

Parents' Perceptions of English Language Teaching in English Medium Preschools in Bangladesh

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 Master of Arts in English

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Declaration

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Approval

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Ethics Statement

I hereby declare that, except where appropriate citations and acknowledgments have been made, the work presented in this thesis is entirely my own. This thesis has not been submitted, either in whole or in part, to any other university, institution, or organization for the award of any academic qualification or professional degree.

I further declare that the work presented in this thesis does not infringe upon any existing copyright. The study was conducted in accordance with ethical research principles prior to data collection. The authorities of the selected school and the parents of the preschool children were fully informed about the purpose and procedures of the study. They were also informed that the interviews would be recorded and that observational data would be used solely for research purposes. To ensure confidentiality and protect participants' identities, participants were identified using codes (e.g., Participant 1, Participant 2) throughout the study.

Abstract

Preschool education plays a significant role in children's learning and development. It trains children for future pedagogical experiences and supports them to reach their full potential. Parents play significantly to children's early growth, and their opinions of early childhood education are essential for providing efficient and successful preschool programs. This study aims to investigate parents' perceptions concerning preschool education. It raises awareness about the significance and current situation of pre-primary education through exploring parents' perceptions and experiences on preschool programs.

This research is a qualitative approach. Data is acquired by in-depth interviews and focus group discussion with parents of preschool children in Dhaka. The collected data is audio-recorded, transcribed verbatim, and analysed using thematic analysis. The findings stated that parents hold positive attitudes toward English language learning in preschool. They consider English as an important skill that can contribute to their children's future academic success and global competitiveness. Parents anticipate their children to develop communication competence, vocabulary, and overall language proficiency from an early age.

Moreover, the study showed that parents observed developments in their children's English vocabulary and communication competence because of preschool English instruction. However, participants also reported different challenges, including absence of clear direction from schools concerning how English should be taught and practiced at home. Despite these obstacles, parents help their children's learning through everyday conversation, media, practice of school-taught content, and encouragement.

The findings emphasize the important role of parents in early English language learning and highlight the need for stronger interaction between schools and families. Facilitating parents with adequate instruction and materials may improve children's English language development and create a helpful learning environment both at home and at preschool.

Key Terms: Parents perception, English language learning, Preschool education, Parental involvement, Early childhood education, Qualitative research, Bangladesh.

Dedication

I dedicate this thesis to my parents, my husband, and my son. Without their help and encouragement, it would have been impossible for me to accomplish my Master's degree.

Acknowledgement

This thesis has been conducted with dedication, competence, sincere effort, and the participation of different individuals, to whom I express my heartfelt gratitude.

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List of Acronyms

EFA- Education for all

IDI- In depth interview

FGD- Focus group discussion

ECD- Early childhood care and development

UN- United nation

UNESCO- United Nations educational, scientific and cultural organization

UNICEF- United Nations International children's emergency fund

UNDP- United Nations development program

Chapter 1

Introduction

1.1 Background of the study

English is now the main language used for worldwide communication in a variety of domains, such as business, science, and technology, in today's globalized society (Crystal, 2003). Parents see English language instruction as essential to their children's future development and assimilation into the global community due to the extensive use of English (Bialystok, 2018). The trend towards including English language programs in preschools reflect the growing recognition of the importance of early childhood education for social and cognitive development. Critical period theories in language acquisition reflect the belief held by many parents that young children have a distinct advantage in learning a second language since they are shown to pick up languages more naturally than older learners (Lenneberg, 1967; Singleton, 2001).

The importance of parental influence in our education is found in research, which shows that parents' attitudes and views have a big impact on how their kids are exposed to and participate in second language learning opportunities (Dornyei, 2003). According to studies, early English exposure may improve cognitive abilities including creativity, memory, and problem solving, all of which are in line with parents' demands for bilingualism (Genesee, 2008). Nonetheless, some parents worry about the potential status of starting formal language instruction too early and potential interference with a child's first language development. These conflicting opinions emphasize how crucial it is to comprehend how parents feel about their children learning English

in preschool as their encouragement or resistance may affect curriculum development and educational policies in early language programs.

1.2 Preschool in the global context

Preschoolers learning English or a second language has been popular worldwide due to the realization that it is an essential ability for future academic and professional success (Crystal, 2003). Numerous studies have provided evidence in favor of all language acquisition, indicating that young children have a special sensitivity to language acquisition due to their innate cognitive flexibility and ability to assimilate new sounds and structures more naturally than older learners (Lenneberg, 1967). Young children have a special sensitivity to language acquisition due to their innate cognitive flexibility and ability to assimilate new sounds and structures more naturally than older learners (Lenneberg, 1967). To take advantage of this growth stage and foster bilingual skill, more preschools around the world are including English or other second languages into their educational programs (Nikolov, 2011). Research shows that early bilingualism may enhance intellectual abilities such as imagination, recall, and analytical thinking, providing long-term academic benefits (Genesee, 2008).

However, several problems remain in providing quality early language education. Inadequate teacher training, large child-to-staff ratios, and poor support systems are identified as major obstacles to effective program execution worldwide (UNESCO & UNICEF, 2024). Despite these challenges, many parents and educators believe that early language programs are crucial for children's social, intellectual, and personal growth. Nevertheless, availability and standard of second-language programs still differ greatly across economic groups and regions. For this

reason, it is important to evaluate parents' perceptions of early English language learning in preschool education (Schwartz & Verschik, 2013)

1.3 Importance of learning English in pre-school

Since English is still widely used as a lingua Franca in a variety of disciplines, including science, commerce, and technology, the value of teaching the language in preschools is becoming more widely acknowledged (Crystal, 2003). Since young children have a greater capacity to assimilate new languages via immersive and engaging experiences, early infancy is regarded as the ideal time for language acquisition (Bialystok, 2018). Studies have shown that early exposure to a language, such as English may improve young learners' memory, cognitive flexibility, and problems solving skills, offering long-term cognitive advantages (Genesee, 2008). Additionally, English language competence is now intimately associated with academic and professional achievement, Especially, in nations with a quickly expanding economic square; it is often seen as a gateway to success. Especially in nations with fast expanding economics where it is often seen as a means of gaining excess to higher educational and employment prospects (Rahman and Pandian, 2018). However, to provide a comprehensive approach to education, a setting that strikes a balance between language acquisition and cultural and developmental factors is necessary for preschoolers to learn English successfully.

1.4 The emergence of pre-school education in Bangladesh

In Bangladesh, preschool education has received a lot of attention lately as educators and parents think how crucial our childhood education is for social and cognitive development. According to Kabir and Akhtar (2014), All preschool education in Bangladesh has historically been informal, with little access to official preschool programs. Nonetheless, formal preschool education is

becoming more important in both urban and rural areas as global education and standards and expectations change. To better prepare young children for primary school and enhance their core reading and numeracy abilities, the government and several non-governmental organizations have made investments in increasing early childhood education options (Save the children, 2019). Because parents think that their children will have greater educational and employment opportunities if they can speak English, English language training has also become a standard feature of urban preschools (Rahman & Pandian, 2018). The provision of equitable early education is complicated by the significant regional and socioeconomic disparities in preschool program quality and resource accessibility (Chowdhury, 2021). These differences emphasize how crucial it is to comprehend parents' viewpoints and expectations for preschool education, especially with the relation to English language acquisition, as these factors may influence their support and participation in these initiatives.

1.5 Statement of problem

According to the pre-primary curriculum of Bangladesh, children learn via doing anything and playing, and playing is a pleasurable learning experience (Pre-primary curriculum of Bangladesh, 2011). There are two forms of play that are part of the pre-primary curriculum in Bangladesh for example non-instructional and instructional play. In some instructional performances, the instructor leads the class and provides them with playing directions. Non-instructional play the students play freely and independently, teacher only facilitates them (Pre-primary curriculum of Bangladesh, 2011).

Parents who are worried often complain that their preschoolers don't learn anything at preschool

– they just play. From an early age, parents want their children to be able to communicate in English. According to research parents who enrolled their kids in preschool felt that the groundwork for early learning started there, that preschool helps children develop socially and emotionally, and that attending preschool improved their reading, writing, and speaking abilities (Manigo and Allison, 2016)

Considering the immense influence of English, it is necessary to delve deep into the confusion regarding the priority of English education in preschool through an interview of parents.

Consequently, we will understand how far the parents are right in their assumption.

1.6 Central research objective

The key purpose of the study is to know the teachers' and parents' perceptions about the effectiveness of preschool programs in teaching and learning English in Bangladesh.

1.7 Research questions

1. What influences parents to select English-medium preschools, and how do they perceive early English language acquisition for child development?
2. What expectations do parents hold regarding their children's English proficiency development at the preschool level?
3. What benefits and challenges do parents associate with teaching English in preschool?
4. How do parents support and facilitate their children's English learning at home?

1.8 Scope of the study

This research investigates parents' perceptions toward teaching and learning the English language at the preschool level in Bangladesh. The study focuses on understanding the reasons that affect parents' choices to enroll their children in English-medium preschools and their opinions regarding the significance of early English language learning for children's intellectual, academic, and social development. It analyzes parents' expectations regarding their children's English skill and the advantages and difficulties they relate with English language teaching at the preschool level.

The study is conducted in Dhaka, Bangladesh, where the participants are easily accessible and adaptable to the research process. The researcher will conduct face-to-face interviews with parents. Dhaka has been selected as the research locale because of its convenient access to participants and the feasibility of conducting in person data collection. Moreover, the preschool curriculum in Bangladesh is relatively uniform across districts, ensuring that the findings remain consistent and representative. The study focuses exclusively on parents of preschool students, as their perception plays a crucial role in understanding attitudes toward English language learning at preschool level.

1.9 Limitations of the study

Some limitations of this study were: sample size, and location. If this study was to be repeated in the future, it would need to be with a much larger sample size. The results from this research cannot be generalized to the perceptions of parents, because the sample size was too small. A final limitation of this study was location. If it was completed again, it would be beneficial to

know about parents' perceptions of preschool programs and child English language development in a rural or urban area.

1.10 Significance of the study

This research is important because it examines parents' views of teaching and learning the English language at the preschool level in Bangladesh. Understanding parents' opinions is crucial, as parents play a major role in deciding whether their children will enroll in English-medium preschools and how they assist their children's learning at home. Their expectations can strongly affect children's early exposure to the English language.

The results of this study may help teachers and preschool administrators better understand the reasons, concerns, and expectations of parents regarding early English language education. This can help schools develop better teaching methods, interaction with parents, and enhance the overall standard of English instruction at the preschool level.

Furthermore, the findings will serve as a useful resource by highlighting the benefits of each preschool program and helping parents make informed decisions for children's early learning.

Chapter 2

Literature review

To get the significance of this research, literature analysis has been carried out to understand the importance of parent's opinion on preschool education. Among the most crucial terms relevant to this study are preschool, child development and early learning, preschool and English language acquisition and parents' perception and pre -primary education: global and Bangladesh context. As these concepts collectively help explain the significance of parents _opinions on preschool education. The following section presents the critical foundation and the research gap.

2.1 The concept of pre-school

Preschool is the term used to describe education prior to entering primary school. Toddlers three to five years old are the target audience for preschools. Preschoolers combine academics with enjoyable activities or employ play-based learning to accomplish learning objectives (Nath, 2020). Preschool education helps kids complete their formal education while also introducing them to social graces and basic discipline concepts.

According to Taimur and Sattar (2019), preschool is defined as a setting where children receive institutional education or regular formal instruction prior to starting primary school, which is required by law (p. 4). Other names for preschools include nursery centre's, kindergartens, kschools, nursery schools and pre-primary education. Child development via early investment for long-term benefit is the primary objective of pre-schooling (Dancun & Magnuson, 2013).

Preschools function as adjunct education.

Preschool, according to Ang (2014), is a stage of preparation for enrollment in competitive school programs later. To better prepare them for the next stage of academic learning, preschoolers are assessed for their academic aptitude. Children spend twelve to fifteen hours a week or more in early education programs. Early education focuses on "formalizing education as a whole" and "school readiness" (Pholphirul, 2016, p. 12).

2.2 Pre-primary school: global & Bangladesh context

Global context

Education for All (EFA) is an international initiative that was led by UNESCO. The first goal of EFA emphasizes the expansion of early childhood care and education. While the second goal focuses on free and compulsory quality education for all (UNESCO, 2000). Similarly in the United Nation's Millennium Development Goals (MDGs), goal 2 was designed to ensure universal access to primary education for all (UN, 2000). After that, the Sustainable Development Goals (SDGs) goal number 4.2 highlights the importance of ensuring that all children have access to quality early childhood development, care and pre-primary education (UNDP, 2015).

Research has shown that the aid of education has improved over the years but the aid of preprimary has been inconsistent over the past decades around the world (Hadani, 2020). The participation rate of pre-primary worldwide has increased from 15.436% in 1970 to 61.515% in 2019 (UNESCO, 2020). In industrialized countries, pre-primary teaching methods focus on the importance of play-based learning and study shows that children's academic results are different with play-based programs contrasted to early childhood programs with a concentration on

academics (Boyd, 2018). The well-known Montessori Method which is followed globally for preprimary education focuses learner centered approach where learner guides the teacher and academic programs are modified according to children's concern and requirement (Deepan, 2021). Most of the preschools in the USA are supervised by private organizations and different types of preschools are seen like- no benefit co-operative schools, church-subsidiary schools, neighborhood community schools, private schools and Montessori schools (Kameran & Gabel, 2015). In Russia, with the academic process, preschool programs secure children's good nutrition, accurate timetable, healthy learning programs, mandatory naps and walking or playing in the fresh air. Some private preschools even adjust Montessori and Waldorf learning processes and tailor to Russian instructional practices (Bodrova & Yudina, 2018). Furthermore, in Britain preschools concentrate on the educational process and provide personal and psychological development of the child, social, communication, language and literacy skills, mathematical abilities and general ideas about environment and social system (Mcclary, 2014).

Bangladesh context

Bangladesh is gradually advancing in achieving success in Sustainable Development Goal 4.2. In 2009 the overall proportion of children participating in pre-primary was 10.82% and in 2018 it has increased to 40.82% (World Bank, 2021). This contains both below and over 3-5 years old children joining in the pre-primary. Operational Framework for Pre-Primary education recognizes preprimary children's requirement and essential to grow. It mentions that education should be concentrated on improving children's early development (Ministry of Primary and Mass Education, 2008). In National Education Policy 2010, importance is provided on pre-primary education. Pre-primary education aims at developing children's senses and motivates them to acquire knowledge and participate in school through different activities. Moreover,

expanding discipline for structured education and teaching children to be open minded is another objective of pre-primary education. The goal is to provide obligatory pre-primary for 5+ children that will increase to 4+ (Ministry of Education, 2010). The age group Early Childhood Care and Development (ECCD) policy target is perception till age 8. Moreover, it is stated to focus on the age group 6-8 years for securing flawless and successful progression to primary level (Comprehensive ECCD Policy Framework, 2009).

Unfortunately, there is no specific guideline mentioning education for 3+ years old children in Bangladesh (Rashid & Akkari, 2020).

The most challenging part of Bangladesh to enlarge pre-primary education was securing the quality; this was because of the absence of resources and enforcement of standard education quality (Graham, 2017). The National Curriculum and Textbook Board (NCTB) of Bangladesh did not initiate any standard syllabus for pre-primary. Moreover, the pre-primary school's shortage of proper physical resources like a playground, sufficient classrooms and an enjoyable learning environment (Nath and Sylva, 2007).

The main purpose of pre-primary is to advance children to attain their full capability according to global benchmark (Clipa, 2017). English medium schools in Bangladesh are increasing quickly (approximately 2000) and acquiring acceptance because of standard education failing to provide quality education to the local elite and lack of public schools. On the other hand, the Bangladesh government is more engaged in supporting extensive coverage and Education for All rather than focusing on a particular kind of education (Mousumi & Kusakabe, 2017). English medium preprimary schools in Bangladesh admit 3+ years' children in pre-primary classes although

government pre-primary schools admit 5+ children in pre-primary classes (Yasmin & Rumi, 2020).

However, there have been some inconsistencies in English medium pre-primary schools which include quality of education, appointing qualified instructors and ensuring safe and enjoyable academic environments (Kader and Salam, 2018).

2.3 Benefits of pre-school

The purpose of preschool education is to help children and families that come from a variety of socioeconomic, linguistic, and cultural backgrounds. In the context of a preschool setting, children develop their social skills through interaction and sharing with other children. Additionally, the use of physical movement in games helps to accelerate physical growth, language development, and communication skills by introducing and enriching the vocabulary capital of toddlers (Melhuish et al., 2013).

Through the development of children's physical, cognitive, critical thinking, and emotional sensitivity abilities, early school education has the potential to prepare pupils for the competitive environment in which they will be working. Preschools are useful in the sense that they contextualize real-life events via engaging activities, introduce diversity in activities, and adopt unique strategies for children with special needs (Nath, 2020). These are all things that preschools do. It is common for parents to fail to instill "good learning habits through rich experience" in their children, whereas preschools actively encourage this.

2.4 Child development & early learning

Child development has been the subject of research in a wide range of fields concerned with learning and growth. The reviewed material is organized according to two important areas of early learning and child development, which will help with both comprehension and organizing this conversation. Cognitive growth and social-emotional development are the two areas in concern.

2.5 English lessons in the pre-school

In most cases, children are divided into groups according to their ages. There are two groups- one group consists of children aged three to four years old, and most of their instruction is based on activities that require them to act and the other group who are between the ages of five and six are the second group, and their education may also incorporate some theatre skills. The Research Institute of Education in Prague (2010) recommends a book which suggests that English instruction should be based on the natural development characteristics of children of this age. When it comes to teaching English, there are a few instructions that should be followed. These include the following: the ability to comprehend, the utilization of games and movement, the development of imagination through indirect teaching, the activation of all senses, the switching of activities, reinforcement, the individual approach, the application of native language, and the use of positive motivation (klimova, 2013). In Bangladesh, teaching English lessons in preschool is becoming increasingly essential because many parents consider early exposure to support their children's future academic learning and social advancement. Studies on early childhood education policy in Bangladesh shows that playful interactive methods are common:

educators often use stories, nursery rhymes, songs, and acting activities so that young children can naturally hear and practice English in a low-stress way (Das & Diba, 2024). Such playful, engaging approaches match with broader trends in early childhood teaching in Bangladesh, where culturally relevant curriculum is revised in a way to blend national traditions with global language skills (Khan, 2024).

Studies focusing on Bangladeshi preschools show that teachers frequently apply well-known learning theories—behaviourism, cognitivism, and constructivism—in their English teaching lessons. For example, research in Dhaka discovered that teachers reward proper responses (behaviourism), support children's understanding (cognitivism), and stimulate meaningful interaction through play (constructivism) in their English lessons (Abedin, 2023). These strategies help young learners absorb English phrases and ideas gradually, rather than imposing formal grammar lessons too early.

At the same time, research indicates that children in Bangladesh begin to develop phonological awareness of sounds and letters through games and merging tasks, helping them to integrate letters and sounds in English. While comprehensive phonics programs are not widely available in every preschool, some teachers use interesting playful blending activities to help young children build early literacy skills (Ferdous, Shuchi & Afrin, 2024). On the other-side, pre primary classrooms in Bangladesh often apply gesture-based learning—a technique which is based on Total Physical Response—to make English understandable. Teachers combine physical actions with body language, and gestures together with verbal input, which matches with young children's developmental potentials and helps them adopt English in a meaningful way. Nevertheless, different challenges exist in the Bangladeshi context. Research shows that many preschool teachers lack proper training in English instruction, and there is a shortage of quality

instructional materials to accommodate the local linguistic and cultural framework (Ahmed et al., 2025). The early childhood teacher training varies in Bangladesh is uneven; some teachers receive training, but many feel inadequately prepared to combine language teaching with play and active learning

(Rahman & Akhter, 2025). Additionally, the national curriculum for English is mostly designed for later-stage schooling, meaning preschools may not have proper guidelines for child-appropriate English guidelines (Maksudur & Singh, 2024).

Despite these obstacles, when implemented effectively, English instruction in Bangladeshi preschools can benefit children numerously. Through a playful environment, guided interaction, and simple introduction of phonics, preschools can boost children's confidence, curiosity, and constructive mindset toward English. This early development may help reduce the common difficulties students face in primary school, where numerous students struggle with English competency (Chowdhury, 2025). Therefore, improving teacher training, curriculum support, and resource accessibility for preschools could be important for strengthening early English language consequences in Bangladesh.

2.6 Early childhood education programs in English-medium schools

Pre-school education is provided a higher priority in kindergartens that use English as the language of instruction more than government pre-schools. Nearly all kindergartens and institutions that teach English as a medium of instruction have such a provision. Most institutions provide courses that range from one to two years in length and use local textbooks of various

quality. Students attending English-medium schools are to be prepared for the British O-level and A-level examinations, as well as the junior and senior Cambridge examinations.

2.7 Parents' perception on pre-primary education

Research indicates that parents send their young children to school to help them develop their social and communication skills and to get them ready for higher education (Sahin, Sak & Sahin, 2013). Parents want the pre-primary setting to be safe and engaging, allowing kids to choose their own activities on their own. On the other hand, some parents worry when they see their kids not engaging in the education process, for example, by just playing or failing to bring schoolwork (Boyd, 2018). School related activities are seen as beneficial by parents since schools are thought to be healthy places (Jayasuriya, Williams & Tandon, 2016). Parents are of the opinion that preschool education should prioritize the development of the knowledge and skills necessary for school, as well as the facilitation of play and guidance. Furthermore, it is imperative that preschools cultivate the self-concept and cooperation skills that are essential for comprehensive institutions. (Nikko & Nuutinen, 2009). Parents in urban areas are in favor of preschool education because they believe it is crucial for the successful completion of primary education and the allround development of children by facilitating their comprehension of a variety of topics (Annonciata & Nadege, 2020). The academic acquisition of children is not the only factor that is influenced by the positive perception of their parents towards pre-primary education; it also aids in their holistic development (Eria & Bakuza, 2021). According to studies, parents think that their kid's ability to speak English will help them compete in the global labor market. Khan (2020) points out that parents of inconsiderate English to be a language of prestige and perceive early

English instruction to ensure their children's future financial success. Parents interviewed by Parveen and Hyder (2017), said that they saw English as a means of achieving higher social status and future employment prospects, demonstrating the idea that proficiency in the language is a sign of advancement and modernity. According to research by Ahmed (2021), parents often express approval of the learning strategies used at some schools and look for some dynamic and interesting techniques that promote language acquisition.

According to Hussain and Tolleson (2018), some parents worry that learning English at a young age might cause cultural alienation. They still give priority to English, however, since it is linked to scholastic success and future opportunities, suggesting a conflict between perceived global integration and cultural preservation. Bangladeshi parents are aware of the benefits that fluency in English provides in terms of academic and cultural exposure, since English has emerged as a crucial component of the worldwide educational system. According to research by Rahman (2019), parents often believe that teaching their children in English at a young age is to prepare them to compete globally and access global educational resources.

2.8 Research gap

Although earlier research works have explored parental perspectives on early childhood education, most of the current published research has concentrated on institutional factors such as syllabus design, school infrastructure, and teaching quality. Nevertheless, there remains a visible gap of research that directly investigates parents' perceptions of English language learning at the preschool level in the setting of Dhaka, Bangladesh. Especially, scholarly attention has not adequately addressed how parents interpret and evaluate the educational progress of their children due to early exposure to English, nor how these opinions influence their decisions when choosing a preschool program.

Furthermore, few studies have explored whether parents' regarding English language learning are based on visible educational improvement in their children or whether their expectations are influenced by external forces such as social status, societal demands, or institutional branding. The lack of evidence-based knowledge restricts the understanding of whether preschool English language practices truly match with parental expectations in the Bangladeshi context.

To address this gap, this paper will demonstrate the significance of parents' perspectives regarding pre-school to assist educators in facilitating them in selecting the most suitable academic option for their child. It will also be advantageous to ascertain the rationale behind the parents' decision to enroll their child in the current programme and whether they are observing academic development in their child.

By focusing on these areas collectively- an approach absent in previous research. This study offers a unique and context specific contribution to the field of early childhood language education.

2.9 Chapter summary

The introductory section of the chapter delineated the concept of pre-school, its activities, and the obstacles that the instructor encountered during the teaching session. The second section of the chapter provided a concise overview of the English language education that is provided in preschools worldwide. The final section of the chapter discusses the process of acquiring the English language in pre-schools in Bangladesh. The chapter's conclusion emphasized the knowledge deficit that was identified in the context of recent studies in the field.

Chapter 3

Methodology

3.1 Introduction

This part describes the systematic approach followed to find out the research methodology for the present study. The purpose of this study is to discover how effectively English medium preschools work, and more specifically, how well they teach English language to the children. The chapter further describes the reason why a qualitative multiple case study approach was chosen, how participants were chosen and the data was collected and how the data was analyzed.

3.2 Researcher's role

The researcher has recently enrolled in an English medium school in Dhaka, Bangladesh. The researcher has been instructing English in the fourth and fifth grades at this institution. The researcher has selected this subject matter because the researcher carefully monitors the schools pre-play section. The researcher has afforded the opportunity to converse with parents and gain insight into their perspectives regarding the learning of the English language in the classroom as a teacher at that institution. The researcher has now motivated and enthusiastic about the prospect of conducting a study on the perspectives of parents regarding the acquisition of the English language in preschool. The study is free to personal biases. The researcher has assumed the role of an investigator and refrained from imposing his own opinions on the data.

3.3 Selecting the participants

The researcher used purposeful data sampling method strategies to collect relevant data for this investigation. Non-probability sampling methods are superior for qualitative research (Vehovar, Toepoel, et al., 2016). According to Kothari and Garg (2020), non-probability or purposive sampling does not offer a basis for assessing the chance that each demographic component will be represented in the sample. In this sampling, the researcher carefully selects the sample's components; his selection is definitive. In non-probability sampling, researchers choose cosmic units to build a sample in the hope that a little mass from a vast one will reflect the universe. They clarify that all purposive sampling provides for a wide range of variance, the researcher must choose a limited number of subjects with information. To collect relevant data and avoid misdirection, qualified volunteers with personal knowledge of the studies phenomena are needed (2020). I used purposive data mining for participant selection.

Demographic profile of the participants:

Participants Number	Gender	Age	Profession	Number of Children
Participant 1	Male	32	Bank Manager	2
Participant 2	Female	35	Home-maker	2
Participant 3	Female	28	Home-maker	1
Participant 4	Male	40	Doctor	3
Participant 5	Female	35	Home-maker	2

Participant 6	Female	31	Home-maker	1
Participant 7	Female	29	Private job	2
Participant 8	Female	27	Doctor	1
Participant 9	Male	30	Teacher	2
Participant 10	Female	33	Former College Lecturer	2
Participants 11	Male	35	Business	3
Participant 12	Female	34	Home-maker	3
Participant 13	Male	36	Business	2

The selection of participants was based on the criteria, as those from the same context can offer more information about the situation's actuality and it is essential for participants to have experience with preschool education, for this reason the participants of this research were the parents either mother, father or grand parents whose 3-4 years old children or grandchildren are going to English medium pre-primary.

Furthermore, not all parents of English medium preschool going children can be the participants of this research as the figure was significant and impractical for this study. Hence, the sample in this study was chosen purposefully.

3.4 An overview of data collection procedures

In order to comprehend the exploratory causes and evaluate the mechanisms and rationale behind a specific program or phenomenon, researchers may implement qualitative research. Yeung (2018) identifies numerous methodologies for data acquisition in qualitative research, including selfreporting, content analysis, focus group discussions, interviews, and observation. I have selected interview and focus group discussion as my data acquisition methods, as they are feasible in preschool settings. The three primary types of qualitative research interviews are structured, semi structured and unstructured, (Gill, Stewart et al., 2008). I have conducted semi structured interviews, which consist of a few fundamental inquiries that help defined the areas to be investigated.

3.4.1 Semi-structured interview

Semi-structured interviews were implemented to interview participants for the purpose of data acquisition in this investigation. The semi-structured interviews are advantageous for engaging in in-depth discussions, and the researcher can typically derive conclusions by analysing the conversations and the diverse, initially superficial responses that happened during the interview. For the most part, I have intended to continue to analyse all verbal and non-verbal reactions including intuition, joy, and silence, to uncover information that will be beneficial in the final data analysis of the themes that were derived from the interview (Kakilla, 2021). Interviewers can integrate a variety of themes to foster adaptability. Deterding and Waters (2018) have proposed that researchers can discuss a diverse range of subjects with numerous themes during semi structured interviews. The interactive format of this interview inverts participants to freely express themselves, and numerous studies have demonstrated that the application of flexible

coding for computer assisted qualitative data analysis to well coded themes can generate reliable analysis from substantial interview samples (Deterding & Waters, 2018).

3.4.2 Designing the interview protocol

The interview protocol I have used to design the interview questions is taken from Castillo-Montoya's four phase interview protocol.

–Phase 1: Ensuring interview questions align with research questions

Phase 2: Constructing an inquiry-based conversation,

Phase 3: Receiving feedback on interview protocols

Phase 4: Piloting the interview protocol” (Castillo- Montoya, 2016, p. 812).

The initial phase is designed to establish a correlation between research questions and interview questions. This alignment enhances the efficacy of the questions by eliminating unproductive inquiries (Castillo-Montoya, 2016). Pattern (2015) started in the second phase that the interview protocol functions as an inquiry instrument that makes prominent queries regarding the study and facilitates discussion on a particular subject (Castillo-Montoya, 2016). Thirdly it is crucial to verify the authenticity of this interview protocol to enhance the credibility of this protocol, the researcher should request feedback from an expert regarding whether the queries accurately reflect their intention (Patton, 2015; as cited in Castillo Montoya, 2016). Lastly the researcher should conduct a pilot study prior to the primary study to evaluate the results of the final study (Castillo-Montoya, 2016).

3.4.3 Piloting the interviews

I conducted the interview questions with one of my participants after the expert provided me with feedback. I opted to contact the pilot with her due to her ability and assistance. Tashakkori and Teddie (2003) introduced the value of pilot studies in both qualitative and quantitative research. Piloting is considered essential due to its ability to detect errors and deficiencies in the process. The objectives of this pilot study were to assist the appropriateness and reliability of the queries, as well as to obtain a preview of the final interviews.

3.4.4 The data analysis framework

The purpose of qualitative analysis is to interpret the data and the resulting themes, to facilitate understanding of the phenomenon being studied. The term analysis refers to such a process facilitating the data for operations, designed to draw conclusions for further manipulations (Ibrahim, 2015). The final product of a qualitative study is shaped by the data that are collected and the analysis that accompanies the entire process (Merriam, 1988). This research constructed a data analysis framework based on Miles and Huberman's (1984) qualitative data analysis (Figure

1).

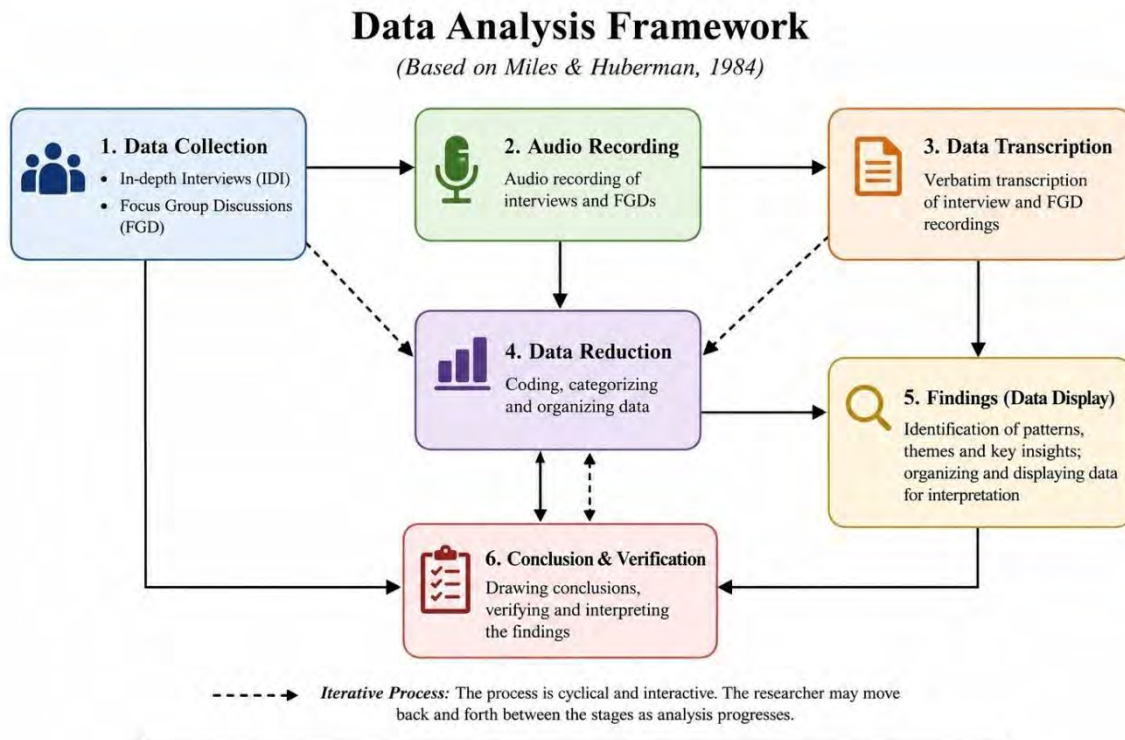


Figure: 1. (based upon Miles & Huberman's (1984) Qualitative data Analysis)

3.4.5 Analyzing interviews

First, I talked to parents to get the information. I recorded the whole data to make sure the information was correct. After that I typed up and carefully read the talks that had been taped. It was then time for qualitative analysis. Two rounds of coding were used: simple descriptive

coding to describe the data from the subjects and pattern coding to look for patterns. Finally, the information that was coded to pull out larger themes from the groups and find parallels. The main theme starts to emerge after both rounds of coding are done. These ideas came out of the study, and chapter four will talk about them.

3.5 Ethical considerations

Prior to initiating the present study, the processes for data collection were examined from an ethical viewpoint. The participants were notified that their discussions would be recorded. Participation in the study was fully voluntary. To preserve privacy and protect participants anonymity, pseudonyms were not used; instead, participants were assigned code as Participant 1, Participant 2, Participant 3, and so on throughout the study. This practice secured privacy while supporting the researcher to precisely present and analyse the collected data.

3.6 Validity and reliability

The validity and the reliability of IDI (in-depth interviews) and FGD (focus group discussion) instructions were evaluated by an expert from the Department of English and Humanities at Brac University. Additionally, pilot study was done to confirm the validity of the research instrument.

Chapter 4

Findings and discussion

There are two parts in this chapter. The first part is Findings‘ and the second part is Discussion. In findings data collected through several tools like in-depth interview and focus group discussion and in discussion where the analysed data has been discussed considering existing literature and researchers‘ reflection. This part is finished with a thoughtful conclusion and significant recommendations depend on the results and knowledge acquired from the study.

4.1 Findings

Data from focus group discussion and in-depth interview is analysed here,

4.1.1 Parents‘ strong opinion in early English introduction

The findings of this study indicate that parents possess a substantial and consistent mindset of presenting English at an early stage of their children’s education. This viewpoint is largely shaped by the increasing global significance of the English language in academic, occupational, and societal settings. Most participants highlighted that early exposure to English is not simply beneficial but important for ensuring their children’s future achievement. One of the responses is stated below-

–If a child adopts English at an early age for his education he will be advanced for his future learning process.” (P6, 2026).

4.1.1.1 English as a medium for future success

A primary view within parents is that English serves as a gateway to better prospects. They believe that expertise in English facilitates children to access higher education, secure well-paying positions, and connecting with the global world. Many parents stated that in today's world, English is an essential skill rather than a voluntary one. This strong belief encourages them to emphasize English learning from the preschool level. Their responses are stated below-

“Learning English at preschool will build a strong foundation, making it easier for my child to understand lessons and perform better in future academic stages.” (P9, 2026)

4.1.1.2 Early learning enhances fluency and confidence

An important aspect marked by the participants is the benefit of starting English learning at a young age. Parents stated that children are more competent of obtaining language naturally during early childhood. They believe that early access leads to good pronunciation, better fluency, and enhanced confidence in communication. According to their viewpoints, children who start learning English early are less likely to feel hesitation or fear of communicating with others. One of the responses is stated below-

“I believe learning English from an early age will build my child communicate better and Prepared for future education.” (P8, 2026)

4.1.1.3 Pressure of international competitiveness

The findings also show that parental opinions are shaped by a sense of global competition. Many parents shared their concern that children might slip behind if they do not start learning English early. This pressure shows a broader societal anticipation that English proficiency is important for success. As a result, parents feel forced to ensure early English exposure to keep their children competitive in both national and international contexts. One of the responses is stated below- “Our native language is Bangla and for current future education English is our second communication language so it needs everywhere” (P6, 2026).

4.1.2 Parental expectations regarding the development of children’s English proficiency

4.1.2.1 Expectations concerning early vocabulary and language development

Parents anticipate their children to develop a very strong basic in English from an early age, especially in terms of vocabulary acquisition and foundations of language understanding. They believe preschool is an important place for building these foundational skills. One of the responses is stated below-

“I would like to see improvement in my child; s pronunciation, vocabulary, and ability to express simple ideas in English.” (P9, 2026).

4.1.2.2 Expectations about communicative skill development

Many parents desire that their children will be able to communicate efficiently in English,

containing speaking in simple sentences and involving basic conversations. This reflects their focus on practical language use rather than only academic purpose. One of the responses is stated below-

“I expect my child to learn basic words, simple sentences, and communicate confidently.” (P8, 2026).

4.1.2.3 Expectation concerning future academic and international advantages

Parents also correlate early English proficiency with long-term advantages, such as good academic performance and enhanced prospects in a globalized world. They see preschool English learning as groundwork for future success. Their responses are stated below-

“English learning is quite essential for preschool children because it supports cognitive development, communication skills, and future academic success.” (P7, 2026).

“Better speaking skills, confidence, improved learning ability, and better opportunities in the future.” (P8, 2026).

4.1.3 Perceived advantages and challenges of English learning in preschool

4.1.3.1 Perceived advantages: vocabulary and communication development

Parents marked noticeable advantages, especially improvements in their children’s vocabulary and conversational skills. They noticed that children can use English words and basic communications in their daily life. One of the responses is stated below-

“My child practices by speaking simple words watching education cartoons and repeating what

is learned” (P6, 2026)

4.1.3.2 Perceived advantages: enhanced confidence in language use

Some parents marked that their children demonstrate greater self-confidence when talking in English, particularly in school-related subjects. This confidence is seen as a significant outcome of early experience. One of the responses is stated below-

–He tries to speak in English with family members and others”. (P2, 2026)

4.1.3.3 Challenges: lack of educational instruction for home practice

A major challenge stated by parents is the lack of clear instruction from schools on how to practice English learning at home. Parents feel unsure about effective methods. One of the response is stated below-

–I have limited resources, but I try my best to help my child learn English at home” (P1, 2026)

4.1.3.4 Challenges: limited ability to support learning at home

Some parents showed difficulty in facilitating their children due to their own lack of English proficiency or limited knowledge about teaching techniques. One of the responses is stated below-

–I have basic knowledge but need more support”. (P3, 2026)

4.1.4 Parental practices in facilitating English learning at home

4.1.4.1 Use of English language in everyday conversation

Parents facilitate learning by using basic English words and phrases in everyday communications, motivating children to reply in English.

–By speaking English conversation, can reading story books with him.” (P1, 2026)

4.1.4.2 Use of mass media and learning materials

Many parents depend on English songs, videos, and cartoons to introduce their children to the language in an interesting way. Their responses are stated below-

–We gave him board to practice Strokes and yes, I try my best and use books, videos, and online - e sources”. (P3, 2026)

–My child practices through reading, cartoons, and speaking”. (P5, 2026)

4.1.4.3 Repetition of school learning

Parents frequently ask children to practice rhymes, repeat lessons, or review school materials to boost their learning. One of the responses is stated below-

–My child practices English through rhymes, cartoons, and repeating words and sentences learned at school”. (P6, 2026)

4.1.4.4 Motivation and positive reinforcement

Parents inspire their children by encouraging them to speak in English and appreciating their efforts, which helps build self-confidence. One of the responses is stated below- ~~By~~ guiding him, correcting him and encouraging him to speaking English and playing alphabet, puzzles & all.” (P7, 2026)

4.2 Discussion

The results of this study show that parents maintain highly positive and future-oriented opinions related to English language learning at the preschool level, which highly align with present literature. A common belief among parents is that English supports as a gateway to more effective academic and professional prospects. Parents highlighted that early competence in English allows children to obtain higher education, accomplish academic success, and join in global learning environment. This opinion is consistent with Rahman, who discovered that parents’ opinion about early English learning as important for global competitiveness and obtain international educational resources (Rahman,2019). In the same way, Khan emphasised that education systems progressively incorporate English to relate local learning with global needs, strengthening parents’ beliefs in its essentiality (Khan,2024).

Another crucial finding is parents’ powerful opinion in the efficiency of early language development. Participants mentioned that early interaction leads to developed speech, fluency,

and self-confidence. This aligns with classroom activities found by Abedin, where behaviourism, cognitivism, and constructivism are applied to encourage slow and significant language learning in preschool environments (Abedin, 2023). Moreover, Ferdous et al. (2024) highlight that playful and phonics-based activities assist young learners develop fundamental literacy skills. These observations support the idea that early childhood is a crucial stage for language acquisition and that engaging, activity-oriented learning improves children's communicative proficiency. The concept of global competitiveness furthermore describes parental proposes. Parents mentioned concern that their children may be left behind without early English interaction, showing broader social pressures. This is validated by Khan, who discovered that parents consider English as a language of status and a pathway to future economic success (Khan, 2024). In the same way, Parveen and Hyder (2017) mentioned that parents connect English proficiency with higher social status and better occupation. The present study supports this result, demonstrating that parental perspectives are shaped by both globalisation and socio-economic ambitions.

In terms of parental anticipations, the results show that parents anticipate children to develop fundamental language skills such as vocabulary, articulation, and basic sentence structure. This aligns with Melhuish et al. (2013), who mentioned that early language acquisition enhances communication expertise and helps overall development. Additionally, parents' focus on communicative competence shows modern educational methods Klimova (2013) mentions that effective early language methods should include sensory engagement, interaction, and

meaningful communication rather than memorisation. Thus, the study reveals that parental anticipation is aligned with contemporary language teaching techniques.

Furthermore, parents also connected early English learning with extended academic and intellectual advantages. This opinion is supported by Nath (2020), who reports that early childhood education plays an important role in developing children for future academic difficulties.

Additionally, Das and Diba (2024) mention that playful and engaging learning environments enhance both language competence and self-confidence. The present findings mention that parent's opinion in early English education as a contribution to their children's long-term achievements. The study also showed different advantages, particularly developments in vocabulary, communication skills, and self-confidence. These findings are consistent with Eria and Bakuza (2021), who mentioned that optimistic parental views of early education support children's overall development. Enhanced confidence in using English, as identified by parents, reflects decreased nervousness and greater readiness to communicate, which are important factors in successful language learning.

On the other side, the findings also show important challenges. Parents highlighted a lack of pedagogical instruction from schools and insufficient capability to support learning at home. The issue is stable with Ahmed et al. (2025), who identified that teacher training and educational standards in Bangladesh vary considerably, often gaps in efficient guidance for parents. Similarly, Rashid and Akhter (2020) mention the lack of clear guidelines for early childhood education, especially for younger children. These structural constraints directly influence parental participation and self-assurance in assisting their children's learning.

In terms of parental supports, the study reveals that parents actively practice English learning through everyday communication, use of multi-media, practice of school lessons, and

motivation. These guidelines align with Annonciata and Nadege (2020), who mention that parental support plays an important role in children's language learning outcomes. The employ of cartoons, rhymes, and collaborative activities demonstrate a child-cantered method that

supports natural language learning. On the other hand, motivation and positive encouragement

match with findings by Nikko and Nuutinen (2009), which mention the significance of emotional support in early learning acquisitions.

Overall, the findings of this study are highly reinforced by current literature while also giving

context-specific observations into Bangladesh. The study validates that parents are highly

stimulated and aware of the significance of early English learning. However, it also mentions

lacks pedagogical support, especially in terms of direction and materials for parents. These

outcomes indicate the need for better coordination between schools and families, enhanced

teacher training, and the growth of organised guidelines to support early English learning in

preschool environments.

Chapter 5

Conclusion and recommendations

5.1 Conclusion

The main goal of this study was to investigate parents' perceptions of English language learning at the English medium preschool level in Bangladesh. The outcomes show that parents hold a highly optimistic mindset toward early English learning and regard it an important element of their children's educational and future achievement. Most parents assume that English competency offers greater academic opportunities, enhance communication skills, and trains children for involvement in a globalized world. These impressions strongly affected their decisions to implement English learning from the preschool stage. The study also reports that parents consider early learning to the English language helps their children's articulation, fluency, development of vocabulary, and self-confidence in daily communication. Parents reported preschool years as an important time for language learning, where children can learn easily via play, repeated introduction, and interaction.

Furthermore, many parents anticipated their children to improve basic communicative competence and a solid language framework that would improve future academic success.

Another important finding of the study is that parents consider English learning with prolonged pedagogical and professional achievements. Parents regarded English not only as a field of study but also as a significant life skill essential for higher education, social status, and international competitiveness. These opinions show the rising social worth of English in Bangladesh and

illustrate how globalization affects parental expectations.

On the other hand, the findings consider that parents actively encourage their children's English learning at home through different practices such as talking with kids in simple English words, showing cartoons and short films. reading storybooks, reading rhymes, and practicing school lessons. These actions indicate that parents identify their significant role in children's language acquisition development.

Nonetheless despite their positive opinions and participation, parents also encounter different challenges. Many participants mentioned insufficient English proficiency, lack of teaching techniques, and limited guidance from schools concerning how to support learning at home. The lack of organised pedagogical support and proper learning materials causes problems for parents who wish to support more efficiently in their children's English learning process.

The study determines that parents in Bangladesh generally interpret English language learning at the preschool level optimistically and consider it as significant for children's academic and future success. At the same time, the study mentions the significance of powerful teamwork between schools and parents to secure efficient early English learning experiences. Providing parents with appropriate support, materials, and guidance may help create a more successful and moderate learning environment for preschool children.

5.2 Recommendations

The following recommendations are suggested based on the outcomes of the study:

1. Preschool organisations should give clear advice and realistic methods for parents to help English learning at home.
2. Schools should arrange orientation programs for parents to enhance their understanding of efficient home-based language support techniques.
3. Educational policymakers should improve organised and age-appropriate English learning instructions for preschool education in Bangladesh.
4. Parents should be motivated to create more language-rich home surroundings through daily conversations, storybooks, educational media, and rhyme practices.
5. Further research may be completed with more participant groups and in several regions of Bangladesh to get broader knowledge of parental Opinions concerning preschool English learning.

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Appendix A

Interview questions for participants

Data for answering research questions were collected by interviewing the participants

Interview Questions (IQs)	Background Info	RQ 1	RQ 2	RQ 3	RQ 4
Can you tell me regarding your child's age, gender, and how long they have been joining preschool?	X				
Can you tell me why you chose an Englishmedium preschool for your child?		X			
What inspire you to enroll your child in a preschool that teaches English?		X			
How do you think English learning at preschool will influence your child's future education?		X			
What is your overall opinion about learning English at an early age for children?		X			

How essential do you think learning English is for preschool children? Why?		X			
What advantages do you expect your child to gain from learning English at this age?		X			
What are your expectations regarding your child's English learning at preschool?			X		
What are your prospects from your child's English language learning at this stage?			X		
What developments would you like to see in your child's English learning exposure?			X		
How do you feel about the overall experience of your child learning English in preschool?				X	
Are there any concerns you have about your child learning English in preschool?				X	
Are you pleased with the English syllabus and teaching techniques? Why or why not?				X	
How do you usually support your child's English learning at home?					X

How does your child practice English at home?					X
How do you assist your child's English learning at home?					X
Do you feel you have sufficient knowledge or resources to help your child learn English?					X
Would you like more supervision from the preschool on how to support English learning at home?					X

Appendix B

Focus group discussion (fgd) guideline (English)

Research title: Parents' Perceptions of English Language Teaching in English Medium Preschools in Bangladesh

Introductory questions:

1. How are you all?
2. How is everyone at home?

Questions:

1. What inspire you to enroll your child in a preschool that teaches English?
2. What is your overall opinion about learning English at an early age for children?
3. What advantages do you expect your child to gain from learning English at this age?
4. What are your prospects from your child's English language learning at this stage?
5. Are you pleased with the English syllabus and teaching techniques? Why or why not?
6. How do you assist your child's English learning at home?
7. Do you feel you have sufficient knowledge or resources to help your child learn English?
8. Would you like more supervision from the preschool on how to support English learning at home?

Appendix C

Transcription 1

Interviewer: Can you tell me regarding your children's age, gender, and how long they have been joining preschool?

Participant: My child is 3 years 3-month-old, female, and has been attending preschool since January this year.

Interviewer: Can you tell me why you chose an English-medium preschool for your child?

Participant: I chose an English - medium preschool to help my child develop early English

communication skills, which are important for future education and global opportunities.

Interviewer: What inspire you to enroll your child in a preschool that teaches English?

Participant: I was inspired by the growing importance of English in education and career

prospects, and I wanted my child to gain confidence in the language from an early age.

Interviewer: How do you think English learning at preschool will influence your children's future education?

Participant: Learning English at preschool will build a strong foundation, making it easier for my child to understand lessons and perform better in future academic stages.

Interviewer: What is your overall opinion about learning English at an early age for children?

Participant: I believe learning English at an early age is very beneficial as children can learn languages more quickly and naturally during this stage.

Interviewer: How essential do you think learning English is for preschool children? Why?

Participant: English learning is quite essential for preschool children because it supports cognitive development, communicates skills, and future academic success.

Interviewer: What advantages do you expect your child to gain from learning English at this age?

Participant: I expect my child to gain basic speaking, listening, and understanding skills in English, along with increased confidence.

Interviewer: What are your expectations regarding your children's English learning at preschool?

Participant: My expectation is that my child will learn simple vocabulary, basic sentence

formation, and develop interest in the language.

Interviewer: What are your prospects from your child's English language learning at this stage?

Participant: I would like to expect the preschool to provide a supportive and engaging

environment that encourages practical use of English through activities.

Interviewer: What developments would you like to see in your child's English learning exposure?

Participant: I would like to see improvement in my child's pronunciation, vocabulary, and ability to express simple ideas in English.

Interviewer: How do you feel about the overall experience of your child learning English in preschool?

Participant: Overall, I feel positive about my child's experience, as she is gradually becoming more comfortable with English.

Interviewer: Are there any concerns you have about your child learning English in preschool?

Participant: My main concern is that too much pressure might reduce interest, so learning should remain fun and stress-free.

Interviewer: Are you pleased with the English syllabus and teaching techniques? Why or why not?

Participant: Yes, I am generally satisfied with the syllabus and teaching techniques as they are interactive and child friendly.

Interviewer: How do you usually support your child's English learning at home?

Participant: I support my child by speaking simple English at home, encouraging him to use new words, and engaging in interactive learning.

Interviewer: How does your child practice English at home?

Participant: my child practices English through rhymes, cartoons, and repeating words and sentences learned at school.

Interviewer: How do you assist your children's English learning at home?

Participant: I assist by reading simple books, correcting gently, and motivating her to speak without fear.

Interviewer: Do you feel you have sufficient knowledge or resources to help your child learn English?

Participant: I believe, I have basic knowledge, but I am always open to learning more to better support my child.

Interviewer: Would you like more supervision from the preschool on how to support English learning at home?

Participant: Yes, I would appreciate more guidance from the preschool on effective ways to support English learning at home.