jehetu sir bhalo poraten, ami bhalo bujhtam to ekta interest o kaj korto, cool mone hoto.. So bhoy ta oi dik theke amar kom.. Amar mone hoto effort dey, aro bhalo kori.. Mojar bepar eta je amar grammar bhalo lagto, pore moja paitam ekhon eta ammur jonno o hote pare, jebhabe bashay porato, to nije thekei shikhtam.

Researcher : apnar drishtibhongi ki change hoyeche english shekhar ba bebohar er bepare?

Participant 11 : hmm bola jay hoise ek dik theke .. jemon shohore ashar por amra jetake boli ... socialism .. socialilsm er khatire shohore ashle kichuta english bola lage .. jemon shob kichu bangla te bolle odd lage .. jemon table ba glass .. sherokom english shekha ta actually je bhalo chilo ... tokhon theke bhalo kore porata ekhon feel kortesi je bhalo kore pora uhcit chilo .. aro bhalo kore arki tahole hoyto socially ariktu hierarchy te thaktam.

Researcher : school a mone hocche tahole apnar favour subject english chilo?

Participant 11 : hae. Dhaka ashare age amar english fluency mid chilo ekhon upper mid bola jay.

Researcher : accha accha...

Participant 11 : etar karon o ache .. jemon amader school ba college level a game a jeta kore, speaking er porti kono nojor dey na.. Varsity te amder, jara english dept er na, oder jonno duita course thake jekhane speaking er ekta part thake.. Jeta bepare jodi school college eo ektu focus kora jaito, thik ase rules bujhlam, vocabs porlam, banan shikhlam .. but

sentences form korao jodi aste aste oi level er teacher ra ektu ektu dekhato tahole hoyto improve ta aro fast ashto. Ekho in jemon ekta concept bujhleo pura, likhte pari na bhalo moto.. Hoyto main mudda ta likhi kintu description chaile mara khai..! Ekho in presentation dite dite fluency ta age theke bhalo holeo onek kaj ekhono baki, script lage. Arekta hoilo ami onek fast kotha boli, hokh bangla ba onno bhasha te .. to jodi lines form na hoy tokhon ekta line a atkaile pura atkay jai.. erokom..

Researcher : hmm.. Okay.

Conversation 12,13,14

it was a group conversation with 3 participants

These three participants got themselves admitted to CA firms after their hsc when they first moved to Dhaka. Two of the participants said that they initially had problems with the language but after they reached out to a mentor available in their CA firms who advised them to attend a content based language course. After that they could gather confidence to approach their mates and their affective filter dropped, meaning their feelings of anxiety and fear were reduced. They had proper guidelines which helped them.

Researcher : Amra shuru kori tomar nam, boyosh, kotha theke eshecho, kotodin holo Dhaka acho, kishe porcho eshob kichu background information diye.

Participant 12 : Amar nam Israt, amar bari chadpur, dhaka achi ekhon 2 years+... dhaka eshechi CA porar jonno, eta kintu job na, oneke milay fele, eta ekta professional degree... amar roommate noakhali theke esheche, o o CA porche amar shathe.. Oh ar amar boyosh 27..

Researcher : dhaka move korar por initial level a kono problems face korechen language niye?

Participant 12 : ashole problem bolte, ancholikota ta chilo, kintu kajer jaygay ekhon amra shobai smart. Keu to ahsale oirokom bhabe prokash kori na ekhon ar.. Ar emni initial level eo ami problem face kori nai, eta ami bolbo, karon onno der comparison a ami ashole ektu boro hoye move korsi dhaka te.. Ekdom hsc er por e move kori nai, so ..

Researcher : accha .. apnar dhaka ashar age apnar english er proficiency kemon chilo?

Participant 12 : bhalo chilo, languageer bepar ta ashole nijer o korte hoy, teacher der charao .. teacher rao amar bhalo chilo.. Ar english a ami bhalo thakhlei je mai bhalo kotha bolte parbo oita to ashole na.. Nijer kache ba nijer proyojone nijke develop korar jonno o to manush ekhon onek kichu kore, listening kore .. to amar khetre beshi amar nijer motivation tai kaj korse .. ar oije bollam dhaka ektu boro hoye shikft hoisi around 24-25, to amar hsc er por jokhon ami chadpur chilam ar ami prothom hate phone pelam, friend circle boro hoilo, dhakar kichu friends hoilo, tokhon aste aste nijei better korar try korsi.. So oitai ashole amake prepare korse, jar jonno dhaka eshe onno der moto eto serious english proficiency niye problem a pori nai, at least communication level a arki.. Tobe hae CA te dhakar por content based ekta course amar jonno mandatory kore disilo amar mentor tokhon oita kora lagsilo amar academics er jonno.. Amader ekhono firm a jokhon sir ra ekta instruction dey thik ase uni english ei dilen, ami course o korlam, kintu ami jodi nje practice na kori tahole agabo kibhabe..

Researcher : dhaka eshe tahole apnar alada kore english er kono course korte hoyni?

Participant 12 : na na, kintu dhaka ashar age ami online a ielts er jonno ekta course korechilam, exam dei nai.. etai.

Researcher : accha ami jodi apnake jiggesh kori apnar english language learning journey te, aije bollen onno der comparison a kono problem hoyni, sheta keno hoyni bole apnar mone hoy?

Participant 12 : um, jodi summarise kore boli tahole, amar financial backup bhalo chilo mane abbu ammu kokhono force kore nai, bashar shobai earn kore, unara shobai onek supportive ar motivating chilo shobshomoy, teachers ra amar helpful chilo bhaloi, at least hsc er pore jader peyechi ora onek effort diyei poraten, to motamoti shob kichui amar perfect chilo.. Ejonnoi i guess ami english a ektu suffer ta kom korsi eshe.. But amar ekhono mone hoy amar onek develop kora lagbe.. Jemon ami 100 te 50 na holeo, 60 te asi.. Arikto develop hote parle bhalo.. But chalay nite parbo.. Ar arekta bepar hoilo amader entry te je exam hoy oita ektu high level er e, plus ekhane thakhte thahte oi change ta chole ashe, mane fluency jeta arki, jemon ami jodi alada kore courses na o kori amar kintu everyday ekta change ashtese language use a, ami pick kortesi hoy amar firm er poribesh theke nahoy je client der shathe kotha boli tader theke.

Researcher : jodi jiggesh kori apnar ager theke ekhon er improvement ta ke apni kibhabe dekhen, tahole ki bolben?

Participant 12 : improvement to obosshoi, onek onek improvement.. Karon academic porashuna jeta masters porjonto kore ashchi, ekhon to purai alada.. Ekhane shob e practical.. Amar kaj thke shuru kore language skills, shobi practically shikhano hoy..

Participant 13 : apur experience er motoi amader duijoner experience same.. Kintu apu masters kore asholeo amar ashchi inter kore..

Researcher : Oh tahole to experience ektu bhinno howar kotha..?

Participant 14 : CA firm a ashar por amra english niye otota .. language niye problem face kori nai ..

***participant 14 was trying to shy away from the conversation saying she had the same experience and never faced any problems with the language. But she was clearly finding**

it hard to converse, and was constantly trying to find english words to use .. she also had an accent*

Researcher : kono coaching korechen kokhono english er jonno?

Participant 14 : *nodding no* ... jegulo bookish language chilo oigulo teacher er maddhome pora hoise, extra bhabe je nijeke e kora, oibhabe kono kichu kora hoy nai..

Participant 13 : hmm.

Researcher : apnader baba ki koren ar bashay earning member koyjon?

Participant 14 : amar baba dolil lekhok ar amar bashay earning member 2 jon.

Participant 13 : ar amar bashay 1 jon earn kore, amar baba, uni bideshe thake.

Researcher : oh apnader nam ar boyosh?

Participant 14 : amar nam Rehana, ar amar boyosh 22 running.

Participant 13 : amar nam Warda, amar boyosh 22.

Researcher : apnara duijoni hsc er por CA te dhuke porsen?

Participant 14 : hae ekhon, first year shesh kore 2nd year er majhamajhi asi.. 15 mash..

Researcher : Accha jodi apnader language problem niye jante chai, jehetu apnaro hsc er pore eshechen, she khete language niye kono problem face korechen kina dhakay ashar por initial level a?

Participant 13 : ami boli, amar problem hoisilo.. problem ki ami science er student chilam, ar CA te eshe shompurno commerce background, amar jonno ektu problem hoisilo.. Ami onek words bujhtam na finance er.. amar bari hocche ekdom grame, noakhali te ekdom grame.. To oidike je primary, high school gula chilo jegulo te ami pore ashchi, teacher ra ekdomi bhalo kore porato na, specially English er proti onek obohela ase ekhono. Primary bolen ba high school bolen, oigulo te ektu o bhalo kore poray na. Ami private school ao porsi, private school a kichuta alada holeo, dhaka theke onek different.. Ar choto thekei ei

environment pele onek bhalo hoto.. Ekhon dekhay jay jinish gula, bhashar khetre arki, naturally ashe na .. effort double deya lage.. Amar cousin ra ase jara ekhon oidiker school college a portese, oder theke golpo shuni ekhono.. Ora class 6-7 a pore tao jodi dhakar ekta bacchar shathe tulona koren, ora nijeder nam, baba mar nam o english a likhte pare na. School er teachers der dosh ache, abar family o onek tai oshocheton .. ora je oshocheton etar beparei ora aware na ..

Researcher : apnader teacher der role er bepare ektu bolun, ora ashole class a kibhabe baccha der porato ba ekhono kibhabe poray jar karone bacchara ekhono pichiye ache?

Participant 13 : amar dekha jototuku arki, teacher ra hocche ki, jei students ra teacher der kache private pore oderke exam er age proshno diye dey ar orai shudhu marks pay exam a.. Likhleo marks dey, na likhleo dey .. syllabus bolteo temon kichu follow kore na .. erokom. Basic ekebarei toiri hoy na ei karone ..

Researcher : parental involvement kemon chilo?

Participant 13 : ashole, o mane .. oita to prottonto gram to oidike ashole baba maye der ..

Participant 14 : shobai na .. kichu kichu baba ma ase shocheton.

Participant 13 : hae, kichu kichu ase .. mane duita milayeri arki .. gramer baccha der porashuna ekdomi hocche na. Apnar hocche giye, class 10 porjonto ora kono mote exam diye .. ya kore ... desher baire jay. koto visai to ase, desher baire chole jay, ba dhaka eshe struggle kore .. mane struggle ora korei .. emon na je ora financially baje obosthay ase ejonno suffer kortese ba kore .. oder just kono basic e toiri hoy na ... grame education ta, specially english ekdomi nam matro shikhano.. Ejonnoi dhaka te eto manush ashe ssc/hsc er pore ekta solution khujte..

Researcher : apnar experience private school a different chilo?

Participant 13 : hae kichuta... ar school thekeo beshi amar baba ma onek shochenton chilo shobshomoy.. Amar bhai amake bolse dhaka ashte porashunar jonno.. So oi motivation ta

chilo chotobela thekei.. English er durbolota tao tai kom amar.. Ami fluent na, speaking a problem hoy, but ami reading a bhaloi asi.. Writing eo help lage bhaloi .. kintu ekta je ase bhoy pawa english use niye, eta nai .. amar private tutor chilo grame thakhte, oi tutor tar jonnoi ami mone kori amar english er basics onek clear onnoder tulonay, aro jara friends chilo doer dekhsi struggle korte ..

Researcher : hmm..

Participant 13 : ar amar cousin der o dekhsi, orao kintu english er jonno teacher paise, kintu ora ashole serious e chilo na temon karon janto na ba hoyto bujhto na je english eto important .. gramer school er teacher ra to beton pay shorkari, to oder eto matha betha nai kon student bujhlo na bujhlo.. Pora parlo na parlo .. eto chintai korto na.. Bolte lojja lage kintu ami emon o teachers paisi jara class a eshe porano bade ar shob korto...

Researcher : jemon?

Participant 13 : apu kibahbe je boli, khubi lojjar bepar ashole .. female teachers hole ekjon arekjon er mathay tel diye dito, shelai korto .. khubi lojja lagtese nijer school er teachers der bepare eshob bolte, but etai hoite dekhsi...

Researcher : egulo to onek ager golpo, ekhono ki emon hoy adou?

all three of the participants shoutingly and surprisingly said yes at the same time

Participant 13 : Allah ki bolen, hae.

Participant 14 : hae! Gramer dike to khubi common, ekhono hoy.

Participant 12 : ekhono hocche! ssc/hsc er result dekheli onek kichu bujhben.. Ebaro dekhlam 400 koto school a jeno english a full fail. Students, teachers, guardians - shobar dosh .. ***laughing***... emon to na.. ***got interrupted by participant 14***

Participant 14 : amar chchato bhai, choto .. oke ami jiggesh korsilam, tor to shamne exam porashuna kortesos naki fial korle ki korbi **heavy accent** .. bollo or ma chinta korbe, or matha betha nai. O kintu ekta sentence o english a likhtepare na nije theke..

Researcher : accha, ai proshno ta apnader tin-joner jonnoi.. Dhaka ashar por initially apnara classes a kibhabe survive korechen, considering ekhane shob lectures english ei deya hoy?

Participant 14 : ami to hsc diyei chole ashi dhaka ar science theke ashchi, ar CA ekdomi different, bolte gele purai corporate mane university-r moto holeo kichuta work work environment beshi.. CA firm a jei dhorer language use hoy oi dhorer language shomporke ami ekdomi obogoto chilam na **she meant corporate lingo** .. to ami firm a eshei prothom ai type er language shunsi .. financial kichu terms chilo, tarpor ekjon arektjon ke address korar jonno kichu specific terms use korto, egulo ekhanei shikhsi.. First a problem hoisilo egula bujhte kintu, content based jei course ta amader kora lagsilo oita korei amar onek improve hoisilo... ar apura chilo dekhe oder shathe converse korte korte onektai ekhon improve hoise.

Participant 12 : hae ei language gular shaytje o ekdomi porichito chilo na arki ..

Researcher : hmm bujhteparis, content and communication er khetre arki..

Participant 13 : hae. Amader tinjoner e ICB theke ekta content based english language course ar basic communication er ekta workshop mandatorily kora lagsilo.. Eta coronar age chilo na, coronar por chalu korse.. Ai arki, eta 1 mash er chilo..

Researcher : ai transition er maddhome apnara emon ki differences lokkho orechen ja apander english learning journey te motivation ba demotivation hishebe kaaj koreche?

Participant 14 : amar khetre hoise ki ami to game boro hoisi, oijonno game .. oibhabei kotha bole .. to .. ekhane aisha hocche shobai ke dekhe... jemon age CA firm a jawar age mpne hoto je english ei hoyto shobai kotha bole tai ektu bhoy lagto, kintu ekhane eshe dekhalam ashole oto na jotota shunsilam.

Participant 13 : amaro age mone hoito eta, kintu na erokom na ashole.

Participant 12 : amar temon problem face korte hoy nai.. Ar ashole boro hoye gesi to tai hoyto ekhon oto mone nai amar. .. amar orokom serious kono difference ami at least face kori nai..

Researcher : apander English language use niye kokhono bhiti kaj korse?

Participant 14 : hae amar korse.. Karon ami onnorokom ekta poribesh a boro hoisi.. Jokhon first viva disilam ami, amake bolsilo interview te je, amader kichu bideshi client der shathe kotha bola lagte pare ekdom full english a .. tokhon ektu bhoy kaj korsilo je parbo kina ..

Researcher : okay ..

Conversation 15

This participant said that she moved to Dhaka at an early age (did her college here) which has helped her to have a better English proficiency in English than her other roommates. She said she built a habit of naturally picking English from her environment and she thinks it happened to her because she moved at an early age. She said that she used a word unintentionally that she might have picked subconsciously before. However, she said that she never felt any difference in the ways schools and colleges teach English, whether it's rural or urban. In both her rural and urban settings teachers used to follow exercise books and ask students to memorize rules. She started to feel the change once she got into university.

Researcher : Amra shuru kori tomar nam, boyosh, kotha theke eshecho, kotodin holo Dhaka acho, kishe porcho eshob kichu background information diye.

Participant 15 : Amar nam hocche Pihu, amar boyosh 23bochor.. Amar baba bari cumilla te .. ar dhaka te achi 4 bochor.. Ekhon SYZ university te achi .. amar major biochemistry.. Ekhon 2nd smemeste choltese ..

Researcher : earning member koyjon apander bahsay?

Participant 15 : amar bhaiya ar amar abbu. Amar baba bank a job kore..

Researcher : dhaka ash ar por apni initially english niye kono problems face korechen?

Participant 15 : um .. na amar language niye kokhono problem hoyni..

Researcher : jodi jiggesh kori keno?

Participant 15 : um .. ami ahsale shcool college a temon jaitam na .. amar college chilo dhanmoindi te ami oenk young age a dhaka move korsir, ejonno hote pare je amar environment ta early change hoise dekhe amar naturally picking er ekta habit hoye gese.. Jemon oidin ami subconsciously ekta notun word use korsir jeta ami kothao porir nai, just shunsi koyekbar, but ami conversation a unintentionally use kore felsi.. Ar emni amar experience theke jante chaile, amar school ba college er teachers, sheta shohor hok ba gram, ami kheyar kore dekhsir ora mukhsto bidda tei beshir jor dey, exercise korar jay diner por din .. So school, college er teachers theke ami temon help pair nai honestly ... nijer nijerke poraysir .. University te uthe obbsshoir bhalo teachers pairsi... kintu er age bhalo poraysir amake amar senior bhai ba apu ra ba bairer teachers, othoba ami nijer nijerke english poraysir .. to ejonno ami aone korir english niye amar problem kom hoise. Ar university te uthe first mone hoise ektu struggle hoyto korte pair jehetu communication theke shob e English a korte hoito, so ekta pressure unwillingly cholei ashe ekhane .. kintu nijer upor confidence chilo.. College amar dhak te holeo oikhane shob bangla tei hoito ar khub beshir ekta different na gramer school theke .. hae ekhane ekta structured routine thake kintu poranor belay most cases a jor dey memoriazation ei.. Exercise bhittik porahsuna.

Researcher : jodi apnake bola hoy apnar gramer english classes ar dhakar english classes er moddhe kono difference lokkho korechen kina apni ki bolben?

Participant 15 : um amakej iggesh korle to bolbo ami kono difference e lokkho kori ni, karon ami dui jayga thekei kichu shikhi nai .. kintu hae culture a ekta difference chilo .. ekhane class ar class er baire english a fully kotha na holeo, mane kibhabe boli .. shob miliya ekta emon poribesh e chilo jeta apnake feel korabe english er use ba english shikha koto joruri.. Jeta amar gramer school a chilo na .. ejonno ami early age a ashate feel kori majhe majhe je amar onno friend ra jara hsc diye esheche dhaka te oder obostha ta bhaloi kharap... ar dhakay choto thakhte ashar por arekta jinish hoise, ami english movies and series dekha shikhsi, kichuta peer pressure ei shikhsi bolte paren .. memes, social media egula te dhukhle feed thekei onek kichu mathay chole ashe ...

Conversation 16

This particular participant had the opportunity to move around her rural area for her education as her father used to do a government job. She had the chance to study in schools which were outside her rural areas as well for some time. She could tell me a lot about her whole area and she did. She said that even after going to so many different schools and colleges, the actual change in her language started to occur after she moved to Dhaka. Though she said that she's still struggling with her language, it is better than what it was before. She talked about how her current environment forced her to adopt the language. She started working in media which also required her to have a better English proficiency and she sometimes feels a little different because of her language skills. She also mentioned that her schools and colleges used to focus on memorization because of which she still finds it hard to cope.

Researcher : Amra shuru kori tomar nam, boyosh, kotha theke eshecho, kotodin holo Dhaka acho, kishe porcho eshob kichu background information diye.

Participant 16 : accha .. ami Nilima, BCD university te english a portesi.. Ai university te porar shubade amar dhaka asha .. amar hometown kushtia, chudanga te but amar boro hoye uttha Barishal a.. Karon amar baba oikhane chakhri korto arki .. pray 3.5 years holo dhaka achi ..

Researcher : Bashay tahole earning member ekjoni?

Participant 16 : hae.

Researcher : tomar school college niye bolo.

Participant 16 : amar school college onek change kora lagse life a, babar chakhir jonno.. To shei subade amar onek school college chilo.

Researcher : accha jehetu tomar onek school college ai pora hoyeche tomar gramer, tumi amake ekta generalised idea dao tomar english learning shomporke.

Participant 16 : ashole, dhaka ashar por mone hoise, je dhakay porashunar man ta jerokom arki, bishesh ingreji shikhar je bishoy ta, language er upor je jor ta dey, shudhu class a na class er baireo, oita ... bolte gele eto school college je change korlam erokom kothao e pai ni .. amar beshir bhaag school college ei grammar based jei porashuna ta sheta tei focus kore ashche .. jemon ami jopdi boli amar ekta school chilo sholok game, barishal er .. oikhan theke ami hsc disi. To oikhane jokhon portam amar english er skill ta emon chilo je hoyto ami reading writing a khub bhalo partam, grammar o porato, mane onek school ase je teacher ra onek agroho niye poray but emon onek shomoy ase je speaking er upor ora oto jor dey na arki .. to ai jinisch ta ami jokhon university bharti hoisi, even ekhon porjonto ami ai jinisch ta onek face kortesi .. jehetu ami bangla medium theke ashchi .. to amar ... mane .. ekhono hocche cope up korte shomossha hoy .. to ekta generalised idea dite gele etai bolbo je mukhostho bidday jor dito, practical use er bepare kokhonoi bolto na, majhe majhe rules bujhato kintu

ultimately mukhoster dikei jeto .. speaking a zero focus chilo .. egulo university te eshei realise korsi ..

Researcher : hmm.. Kono specific ghotona english classes niye ja share korte chao jehetu onek school ei porecho?

Participant 16 : umm ... hae kichu interesting stories ache jehetu amar school college onek gula chilo .. ami jokhon shorkari girls school a porsi tokhon shekhane class thik moto to nitoi na teacher ra.. Onek shomoy shudhu captain der .. mane class captains thakhto oder ke janay dito next din ki pore ashte hobe ar bolto ora jate shobai ke bole dey .. tara class a ashtoi na.. Eta beshi hoito english class gula te .. amar mone hoy amader deshe choto choto shohor gulo te ba choto choto thana ba jela gulote... uh .. real life communication er bepar jeta arki, oita onek kom .. ora hocche text-boi er moddhei shima-boddho thake, amader kibhabe creative writing, creative ekta ... mane reali life communication jeta oita onek kom ... dhoro amader practice korayte pare .. jemon ingreji class a kintu je english teacher thakhbe tar kokhono amar mone hoy na ... she jehetu amader shikhaache, tar kokhono onno language a ba bangla language a kotha bola uchit na.. Kintu ai niyom dhaka teo shob jaygay mane na shekhane gram to onek durer kotha .. bangla to bangla, she full dialect use kore kotha boltese .. students ra jodi different kichu class a na pay ora shikhar idea ba motivation ta pabe koi theke. Ar hut kore university te eshe shob subject ekebare english a hoye jay .. eta je shudhu ami english department a pori dekhe boltesi ta na, shobar e problem hoy .. amar flatmate EEE te pore, or o onek problem hoy day to day life a .. university te .. amra bangla medium theke plus gram theke jara ashi, oder prothomoto ekta limited syllabus thake plus ora limited practice er shujog ebong obbhash niye ashe ekhane .. jodi korea, china ba japan er moto hoto je phd porjonto matri-bhasha tei kora jecche tahole gramer school gula nahoy language class niye khamkheyali korte pare, kintu amader deshe to shob jayga tei ekhon english chara chola jay na tahole choto thekei keno all over bangladesh er students der ke etate prepare kora hoy na?

Eto school college change korsai ai factor ta kom beshi shob jaygay same e dekhsi, to ei bepar ta ektu interesting laglo ..

Researcher : hmm..

Participant 16 : karon amader to bangla te masters phd korar o shujog nai, ekta ase je option ase accha kore gelam .. option o to nai .. ejonno amar mone hoy choto thekei school college a hokh shohor gram, students der ektu care er shathe english sdhikhano uchit .. English bolte mukhostho na, concept after concept na .. practical shikkha ta.. Speaking and listening .. egula shikahno .. udahoron diyei poraylo .. obhostho kora ta joruri..

Researcher : jehetu tumi bolla je tomar ekhono cope korte problem hocche, ekta bhiti kaj korche language use niye even after 3.5 years .. ei bhiti ta ashole kibhabe build holo tomar moddhe?

Participant 16 : ajker e ekta example jodi dite jai, ajke tomar ei interview er age amar ekta presentation chilo .. ami eto bochor .. Pray 3-3.5 bochor hoye jacche amar ekhane tarporo amar mone hoy je sentence make kora, hut kore .. mane jekhoni preparation niye ashi, tokhon ai jinish ta bhalo hoy.. Kintu amra jemon banglay khub normally kotha boltesi, amra keno english a eta ekhono pari na? Mane ekhono ekta jorota kaj kore.. Hoyto eta proper practice er obhabe .. amar mone hoy je .. even university level eo; school college a to kora uchit e - alada ekta mane shob shomoy e jate ekta practice er upor thakhte pari erokom ekta jate .. dhoro - ekta mandatory class korte pare jetay shudhu english speaking er upor jor deya hobe. Eta university te jekono level er students e jate eshe help nite pare oi accessibility tao dite hote hobe .. taile hocche ki .. dhoro tana practice er upor thakhle koyek bochor, at least throughout 4 bochor, tahole to improvement ashte baddho.. Real life a amra ki ki conversation face korte pari - jemon, grocery kinte gelam ba travel er direction jiggesh korte chai.. Emon different type er content er upor real life practical knowledge provide korar ekta system build korle amar mone hoy university students der onektai improvement ashbe.

Researcher : tomar mone hoy emon beboস্থা nile university theke students ra ashbe?
Considering the already busy schedule they live with everyday?

Participant 16 : hae, jader dorkar tara shudhu ekta oppurtunity khuje.. Ekbar chalu kore gele jodi kichu students ra benefitted hoy, onek students rai hocche ei field a struggle kore, 50% minimum to hobei jara etar need feel kore ekhon etake oder need based onujayi shajano o ekta challange .. interest feel korle obosshoi ashbe .. jemon amar ajke presentation dite giyeo mone hoise amar english ekhono onek durbol.. Karon ami banay bolte partesi na on the go, jeta likhe ansi oitar uporei bola lagse... ami jodi amar kotha boli erokom jodi system chalu hoy ami nijei interest feel korbo je oitate participate korar jonno. 3-3.5 years of uni and to be honest ekhono ami ekhane fully students der jonno availe kono language help er unit pai nai, eto nam kora university .. porashuna jodi course bhittik e hoy tahole to pressure barbe amader jorota katbe na..

Researcher : accha jehetu tumi media te kaj koro, tomar kokhono mone hoise language niye problem hocche? Kothao ektu shudhu language specific class korte parle bhalo hoto to fast forward your career?

Participant 16 : hae, eta bish-shash koro amar mone hoise, even ami chaisi o.. Kintu amar academic pressure a, amar bairer pressure er jonno ami kore utte partesi na.. Kintu amar mone hoise, jehetu ami media te kaj kori, bibhinno jaygay interview dite hoy, event a gele mic er shamne kotha bolte hoy, to onek shomoy ase je oikhane jodi bhulbal english boli tahole viral hoye jawar chances ase .. to ami eta niye khubi chintay thaki ar kothao na kothao etao amar moddhe ekta fear create kore rakhse .. kichu interview te nije thekei jai na ei bhoite je jodi bhul kichu english a bole feli .. kintu tumio amake chino ar personally je amake chine amar kaj dekhse, amar proshongshai korse.. But ai language use er dik ta kichu dik theke amar hat theke opportunities niye jay .. ami gotokal rateo eta niye bhabsi .. je ami korbo ei dik ta improve, specially amar english speaking ta .. korbo korbo kore ashole ami .. coaching

na holeo ami youtube dekhe hoelo practice korbo, kintu eto pressure academics er je oibhabe time e pai na .. jemon amar ekhane admission er time a kintu amar interview nisilo, pura admission tai paisi oral communication er upor bhitti kore ar tokhon pura conversation amake english ei kora lagse .. tokhon ami gram theke eshe hut kore kothao coaching kroar shujog pai nai .. ar etao bujhsilam je amar bhasha niye struggle kora lagbe karon onnanno admission a dekhsi english a marks bhalo ashe nai .. to tokhon nijei practice korsi bashay ar amar ei university te admissions o hoye gese.. Tokhon hocche pray 15-20 din er ekta preparation nisilam English speaking er upor.. Online kichu courses korsilam, daily conversation er oi jaygay tay jor disilam, jate ekta question korle english a answer dite pari .. to tokhon 15-20 dinei amar jei develop hoisilo .. ami kintu tokhon tana practice er upor chilam .. tai obbhash hoye gesilo .. ekhon jemon chorchar obhabe amar oii jorota ta chole ashche speaking er .. hoyto written tay bhalo asi chorchha kori, kintu speaking a mone kori je university prodotto kono shujog thkhle ami nitam..

Researcher : parental involvement kemon chilo?

Participant 16 : onek bhalo .. amar abbu ammu duijon e serious chilen amar porashuna niye. Khubi involved chilo in fact.. Bashar pressure er chotei ami school a first o hoisi .. so hae besh bhalo level er involved e chilo ..

Researcher : English department a keno ashcho science theke?

Participant 16 : personal choice, bhalo lagto ei subject ta .. basha theke medical a porte bolsilo kintu ami english english porte chaisilam .. tai.. Ai subject ta shobshomoy nijei portam to oikhan thekei i guess.. Bhalo laga..

Researcher : kokhono kono opportunity charso language bhitir jonno?

Participant 16 : hae oije bolllam majhe majhe kichu interview na boli, even ami jokhon grame chilam, ami kintu onek cultural programmes a host korsi kintu kothao english a kotha bola mandatory chilo na .. dhaka eshe dekhsi english ta onek beshi, specially media te ..

media te to english na jana ba durbol howa onek boro weakness ashole .. shangskriti-mona holeo (gan gawa, acting) etar jonno mjhae mjahe kichu options jete dei, jodio ekhon kichu ta cheshta kori na charar .. school college a ami logic a bhalo thakhleo kokhono bhoite debate kori nai ai language bhitir karone .. ai bhoy ta je bhalo bhabe guchay oto bhalo bhabe kotha bolte parbo na, shejonno ami debate a kokhono jaitam na ..

Researcher : bhashagoto ki ki difference tumi feel/face korecho tomar ager ebong ekhoner environment er moddhe?

Participant 16 : obosshoi bhashagoto parthokko ase karon hocche .. barisal a ekta local language ase, to jokhon ami barishal er friend der shathe kotha boli, oi accent ei hoy ebshi kotha .. ora try o kore na as etatei oder antorikota beshi fute .. to local language ei beshi kothab ola hoito.. Amar bari kushtia holeo amaar barishal a thakhte thakhte amar barishal er language ai adjust hoye gesi .. kintu dhakay ashar pore dekhalm local language er use ta khub kom .. karo kono accent ba dialect thakhle oita ora bebohar kore na .. same accent er kauke paileo kore na onek shomoy .. ei jayga (dhaka) ta khubi professional ar fromal mone hoy amar... ar ekhaner shobai prefer o kore shuddhu bangla bhasha othoba english use korbo.. Tokhon ami try kori dhakar manush er motoi kotha bolar, slangs and popular lingo sentence include korar try kori, silently observe kori, karon tanahole dekha jabe bully ba mocking kora lage .. eta hoyto uchit na kitnu amader desher manush eta niye judge kore, bully kore .. to eta ami improve hoise ..

Researcher : accha tomar ei improvement er journey ta ektu bhenge bolo.

Participant 16 : um .. amar improvement ta ashole ashche self realisation thekei mostly.. Ami nijei feel korsi je ei poribeshe ei bhasha gula bola uhcit na tahole bully hoite pari ... amar kono friend chilo na je ei bhul gula amake dhoray dibe, kintu amar, ami bibhinno event a participate korsi, club korsi, tarpor formal kichu program handle korsi, jehetu media te kaj kori ekhon, to ekhane dhukar kichudin age theke media culture gula follow korsi - internet a.

Social media teheke... observation thekei consciously-subconsciously motivation diye ashole self learning er maddhome agaysi ..

Researcher : hmm

Participant 16 : arekta bepar ki .. amader environment amader influence kore .. jemon tumi grame jao, ekta lomba shomoy thako dekhba je oikhane accent tumi pick kora shuru korso.. To amar kehtreo eta hoise ami dhaka achi ekhaner environment amake onek influence korse .. ebahbe self realisation tao toriri hoy amar ..

Researcher : jehetu tumi english dept a acho, dhaka ebong tomar gramer educational institutes a english poranor poddhotite kono parthokko lokkho korecho?

Participant 16 : hae onek .. age to shob e mukhosto bidda.. Jekhanei hokh, shorkari/private ... kintu ekhane eshe ekta jinish kheyal korlam sheta holo, amader ke jai porak sheta real life er shathe relate kore poranor try kore, ete kore content na language o mone thakle karon interesting ar practical hoye jay jinish ta ..

Researcher : English shekhar bishoye hotasha bodh korecho kokhono ba koro?

Participant 16 : hotasha bolte.. Oije bollam speaking a amar ektu durbolta ase .. ajkeo presentation er por amar ektu mon kharap hoise je keno ami english medium a porlam na .. karon amar onek koshto hoy.. Uh .. reading pore ami shub bujhte pari, bujhayteo pari, likhteo pari, kintu speaking tay eto durbol etar karone onek shomoy hotasha kaj kore .. amader class a jara english medium a pore ora onek kom shomoyer moddhe, naturally ashe oder.. Amader dekha jay oder theke double effort deya lage kintu tarporo amader grades oder theke kom ashe .. hotasha bolte etai .. specially presentation er din amar onek hoy eta.. Teacher ra hoyto iccha krito bhabe jara english a perfectly kotha bolte pare oder proti biased hoy na.. Oder dike attention ta beshi chole jay, to dekha jay amar mot ojara, jader actually dorkar attention/help tara payna..

Conversation 17

This participant tried to be vague and was scared to talk about her teachers' performance. She mentioned that her teachers used to ask them to read the book that was given to them but they were never taught the basics, which is why she thinks she is still suffering. After moving to Dhaka, she realised the gap in her language and she took measured steps. She said that she doesn't let fear of the language consume her. She loves trying and asking for help. She also said that she has to give double effort and more time to prepare for her lectures/exams, but she believes in herself which helps her move forward. She also mentioned that after moving to Dhaka her first educational institution used to arrange easy presentations in class in English which according to her has helped her reduce that fear and grow a more confident mindset. She said that when she was in her village her dreams were very insignificant. But now after coming to Dhaka she started to see bigger possibilities for her. She said she now dares to dream big which is an example of growth mindset.

Researcher : Amra shuru kori tomar nam, boyosh, kotha theke eshecho, kotodin holo Dhaka acho, kishe porcho eshob kichu background information diye.

Participant 17 : Amar nam Onupoma, ami hons prothom borshe porchi .. ami rongpur bibhag, lalmonirhat jelar durgapur gram theke eshehchi.. Last year november theke dhakay, mane 1 bochor..

Researcher : tomar transition er bepare amake ektu bolo, tomar gramer english class gulo kibhabe neya hoto?

Participant 17 : accha, ami jehetu gram theke eshechi amra shobai jani je gram a sherokom bhabe english teacher ra poray na .. to english je boi gula amader deya hoto shei boi guloi amader porayto kintu basic je gulo chilo shegulo amader porato na .. amra pai ni .. ekhon

jemon amar courses korte hoy shob english a, to amar jodi basic jana thakhto ami eto struggle kortam na.. Basic mane choto choto bishoy naj anar karone ami pichiye porechi .. jemon teacher ra unader moto poraten, poriyे chole jeten, keu bujhlo ki na bujhlo shei bepre patta diten na .. hoyto proshno korle majhe majhe uttor diten kintu step by step kono niyome poraten na .. jemon ekta passage porte geleo niyom lage amader hate boi thakto amra words pore jetam, shejonno word meaning eo amar problem ase.. Amar school ekdom grame chilo, to grame ek rokom bhabе pore eshehci, ar shohore ashar por dekhlam koto boro ekta gap royeche ... ejonno prothome ektu himshim kheyechi, pore manay nisi.

Researcher : Accha, so ekhane tomar improvement er jonno motivating factors ki ki chilo?

Participant 17 : um prothomoto amar nijer iccha.. Ami jokhon dekhlam shohore eshe shudhu amar e emon problems hocche, amar ahsepashe emon serious problems ar temon karo hocche na, amar friend circle jegulo notun hocchilo oikhane jara dhaka thake oder theke kichuta influence hoye motivation neyar try korsi better howar .. ar ekhon to social media ar internet dekhleo onek kichu realise kora jay, to oikhan thekeo kichu realisations ashche .. tapor nije cheshta korsi.. Porashuna academics o oibhabe routine kore handle kori jate improvement ashe ... ami nijer moddhe kono jorota rakhi ni .. amar jeta problem hoto class a, ami amar friend er theke ota bujhe ba shune nitam .. first a bhablam je english a pura fluency na ashle, age bangla ta thik kori, bangla te guchiye a kotha bola shuru kori, jate manush er shathe mishte problem na hoy .. jodio eden a khub ekta english er bebohar nei .. but amar porahsuna to english ei choose korechi .. to jeta shomossha hoyeche teacher der shathe kotha bolechi.. Ebhabe step by step self motivation er maddhome agano.. Ekhono to first year a, dekhi ..

Researcher : tomar language niy kono fear kaj korche kokhono ba ekhon?

didn't understand what fear meant, so she took a pause - i explained the question using the word "bhiti", to which she answered

Participant 17 : um na oije bollam jorota rakhi na, cheshta kori na rakhar .. hoyto etar jonno amar age theke preapre kora lage beshi kintu ekhono orokom kichu face korini.. Amar ammu abbu onek supportive, shobshomoy family support kore, to na ..

Researcher : hmm

Participant 17 : amar school porjonto english ki ba etar je class er baire bebohar ache etai jantam na, shohore jokhon college a bharti hoi, tokhn amader english sir chilen ekjon, uni mjahe majhe class a presentation er bebozha korten .. serious kichu na kintu shekhane emon hoto je students der moddhe theke ekjon eshe puro class ke porato .. to oi tokhon thekei ei bhiti ta chole gese ..

Researcher : English shikhar bishoye kokhono hotasha bodh korecho?

Participant 17 : na ami shikhte chai .. kintu hocche oibhabe shikhe utte parini. Ar amar iccha hocche bahirer deshe porte jawa, she khetre ielts er preparation neyar iccha ase ..

Researcher : ekhono keno improve korte paro ni bole tomar mone hoy?

Participant 17 : amar ekhono onek ghatti roye gese english a .. basic bolen ba vocabulary amar onek kom jana ase .. bhobishote coaching a bharti howar iccha ache ..

Researcher : pichone fire takale tomar shohore ashar por english shekhar bishoye drishtibhongir kono poriborton hoyeche?

Participant 17 : jokhon ami grame chilam tokhon amar shopno chilo choto, ar jokhon ami shohore ashi amar shopno hoye gese boro ... jokhon ami choto chilam tokhon to bhaba ni je ami bahirer deshe jabo ba ielts deyar kono plan e chilo na .. ekhane eshe ai notun shopno toiri hoy .. ar arekta bepar holo jehetu ami gram theke eshechi amar mathay eta ekdomi chilo na je hons amar english a korte hobe.. Ekhon dhakay ashchi, english medium a portesi, everyday double effort deya lage language er jonno.. To proiborton boro tai shopno o ekhon boro dekhar shahosh kori, etai.

Conversation 18

This participant shared that her teachers in school colleges were less capable compared to other teachers in the city. She said that her teachers were less attentive in classes because they used to arrange extra classes for the students. So the teachers paid less to no attention in schools/colleges, but in the extra sessions her teachers used to “at least try”. In both the scenarios, memorization was given importance while learning English. This participant feels like she is very very weak in English and thus she has taken steps that work for her the best. She uses chatbots and other AI tools as personalized learning tools. She mentioned that she improved by doing so. She also reads books in English which she mentioned has helped her a lot. She suggested that if there were enough need-based specific classes for language learners students would go to class out of joy.

Researcher : Amra shuru kori tomar nam, boyosh, kotha theke eshecho, kotodin holo Dhaka acho, kishe porcho eshob kichu background information diye.

Participant 18 : Amar nam sharmin, ami thakurgao theke eshechi. Um, amar bortomane boyosh 24 bochor. Dhakay ami shob miliye, majhe dhakay chilam na, to ekhon porjonto 4 years er moto thekechi .. ar university 3rd year shesh korchhi soon..

Researcher : oh tomar school ar college duitai ki dhakar baire chilo?

Participant 18 : hae, duitai thakurgao a chilo. duitai shorkari chilo.

Researcher : shorkari school college er teacher ra kemon poran?

Participant 18 : ami jototuku dekhechi, emon na je amader (shorkari) school-college er teacher ra onno school college er teacher der theke kom capable.. Kintu dekha jay je tara class a thikmoto monojog dey na ba class take tara oto gonno kore na karon tader coaching beboshar (business) jonno. Ekhon ei bepar take dui bhabe dekha jay. Class a jodi bacchara

beshi shikha tahole tara coaching a ki shikbe? ar arekta bishoy tara onek beshi coaching koray. tara shokal 7ta theke coaching shuru kore, tara nijerao mone koro rat.. mane class koray school college a, class shesh kore rat 8-9 ta porjonto coaching koray. tader nijedero onek mane care thake .. to tara hocche tader mane ki bolbo .. bisram neyar shomoy ta hocche classtime *laughing*

Researcher : hmm.. mane unara porashuna take commercialize kore feltese sort of?

Participant 18 : hae.

Researcher : tumi to dhaka acho 3-3.5 bochor holo .. tomar ki mone hoy ekhono ai problem gulo ache tumi jekhan theke pore eshecho?

Participant 18 : hae .. amar choto bon erai pore ... amar duto choto bon ache, tara hocche ekjon school a pore, arekjon college a porche. tara hocche, mane, tader eki obostha.. ar amader teacher der bishoy ki, amra jokhon tader kache coaching kori tara tader shorboccho output dey, kintu amra jokhon class a jai, tara hocche, um, tader output ekdom threshold er niche neme jay. ebong teacher ra, dekha jay je teacher coaching a khub bhalo kore poracche shei eki teacher e school a bhalo kore poray na.

Researcher : tomar ki mone hoy? teacher der ai onihar pichone karon ki hote pare?

Participant 18 : ami bolbo je mukkho karon ashole teacher der salary onek kom.. etao thik kotha je students ra class a irregular thake ba kokhono monojog er ghatti thake .. kintu bishoy ta hocche ami students der dosh dei na .. jemon ami diba shakhay portam. diba shakhay hocche dupur 12 ta theke bikal 5 ta porjonto class. amader ke jor kore class a jete baddho kora hoto kintu giye dekhtam amra just adha ghonta class hocche ar baki shomoy ta boshei thaka lagche .. school ei thakhte hoto.. ekhon kono class kora chara emnite school a thaka eta ekta khubi pressurizing jinish, karon kichui korar moto nai - ejonno students ra ki korto bashay boshe porto .. movie dekhto .. jemon ami kokhono school a na gele bashay boshe um bibhinno shahitter boi portam .. to jeta - oh - main point a ashi .. amader je teacher era achen

inara shobai bhalo - um - ami jototuku dekehchi, amar college er jei teacher ra chilen including English ora shobai BCS cadre chilen .. ar jara school a achen/chilen, orao motamoti besh bhalo university theke pore asha, jemon rajshahi varsity, dhaka varsity - egula theke porashuna kore tara ei porjaye eshechen.. ekhon dekha jacche high school a onek kom beton.. tara tader je shohopathi ra achen dekha jacche dhaka vacity tei hoyto poreche, kintu aro bhalo kono position a jacche .. to economic je ekta competition ase, shei karonei teacher der oniha ta beshi kaj kore..

Researcher : tomar English teacher rao ki emon chilen? ar tomar school ba college a English kibhabe porano hoto? eta ki tomar durbol English er pichone ekti karon bole tumi mone koro?

Participant 18 : um.. amader school college er English class gulo thakhto khubi mukhosto nirbhor. er karon hocche amader board system a porikkha hoto ebong board a previous uh previous year er je question gulo sheguloi repeat hoy, mostly. etar karone, amader English khubi mukhosto nirbhor thake. Emonki amader English er bhasha shekhar jei section ta - jemon hocche - composition, letter egulo amader ke shompurno mukhosto korte hoto. jodi erokom hoto je keu mukhosto korche na ba guide er moto kore likhche na, teacher ra dekhche je ektu alada rokom kore keu likheche tahole hocche giye she number peto na. mane, ekta hocche structure deya hoyeche, structure er moddhei likhte hobe - tahole pressurized kore English shekhano hoto.

Researcher : university te eshe jokhon foundation courses korecho kono ki differences lokkhok orecho naki etao same mone hoyeche?

Participant 18 : umm.. amito ahsole jei poribesh theke eshechi amar English er foundation onek durbol chilo. ejonno ami start korechi 091 korse diye, eta credit course na kintu shotti bolte amar mone hoyeche ami improve korechi ei course kore .. ektu improve korechi .. kintu amar mone hoyeche eta amar ingreji background er jonno jontheshto na .. karon ami jokhon

hocche .. EEE er jokhon onnanno bacha der dekhi jara bhalo school jekhane English bhalo kore porano hoto ba English medium theke jara esheche - tader theke ami onek tai pichiye chilam .. ekhoni achi ar ami ekhono English niye onek uncomfortable .. underconfident feel kori ..

Researcher : ei feelings gulo toiri hoyeche kibhabe?

Participant 18 : kichu kichu factor ache ejkhane .. ekhane kichu manoshik factor ache .. kichu academic factor ache .. ami jekhane boro hoyechi, jekhane amar porashuna bere utha - shekhane English a bhalo howa ta ke ekta bhalo student er characteristics dhora hoto .. to tara ashole erokom kono kichu judge korto na ba hocche bichar korto na je ki kore English shikhche .. puropuri mukhosto bidda to je joto number peto she toto bhalo chilo oi subject a emon tai dhora hoto .. to ebhabe shekhano te ami obhabh bodh korechi .. tarpor ami jokhon dhaka eshechi, dhaka te English hocche .. mane .. thakurgaon a English hocche ekta medhar characteristics ar dhakay eta dekha hoy ekjon er family background er characteristics ba ekjon ki dhoron er poribesh theke esheche shetar characteristics. tar mane tara jokhoni dekhe ami English parchi na tokhon tara bhebe ney je amar family background bhalo na .. eta hocche ekta bishoy ache .. etao ekta - onekta manoshik chap shrishty kore .. ba ami , amar hoyto family background bhalo kintu ami hoyto sherokom creative kono poribesh pai ni .. to ekhane hocche mane dhakay English hocche manusher morjadar mapkathi.. to ejonno hocche onekta underconfident feel kori ..

Researcher : accha ... tomar ai language barrier ta niye initial level a kono problem face korecho?

Participant 18 : hae, ashole .. ami .. um ... dekhi je .. jara ektu English background theke esheche tader ke ami ektu eriyechi .. karon amar mone hoy English na Shekhar karone .. ekhon eshe ami English buhte pari jemon English a kichu shobdo ache , onek kotha barta onek kichu express kora jay .. amader moddhe onek onubhuti ache jetake onek compact kore

shei feelings/shobdo gulo ke English a prokash kora jay .. kintu jehetu eta ami shurute jantam na to amar one hoto je tader chaite ami ektu mane - eije pichiya achi .. ba kotha bolte geleo tader level a ami ekta kotha bolte pari na ba tader shathe moner bhab ta properly prokash pari na tader use kora language a; jekhane tara hocche complete ekta thought prokash kortese ..to erokom kore oneker shathe misha hoyi jara hoyto amar friend hote parto jodi ami English a fluent hotam ..

Researcher : Ki ki resources available chilo tomader English Shekhar jonno previously ar eta ekhon theke ki kore different?

Participant 18 : thakurgaon a English Shekhar jonno resource bolte chilo shudhu model test er boi ar sir er notes. etai.. dhaka te to resources er kono komti nai .. ar amar mone hoy jara banglaa medium a pore, hokh dhaka ba gram tader English ta kom beshi same way tei porano hoy .. kintu dhakay emon ekta poribesh ache jeta manush ke pressurize kore English er porti alada kore shikhte .. jehetu dekha jacche .. mane .. amrao choto thakhte English movies dekhsi, kintu bishoy ta hocche amra English shobder porti oto ekta kheyal kortam na .. kintu hocche jara dhakay thake oder ami dekhechi English shobder porti kheyal kore .. ejonno tara better ..

Researcher : tumi thakurgaon a thakhte kono English courses korso?

Participant 18 : hae, ami private portam ebong baire coaching o korechi.

Researcher : eta ki somehow tomake improve hote help korse?

Participant 18 : Ashole na. she shob kichui ashole amader model test oriented chilo..

Researcher : dhaka ahsar por tomar improvement ta ke tumi kibhabe dekho?

Participant 18 : um .. amar speaking ta ager motoi ache .. karon ami amar English practice korar moto temon kono manush pai na .. kintu age ami English boi porte partam na, kintu ekhon ami porte/bujhte pari .. jodio onek shobdo ami bujhte pari na, kintu age jemon ami bhab bujhte partam na ekhon ami English boi er shomosto bhab bujhte pari .. writing er

khetreo ektu problem hoy .. amar thought process korte problem hoy .. ami ki likhbo amar hocche grammar rules Kemon hobe .. aishobe .. amar mone hoy amake jehetu oi hishebe engkish ta shekhano hoyeche - mane - age grammar rules shekhano hoyeche amakae, tarpor English shekhano hoyeche, ejonno likhte gele age grammar rule ta mathay ashe .. tarpor arekta bishoy hoy jekhoni writing er khetre jai tokhon amake translate kore kore likhte hoy to etaa amar lekha slow kore dey onek je karone ami hocche onek pichiye jai .. ami shudhu matro English er jonno onek basic subjects struggle korsi.. jemon sociology, history .. bhabdhara ba logic guchate problem hoy na o, shudhu matro English er jonno amar mone hoy amar thoughts gulo onek scattered hoye porche.

Researcher : hmm .. okay jehetu tumi bolla you want to get better - etar jonno kono strategy follow koro ki?

Participant 18 : prothomoto, ami english boi pora shuru korechi - jeta bollam ektu age .. uh didiyoto ami bhabechi chatgpt te protidin rate ontoto pokkhe 10-20 minute kore holeo; ekhono shomoy pacchi na sheta ami shamne shuru korbo - 10-20 minute kore holeo ami chatgpt er shathe conversation korbo .. uh ami kokhono written ba kokhono speaking practice korbo .. ebong bolbo je amar tone er moddhe ba amar kotha bolar moddhe ki ki shomossha royeche egulo hocche .. ami ielts er practice korar jonno ye korechi .. kintu kehon bhebechi bhasha tar intuition amar age neya lagbe tarpor grammatical rules .. ejonno ami boi ar chatGPT er upor focus korchu ekhon ..

Researcher : so tumi AI use korcho for personalised learning?

Participant 18 : hae ..

Researcher : accha

Participant 18 : amar mtro mone holo .. ami first year a thakhte amar ekta physics teacher chil eni fluent english a kotha bolten .. tokhon dekha jeto ami math parleo shudhu unar accent/tone dhorte partam na dekhe content bujhtam na, math partam na .. jodio amader dept

er beshirbhag teacher bangla te kotha bolai prefer koren.. Kintu initially ei problem ta amar hoyechilo .. jodio ekhon ei teacher er shathe 1 bochor classes kore amar listening improve hoye gese .. initially to keu english a bolleo kichu bujhtam na ekhon ami chintao korte pari english a .. kichuta .. ar amar motivation english a improver korar jonno chilo english books pora .. bangla te limited books ache but english onek boi, tao english boi porbo ei iccha thekei amar ekta motivation (intrinsic) kaj korto.. I think ejonnoi etota improve korechi karon onekei parena improve korte ..

Researcher : kono upodesh tader jonno jara tomar moto transition er through te jay?

Participant 18 : um .. amar moto jara curriculamn theke esheche, tader eta ekdom badhai thake je tara mukhosto korbe english karon tara jodi na kore tahole tara bhalo result korte parbe na kokhonoi.. To ora jodi academic ta shoriye rekhe english ta alada bhabe shikhte pare tahole ora bhalo korbe .. hae prothom dike onek koshto hoy kintu prothom dike jodi tara choto choto boi shoja bhasha theke shuru korte pare .. aste aste agano .. ami ekhane ekta jinish er khub obhab bodh kori jekhane amader english jara ya korbe - tader test onujayi - jemon amar thriller boi bhalo lage oneker rom com bhalo lage, karo hoyto movie bhalo lage - to erokom jodi ekta jodi english er ye thakto ***personalised learning atmosphere*** tahole ora bhalo korbe ...

Researcher : good advice, thank you for participating.

Participant 18 : welcome.

Conversation 19

This was an interesting case. This student claimed to be studying in the English version till class 07 yet she was struggling to use basic english phrases correctly. She had a strong accent and she almost mispronounced every English word she uttered, which shouldn't happen to a student who claims to have studied in the English version for such a long time. There was no

way to make sure she was not corrupting the data by not being truthful but the way she answered questions indicated that she still struggles in basic English.

Researcher : Amra shuru kori tomar nam, boyosh, kotha theke eshecho, kotodin holo Dhaka acho, kishe porcho eshob kichu background information diye.

Participant 19 : Ami Ana, amar boyosh 20 bochor. Ami eden a mathematics department a 2nd year a portesi .. ami dhakay shift korsi hsc er pore ..

Researcher : tumi kotha theke eshecho?

Participant 19 : Munshigonj, tongibari thana, dighir par.

Researcher : tomar educational background niye amake ektu bolo.

Participant 19 : accha ami hocche chotobela theke class 7 porjonto english version a porashuna korsi. Ami jei school a porsi oikhane english version chilo. Ami travel kore jetam, eta amar gram thek ektu dure chilo.. Residential tai.. **her school was really far from her home**

Researcher : English learning journey kemon chilo?

Participant 19 : Jehetu chotobela thekei amar shobgulo class english a hoto, bangla chara - to amar khub ekta shomossha hoto na school a .. etar arekta karon hocche amar surroundings **mispronunciation** jemon hocche, **took a pause** **thinking of english words to describe as if she was trying to make an impression**.. Amar uncles and aunties ... tarpor bibhinno relatives ... tarpor amar boro je bhaiya apura ase - cousins, unader jonno .. kintu ektu shomossha hoto pronunciation ba grammatical mistake etar jonno hocche majhe moddhe bullied ba hashahashi korai hoto ... amio hashtam manusher bhul hoile kom ar beshi ..

Researcher : accha kono specific experience english shekhar khetre ja share korte chao?

Participant 19 : hae amar kichu negative experience o ase .. ami ekhon jei school tar kotha boltesi oita private ekta school to oita, oita amar parbotto onchol - mane oita khub durer na -

pause amader basha theke 15-20 kilometers dure.. To amar ammu amake niye jeto ar niye ashto .. oikhane amader teacher ra khub ekta bhalo bebohar korto na. Oder english class gulo bhalo chilo na.. Mane english bujhano, kotha bola, communication kora oita khub easier chilo compare to other schools **mispronounced** **grammar error** .. like ami jokhon hocche .. ami.. ba **stuttering** mane bangla **stuttering** ami oikhan ber hoye **stuttering** mane ami oikhan theke ber hoye ssc te emen onno schhol a bharti hoisilam to koyek bochor oikhane chilam jekhane dekha gese je - amar je school ta ase - english medium er, amra jeshob jinish class 4-5 a khub bhalo comfortably **stuttering** **took pauses** effortlessly bolte pari oita hocche ora dhoren 9-10 a giyeo oirokom comfortable ba effortlessly bolte pare na. Clear na.

****stuttering isn't uncommon and was there in pretty much all the other conversations we have looked at so far. But she was stuttering a little too much, taking too many pauses and somehow still failing to make a fully understandable sentence. It raised questions and concerns about the authenticity of some parts of her story****

Researcher : ...

Participant 19 : ei obosthar jonno teacher ra dayi .. tarpor hocche teacher ra kokhono amader eta bujhay na je mistake kora okay.. To unara hocche dhoren nijerao communication kore na jetar karone amrao bujhte pari na je ingreji te communication kibhabe korte hoy. Ba karo shathe kibhabe kotha ta bolte hoy. Even unara majhe moddhe nijera amader ke bhul ta na dekhe amader ke niye hashahashi kore ebong dekha jay eije je unara je amader ke niye hashahashi kore - ektu age ami bolsi amio hashahashi korsi manush er kothay, karon oi shomoy amar mathay etotuku maturity chilo na je ami onner kothay hashte pari na. Oder to shikhano - bhul ta dekhano uchit. Ekhon amader teacher ra amader kokhono oibhabe - ami oi school er kotha boltesi na mane je **stuttering** amar barir pashe je school ta primary,

government ami oitar kotha boltesi .. to unara tokhon amake kono help kore nai je dekho ba **stuttering** je bhul kora it's ok, grammar mistakes it's okay .. eta just ekta language - all you had to do is communicate with people. **mispronunciation** so **stuttering** **pause** so .. **Stuttering** so there is nothing .. **pause** nothing like a good or right or wrong just it's a mistake, it's time to solved that's it. **wrong sentence formation, grammar errors, mispronunciations** teacher ra hashahashi kore even majhe moddhe unara nijerao communication kore na to dekha jay je unara ekta paragraph **mispronunciation** dey to unara barshik **stuttering** exam thake .. to there are 15 paragraphs or compositions you had to all those thing are you have to read and memorise all those thing and write write write .. that's it. So we don't understand what we actually need. **mispronunciation**

Researcher : I see ..

Participant 19 : kintu amar residential school jeta chilo, english version a jetay porsi, oita try korto english ta ke amader daily life a dhukay deya. Daily life a dhukay deya bolte gel jemon hocche ami normal amar ashepasher jinish gula egula igreji te kibhabe bole, egular nam, egula jinish pati kokhon kibhabe bolte hoy ba konta kokhon bolte hoy ebhabe dekhano hoto. As compared to other platforms - to oikhane dhoren jemon hocche - there are 15 lines of something, uh, essay or anything else you had to memorise this. So oikhane dekha jay jor kore mukhosto korano hoto. And ekhane mukhoster bishoy ta oirokom bhabe chilo na. Jemon dhoren amader oikhane jodi bolto, ami jodi kono ekta jinish shomporke mane - to, ya .. mane hocche dhoren ... to ... oita ... **stuttering** mane dekhte dekhte jante jante emnite beboharei chole ashe... **stuttering** **mispronunciations** **gibberish** .. bangla medium eo khub beshi shomossha hoito na, jodi english medium a mane .. bangla medium er english class gulate teacher shuru thekei mane chotobela thekei jodi erokom korto je dekho eta ekta language, tumi ebhabe ebhabe korte paro .. and uni jodi mane baccha kal thekei jodi bolto je dekho eta ekta kukur - that's a dog.. Erokome kore dekhay dito tahole example diye bujhay

bujhay bolle choto thekei, dekha jaito je choto thekei bangla medium a porleo khub ekta shomossha hoito na.. Bangla medium a arekta shomossha dekhsi .. English medium a porle dhoren majhe moddhe amader ke dar koray bolto je tomra duijon ekta conversation start koro ekta, to eta amader choto bela thekei toiri hoito. Ar conversation gulate je topic gulo dito, aste aste, mane joto boro hoisi oi topic gula o mature hoise ... to erokom korle hoyto bangla meduim a jotodin porsi ei shomossha gulo hoito na..

Researcher : English version a tumi koy bochor porashuna korecho?

Participant 19 : um 10 bochor karon play nursery theke shuru....

Researcher : tomar english version theke bangla medium a ashar por kono shomossha hoyeche?

Participant 19 : um shomossha bolte friend ra ba classmates ra english a kotha bolto na .. kintu dekha jaito, ancholik bhasha theke... ami na onek boi por .. to boi porle dekha jaito je boi er je bhasha ta oita onekta - emnite boi porte porte dekha jay je uponnashik ba bibhinno bhasha ache oita ami adapt kore feli .. kintu er poreo eij ancholik ekta tan - amader ekhane bola hoito je, jemon amader bolto na game, bolto “amgo”.. To erokom kore misrito ekta bhasha type toiri hoy.. To dekha jaito je majhe moddhe “so called cool guys” **mispronunciation** jara thakhto to dekha jaito tader kache jinish ta khubi drishti kotu lagto, jodio erokom na .. tan to cholei ashe - to oi shomoy eta shomssha hoito, oi shomoy bolte game na, dhaka ashar por .. to eita shomsshar karone ami kotha boltam na .. to as compared to previous ami ektu chup chap hoye gesi ..

Researcher : tumi ekhon bangla medium choose korecho university te porar medium hishebe?

Participant 19 : hae

Researcher : tomader ekhane to option ache? Shunlam choose kora jay?

Participant 19 : english bolte gele, optional arki .. ami bangla tei likhi .. jehetu maths.. Ei specific sub ta english a pora bola jay kintu baki je history based subjects pora lage oigulo bangla te pora.

Researcher : kokhono coaching classes kora legeche english er jonno?

Participant 19 : lagse kina bolte gele, amar result bhalo na english er .. ami kokhono private tutoring o nei nai .. shudhu class.

Researcher : resources available chilo?

Participant 19 : khub ekta na.. Khub ekta na o na ashole ekdomi chilo na .. jemon onek school a thake na language club, uh something like that oi rokom kichui nai.

Researcher : accha jehetu tumi english version a porecho, tomar bangla medium a pora kono friend er theke nijke kokhono different mone hoyeche? Mane english use ba learning er dik theke kono parthokko kokhono notice korecho?

Participant 19 : na parthokko oirokom bhabe to nai. Oije dhoren, grammar, pronunciation egulo ke khub glorify kori, khub romanticize kori etar karone dekha jay je confidence er vacancy thake. Practice er bepar tai ashol moneh oise.. Mane jemon amar kono bangla medium er friend amar theke bhalo english hoyto bolte parbe jodi she koydin practice kore, to jodi ami na kori taile ami low confidence feel korbo .. kintu ami onek bhul-bhal english bolleo amar moddhe confidence er komti nai dekhe ami english a khub bhalo kotha bolte pari.

Researcher : dhaka ashar por tomar perspective kono bhabe change hoyeche english er use niye?

Participant 19 : onek tai .. choto belay jemon dhoren ami bhabtam je english hoitese shudhu ekta subject .. eta ke amar pora lagbe .. tarpor aste aste ami jokhon boro hoilam ami .. amar world aro boro hoilo .. and dekhlam globaly eta onek important ... chotobelay jantam je eta english is a ... amader ke jemon dhoren oije mukhosto poranor kotha jodi bolte jai .. to

amader teacher ra class porato je english is an international language. To amra jantam je english ekta international language.. But we never knew the importance and the power of international language. For example, say to say .. ami baire kothao gelam, ba haray gelam - then i had to communicate with people and i had to have a medium or a language or anything .. so eije boro holam dekhlam je hae eta international language and etar importance eto eta amar jana khub joruri.. Ekhon to amra shudhu ai bhougolik gondi te nai .. ami jodi freelancing o korte chai amake english jana lagbe .. egula dhaka eshe realise korsi.. Eije eto opportunity, eto dreams, jobs, internet, options egula eto beshi amader time a ekhon, egula explore korar jonno amar language ta onek important ..

Researcher : thank you.

Conversation 20

This participant brought out an interesting factor which was mentioned by two other participants earlier. That is, teachers in rural areas are so uninterested in teaching English that many schools or colleges do not even hire English majors. Students from different majors or streams come to teach English that too does not follow a routine. They do not have any real knowledge about how to teach English in class, no matter how basic they think it is. According to this participant, these teachers in English classes mostly just ask students to memorize some rules and give them tests to solve. It is not only extremely concerning but also leaves learners with a distorted idea of how English is taught, no wonder they struggle for so long when they move to Dhaka.

Researcher : Amra shuru kori tomar nam, boyosh, kotha theke eshecho, kotodin holo Dhaka acho, kishe porcho eshob kichu background information diye.

Participant 20 : accha ami Jahan ar ami eden a portesi orthoniti te.. Dhaka achi ami pray 3.5 bochor er moto.. Amar school college shob chilo bramonbaria te.. Ami ssc oikhane complete korechi, ar hsc er jonno ami norshindi te eshechilam..

Researcher : apnar gramer school ba college er english class gulo kemon kore neya hoto, jehetu duita dui board er under chilo?

Participant 20 : jodi english er khetre boli tahole to ora kichu rules tules mukhosto koray dito, ashole eta keno hocche, keno ashce, sheta amra oto jantm na.. Portam onek, Practice kortam, exercise kortam - dekha jaito je board question gula solve korle oiguloi aisha porto .. Erokom chilo onekta .. je oto ekdom bujhe je keno hoise ki oirokom kono kichui ashole chilo na .. college a abar amar obhiggota kichuta parthokko chilo jehetu amar college dhaka board er under ei chilo. Oikhanei jokhon ami first first a giyechilam - amar khetre jeta chilo amar result college a motamoti bhalo chilo .. onek bhalo chilo .. kintu dekha jay je ami top 10 students er moddhe thekeo ami A section a jete partam na karon oita fully english based chilo. Jara bhalp kore english a shudhu lekhai na kothao bolte parto tader jonno chilo. Kintu ami shotti bolte parthokkho onubhob korsi admission er english class korte giye .. emon onek notun kichu ami jansi admission coaching a bharti hoye jeta age bhabti e nai othocho amader hsc er syllabus diyei kintu admission cover kora .. same rules, same jinisch kintu teacher amader porayse age, amra pore ashchi shudhu class a na, private tutors der kacheo .. kintu keno hoise jinisch ta ashole ki oita ashole bujhay nai .. jeta admission er coaching korte giye clear hoise .. ek kothay basic ta clear hoise .. ami kintu ekhane eshe amar recently gram theke shift howa bhaiyar chele ke porai .. o ekhanei ekta school a pore, dhaka te.. To or syllabus a dekhlam tar porahsuna te vowel-consonant egula ase .. o nursery te pore matro .. take dekhi make sentence egulao shikhano lagtese .. ma shah allah she easy level er

paragraphs shob english a porte pare .. ba ek line dui line she nijer shomporke bolteo pare .. abar likhteo pare .. shr grammar na bujhuk kintu tao she pare sentences make korte, bujte ... kintu amra jokhon 5-6 eo uthe gesilam tokhon amra thik moto english reading o porte partam na dekhe .. porte gele bhiti kaj korto .. ami jokhon first shuni amake essay *mispronunciation* likhte hobe, application likhte hobe - eto boro deikha to pura amader - amra to onekta, tokhon to bujhtam na depression jinish ta ki kintu bhoy kaaj korto je kibhabe parbo egulo - ekta bhoy kaj korto .. kintu dhakar baccha der dekhlam nursery thekei eta start kore ..

Researcher : accha eije teacher der ekta oniha kaj kore rural area te, specially english teaching er khetre, etar karon ki mone hoy apnar?

Participant 20 : ashole ekhon ai level a aisha ja bujhi, amar mone hoy, teacher der basic e bhalo na je tara students der dibe ... ekjon teacher er jodi thake tahole she obosshoi student der ke dibe .. ar arekta bepar holo jeta amader shathe khub hoto jeta holo, english er teacher english poracche na. Dekha jacche hoyto shomajbiggan ba alada kono ekta subject theke pore ashche ekhon motamoti - jemon ami admission er pore motamoti holeo basic ta clear hoise to amio chaile 4-5-6-7-8 eigula poraitei parbo .. karon egulay ektu grammar poray, solve koray erokom gramer curriculum er khetre.. To ei khetre beshirbhag problem jeta chilo je, jemon amra jei sir er kache portam, english sharajibon jar kache pore ashchi sheo english er teacher chilen na .. erokom ekta bepar chilo ..

Researcher : apnar university te uthar por kono problem hoyechilo english niye?

Participant 20 : Amader ke choose korar option deya hoy, mane bangla na english a porbo 4 bochor etar .. to amader ekhane beshirbhag students ra bangla tai ney karon statistically naki ekhane shobar kachei bangla easier lage .. ar amader teacher rao bole bnalga medium e choose korte jodi amra bhalo cg chai .. to english jehetu durbol ejonno oi shahosh kore amio ar english medium nei ni .. arekta kotha bolte chai gram er english class er bepare sheta holo

amader gramer beshir bhag students der ei bhul ta hoto, sheta holo spelling mistakes .. Amader class a emon keu chilo na je spelling mistakes korto na .. eta ekta major problem chilo.. Ar etar karon chilo amader teacher ra thikmoto pronunciation korto na to amrao shei uccharon shunei likhtam .. to bhul hoto spelling. Eije amar bhaista ke porate giyeo ami jeta bujhlam, or boyosh matro 6-6.5 erokom hobe - eto choto ekta baccha - oro ekta jinish shunle or spelling bhul hoyna.. Tar boyosher tulonay she ja pare amar gram eo ekta bhaista ase.. Or shathe compare korle bujha jay ashole tofat ta koto beshi .. jodio o better kichuta amader time er comparison a .. kintu ekhon ekta dhakar baccha theke gramer baccha onek tai pichay ase english learning er dik theke .. mane basic er eto huge parthokko je ki bolbo .. amar gramer bhaista ta oikhane shobchey bhalo achool a pore abar private o pore, kintu amar shohorer bhaista shudhu school ar ami majhe majhe porai tao exam er age .. etei eto huge difference ..

Researcher : hmm, I see.