

**AN EXAMINATION OF THE ENGLISH LANGUAGE
TEACHING AND LEARNING PRACTICES AT TWO SCHOOLS
FOR UNDERPRIVILEGED CHILDREN IN DHAKA**

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

It is hereby declared that

- 1.The thesis submitted is my own original work while completing a degree at Brac University.
- 2.The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
- 3.The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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Ethics Statement

Hereby, I Mimi consciously assures that for the manuscript /insert title/ the following is fulfilled:

1. This Thesis is my own created work, which has not been previously published elsewhere else.
2. The paper reflects and analyzes the authors' own research work.
3. All the sources used for this research are cited properly. The references are given in the reference section.
4. I have been actively involved in fundamental work leading to this paper and will take responsibility for its content.

I agree with the above statements and declare that this submission follows all the ethics statements.

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Abstract

This study aims to explore the English language teaching and learning practices at two schools for underprivileged children in Dhaka, Bangladesh. This study was conducted in two NGO schools in Dhaka following a qualitative approach. The data was gathered through semi-structured interviews of teachers. The study tries to answer the research questions about how English language is taught in underprivileged children's schools, the challenges they face and also looks into the benefits of learning English for underprivileged children. The result shows that, limited application of technology, limited listening equipment, fear, lack of creativity, lack of motivation, overly depending on teacher, memorization, economic barriers are some of the problems and challenges the underprivileged children faces in terms of learning English as a foreign language. Therefore, the students are benefiting by studying at these schools because it works for the children who are extremely poor and needy with a minimum tuition fee. These schools provide all necessary equipment related to the study of underprivileged children.

Keywords: NGO School, Underprivileged children, teaching, learning.

Dedication

To my family whose continuous support has motivated me throughout my life.

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Acronyms Used

BRAC Bangladesh Rural Advancement Committee

NCTB National Curriculum and Textbook Board

NGO Non-Government Organization

ESOL English for speakers of other language

SSC Secondary School Certificate

HSC Higher Secondary Certificate

UNICEF United Nations Children's Fund

Chapter 1

Introduction

Since independence, Bangladesh, as a developing country, has been trying to give priority to the educational sector for ensuring literacy of all spheres of people (Ahmed & Hossain, 2005). For that purpose, several necessary steps have been taken so far by the government to boost the education circle of Bangladesh (Jalaluddin & Chowdhury, 1997). In addition, “Bangladesh is committed to its people and the international community to provide quality primary education equally to all children so that they can complete the full cycle of primary education by 2015” (CAMPE, 2009: xxxvi). Likewise, the country is trying to provide free and compulsory primary education for its people. Therefore, the NGO (Non- Government Organization) schools are now contributing in the field of education besides public schools (Archer, 1994). Furthermore, in developing countries like Bangladesh, child labor is a notable phenomenon and the NGO sector which is mostly independent, mainly works for the underprivileged children and tries to ensure free primary education (Nikolic, 2006). For that purpose, NGOs follow a lot of strategies to make children school oriented. Firstly, they provide necessary educational expenses and materials, Secondly, it adjusts the school timing with children’s timing as they might be working in different sectors. In contrast, Some of the NGOs also provide basic needs of a child such as food, basic health care etc. Additionally, the NGOs also try to provide opportunities for skill development (Dottori, 2004).

The Scenario of the Educational System in Bangladesh

The major study of (Nath,2007) shows that, the socio-cultural, political, historical context has given Bangladesh three major varieties of educational systems. The first one is general education which follows the national curriculum of Bangladesh and uses Bangla as a

medium of instruction mostly. The other one is the madrasah educational system which emphasizes on Islamic education and along with it, the other subjects such as, Bangla, English, Math, social studies etc. are taught. Thus, this system is looked after by the government along with the national board of religious departments. The third one is the English medium educational system which mainly uses English as a medium of instruction and is entirely a privately run institution. Rather, there are some other types of the educational system such as vocational education systems, different religious educational systems etc. Taken together, the studies support the notion that the diversity within the educational system might be the reason for not providing the best quality of education in all sectors of Bangladesh (Hamid,2009). It has been noted that non-Government organizations (NGO) like BRAC also have a significant effect on the educational system. They work for the needy and underprivileged children who have been deprived of the light of education. Hence, the educational program of BRAC mainly provides the primary and pre- primary level of education. It gives a ray of hope and opportunity of education along with creative and productive teaching methods and materials to the children who are extremely poverty- stricken. It follows the national curriculum of Bangladesh focuses on English language also (Erlang et.al., 2012).

The Role of NGOs in the Bangladeshi Education Sector

Since 1970, the growth of the NGO sector has been noticed in developing countries like Bangladesh to fill up the developmental gaps of the government. Primarily, the NGO sector arrived as a welfare and relief organization but later on it has expanded its activities in the field of women empowerment, democracy, human rights, policy reform, educational growth etc. Since the early 1990s, Bangladesh has noticed a remarkable work of NGOs in terms of educational change and child labor phenomenon (Mundy & Murphy 2001). The NGO schools try to provide

education for the disadvantaged children who were not served by any public or private schools before. For example, the NGO sector takes measures to provide non-formal primary education (NEPE) to 8-14 years old children who have mostly dropped out (Sabur & Ahmed, 2010). More than thirty thousand NGO- run institutions provide NEPE to ten percent of the total children throughout the country (Ahmed & Hossain, 2010). This new optimistic view of the NGO sector has been reaching the underprivileged children in Bangladesh by providing non-formal education for all to meet up the learning needs. (Coombs 1985). In the field of education sector, particularly, BRAC, UCEP, SAFE, Save the children are particular in contrast with other NGOs. In addition, both national and international NGOs are working to develop teaching learning materials (Creative Associates International, 2002).

Problem Statement

The English language is used by a vast number of people inside and outside of the classrooms in Bangladesh (Dearden 2014). As the NGOs are working for the disadvantaged group of people, the issue arises about how the English language is being taught in this sector. So, as Dhaka is the important part where a lot of NGOs is situated, it is essential to examine the English language teaching and learning practices at schools for underprivileged children in Dhaka. Moreover, a limited number of research articles have explored the challenges and problems faced by the students and teachers of underprivileged schools towards acquiring English which is taught as a second language. Consequently, the main focus of this study is to explore these challenges and problems, further scopes for improvement in the field of English language teaching and learning by knowing the perceptions of teachers about this issue.

Through my research, I would like to answer the following research questions:

RQ1. How is the English language taught in these schools?

RQ2. What are the challenges teachers and students face in teaching and learning the English language in these schools?

RQ3. How are the students benefiting from learning English?

Purpose of the Study

This research aims to explore English language Teaching Learning practices at two schools for underprivileged children in Dhaka. This research follows a qualitative method. Therefore, this research can add value in the field of research by analyzing the challenges and benefits of learning English in schools for underprivileged children. Also, this research explores the way of English language teaching. This research also presents scope for the future research to figure out challenges of underprivileged children and clarify them. Moreover, I became interested to do this research on underprivileged children's English language learning because I think that the area where I reside, I notice many children's are studying at different NGO schools. In addition, I notice that in these NGO schools many children are studying who were supposed to be dropped out for financial crisis or any other reason. As the NGO charges a minimum cost from them, they did not quit studying. So, I thought it might be beneficial to the students and the authority if I explore the teaching and learning practices of English language in underprivileged children's schools and look at the challenges they face and also explore how they are benefiting from these schools.

Significance of the Study

Several studies have been conducted by researchers on teaching- learning scenarios in underprivileged children's school throughout the world. However, limited research works have been found on the issues of teaching-learning practices of English at underprivileged children's

schools. Hence, this study is expected to be very much significant as it presents the teachers perception on teaching learning practices at underprivileged children. Also, it focuses on the challenges learners and teachers faces while practicing English and also explores the benefits of underprivileged learners. As a result, this study will be significant for teachers, students and authority since they would be able to know about the problems students face and also, they will get the teachers perception to overcome the problems. In this way, the problems underprivileged children face while learning English language can be lessened by the authority. Furthermore, the teacher's perception will help the authority to cooperate with each other and overcome the problems and issues underprivileged children face. The result of my finding will be a guideline for them. This study will also help the authority to understand the present scenario of English language teaching and learning practices at underprivileged children's schools in Bangladesh.

Chapter 2

Literature Review

This chapter reviews some of the work of the researchers who worked for the English language teaching learning practices in underprivileged children's schools.

Teaching-Learning Scenario of English in Bangladesh

In Bangladesh, During the Pakistani period, English is treated as second language and used in offices, profession, education and other purposes. However, after the liberation war in 1971, the official status of the English language changed to a foreign language. The EFL situation in post liberation Bangladesh, English is used along with Bengali in many governments, semi government and private organizations (Ainy, 2001). Moreover, many studies have been conducted on this. The study of (Howel & Wolter, 2005) shows that, the textbooks given by the Bangladesh government followed by NCTB curriculum are commonly used in the schools. The textbooks are generally given by the government at the end of the January month. Ninety eight percent of students receive their books by March first (DPE, 2012) (Angrist et al., 2021) explored that COVID-19 affected the learning system of students by creating long gaps. Children who came from privileged backgrounds succeeded to utilize modern devices and the internet. On the other hand, the underprivileged children who could not afford these, lag far behind because of these resources but were connected to the study by assignments. In Addition, the socioeconomic position of the students, familial involvement, their position of living i.e., rural area, town or urban area affect the learning system most (Agostini et al.,2022).

History and Development of Underprivileged Childrens Schools in Bangladesh

Non-Formal education was formally introduced in 1918 when an attempt was taken to start adult education in night schools. Several initiatives have been taken after that to ensure non-Formal education among people. But the program me closed due to Second World War. After 1947, it again revived through individual initiatives of government and developed learning materials. In 1963, an adult education section was opened at Comilla BARD campus under a pilot project. After that, this project continued even after independence of Bangladesh.

In addition to formal education, more than two million learners actively participate in non-formal education (NFE) (Bureau of Non-Formal Education [BNFE) in Bangladesh. NFE is a ‘people-activated mode of education delivery’ (Zia-Us-Sabur, 2007, p. 1) and is mainly organized outside the formal education system. It is a ‘purposeful and systematically organized’ (Zia-Us-Sabur, 2007, p. 1) of education system primarily offered to the people who are in need of literacy and are non-Formal educationally disadvantaged. Therefore, this form of education is very much flexible and inclusive for the developing countries like Bangladesh as it increases the literacy and life skills to eliminate poverty. NFE programs are mainly implemented by thousands of non-government organizations (NGOs) throughout the country. According to (Zia-Us-Sabur, 2007) the NFE activities in Bangladesh works to youth and adult illiterates to acquire the literacy skills. The study of Chowdhury and Sarker, (2018) explores that In Bangladesh, non-government organizations (NGOs) runned by individual or corporate charities and doners focus on providing education. The study of (Sabur & Ahmed, 2010) shows that NGOs provide on-formal primary education (NFPE) to children aged between eight to fourteen years, who have dropped out from school or have never enrolled in any primary school. One of the largest NFPE provider in Bangladesh, the Building Resources Across Communities (BRAC), is a national NGO that

provides NFPE to over one million children across the country and charges minimum tuition fee. Also, BRAC provides teaching materials to the underprivileged children that is usually developed by them without any cost. The curriculum developed by BRAC schools are mostly interactive and participatory. Students are often seen to learn the lessons with a lot of interest and co- curricular activities. They are often taught through poems, songs etc. Therefore, Social values are also taught and the class times are often flexible for the students (BRAC, 2013). Nevertheless, Chabot (2006), in his study explores that BRAC is mainly working for the deprived children who are not supposed to study because of financial crisis or other reasons. BRAC is trying to help them so that they do not stop studying. In BRAC schools, the classes are held on four to five hours and six days in a week. Often children do not pay any kind of educational expenses and learning materials are provided for free. Around eight hundred taka is the expenses of a child in BRAC schools and is paid by the authority. Other than BRAC the study of Solly et al. (2015) experiments on UCEP schools which is also one of the leading NGO of Bangladesh and provides vocational training and general education for needy and working children from different sectors. Like BRAC, this aim of this program me also ensure the literacy rate among the people.

Teaching English to Young Learners

The mixed method Study of Hossain et.al (2015) on Bangladeshi young learners explores that In Bangladesh for most of the young learners English has been a terrifying subject due to lack of enough modern facilities of learning. Therefore, most of the teachers do not use any joyful learning strategy. Also, they found that almost all school authorities do not emphasize in English learning and enough teaching-learning materials. They also do not complain the higher authority about existing problems of English language learning. School authorities remain

extremely busy to get money and do not give concentration about the welfare of school. In addition, one of the main challenges of implementing English curriculum for young learners is the teachers are not trained enough with professional skill development, materials, teaching methodology etc. Therefore, Al-Farai (2015) in his study reported that, the general and traditional system of education of Bangladesh often indicates that students should not make any noise in the classrooms and they need to stay very attentive, in this way the communication between teacher and students hampers. Accordingly, Fan-Wei Kung (2017) in his qualitative study says that the Taiwan culture and the Chinese culture also cultivates the same scenario. The learners respect the teachers so much that they hesitate to ask any kind of questions. Usually, the teachers are highly knowledgeable people who cultivate all the necessary qualities to educate a student. Also, Chinese culture shows that the students often ignore talking to the teachers publicly so that they do not become a laughing stock by everyone (Kung, 2017). Moreover, in this way the learning practices of young student hampers.

In addition, In the major study of Shanahan (2006) explore that, in collaboration strategy young learners can learn in pairs and teachers can monitor them accordingly. In the classes, which are overcrowded teachers can easily engage with students in that way. In contrast to this strategy, conventional teaching strategy which is the old one using 'chalk and talk' is often considered as demotivating and disappointing. The qualitative study of Kenyan primary education shows that this system has a very small scale of opportunities for the students to explore questions and innovative ideas (Ackers and Hardman, 2001). The study of Ara (2009) shows that in Bangladesh, proper learning atmosphere has not been ensured always according to children's interest and psychological characteristics. In order to appeal young learners to English language learning, songs, rhymes and games can be very effective tools.

Teaching Methods and Materials Used in Underprivileged Children's Schools

Ackers and Hardman (2001) in their qualitative study explored that insufficient teaching resources and materials might be the reason for poor learning. Different types of materials such as wooden equipment, charts, grapes, calendars, colorful papers, cards can be used during teaching lessons to the students. Furthermore, Aida, (2008) found that the NGO schools provide different types of learning materials to the learners and apply different contents to make the study material look interesting and the teachers adopt different teaching strategies to make the students attached to studies. In addition to this, In the major study of Shovel and Banks (2010), found some of the ways to improve the underprivileged children's educational program me. In their qualitative research design, they explored how the use of technology improves the teaching learning atmosphere to undeveloped children. The results also show that the usefulness of generating audio- visual gadgets along with mobile phones and improving teacher training can help to improve the learning scenario in the schools for underprivileged children. Therefore, Ball and Cohen (1999) in their study says that teachers can gradually develop their critical thinking ability through planning, thinking and teaching practices. However, most of the NGO schools recruit experienced teachers because they can deal with the students better than the less experienced ones (Rigelman & Ruben, 2012). Besides, experienced teachers are also quite efficient with assessment procedures, learning achievements and portfolios. Accordingly, teacher knowledge, experience, and behavior have a great impact on effective learning. In terms of necessary teacher training, the qualitative study of Nath and Chowdhury (2000) explores that the NGO sector provides subject wise training for conducting the classes. At first, the teachers are given basic teacher training. Then, they get offered with the operation management and master training. In this way, the teachers get to know how they will implement the subject wise teacher

training in their classes designed for underprivileged children. Research on Kenyan primary schools, Ackers and Hardman (2001) shows that lack of enough teaching equipment and proper training causes limited interactions and limited productivity in class. Therefore, Blatchford (2010) in his research explores that most of the NGO schools provide teachers additional curriculum for weak students, parental encouragement, reward, peer encouragement, communications between parents and children so that they get connected with education. As I am dealing with the method and materials used in underprivileged children's schools, the above literatures are connected with my study.

Time management and Structure of Class in Underprivileged Childrens' Schools

According to Salam (2015), In general, NGO Schools have one or two rooms made of bamboo or tin shade with the roofs made of metal and simply decorated earthen floors. The schools are as usual rented from the locality with a very small cost. Usually, students sit on the mat and use the toilet made by the community. Also, there is no arrangement for handicapped children. The class size is for average twenty to thirty-three students. In addition to that, the qualitative study of Shovel and power (2010) shows that, the Underprivileged Children's Educational Program me (UCEP) which is a well-known non-government organization (NGO) works for disadvantaged children in Dhaka provides three shifts so that all children can attend school according to their time table. Compared to the other NGO schools of the country, the attendance ratio is very high in these schools (UCEP, 2008).

Challenges Students and Teachers Face in Underprivileged Children's Schools

In Bangladesh, poverty is one of the main reasons behind not sending the disadvantaged children to school. In this regard, Rahman (1999) in his qualitative study shows that education is often considered as "white collar jobs in Bangladesh and Nepal". Therefore, Parents become

highly discouraged to send the child to school when they see that they have many costs related to their studies. Also, they feel that it would be good for them to send the children to work rather than study. Though the NGOs provide almost free education to the children, he further added that as most of the NGO provides education till class five it may not add any value to proper education and financial crisis to them.

The study by Anker and Milkas (1996) introduces memorization and Classroom environment as challenges in learning a new language to underprivileged children. He explains that memorizing the language instead of learning it properly probably cannot add any extra value to the students' knowledge. Also, it is often considered as the biggest problem in terms of learning a new language. He further added that, Classroom environment has a vast impact on children's motivation towards learning. As most of the classrooms are occasionally decorated with colorful leaves, books, many charts and poems it may add extra value to children's learning if the classrooms are decorated on a regular basis. Therefore, Kemi Zano (2007) explains that Friendly, supportive, task-oriented classrooms created by the teachers improves students' learning capability and helps to develop the practices of norms and values. In the study of Kyriacou (1998) explored that teaching methods developed for underprivileged students of Uganda could not help to develop their learning skills because of the customary environment of teaching. On the other hand, Aida (2008) in her study found that the classrooms can be well equipped if the teacher gets enough support and materials from the school authority and can make the lessons attractive and flexible to the students. In this regard Lerner (1993) argues, along with school environment learning is also connected with the home environment of students. This is why the system of teaching should be planned and organized properly and the environment should be well organized. Furthermore, Aida (2008) in her qualitative research also

explored that classrooms need to be organized in a manner where the whole class will be able to cooperate and support each other to complete their given tasks. In this context, Rigelman and Ruben (2012) suggest emphasizing on ensuring consistency and proper communication facilities with each other while arranging the classrooms. Furthermore, they also added that traditional classrooms used in the schools for underprivileged children seems to be not very productive and as a result the learning outcome hampers. In contrast, Ackers and Hardman (2001) in their major study portraits that conventional classes of NGO schools are mostly overcrowded where teaching learning atmosphere has limited opportunity for productivity. Also, the teachers ask the same pre planned questions to the students and complete the given topic and assess the students by taking a written test. “Real Discussion” hardly happens there. In these schools Classroom management is also dependent with the ratio of the students, class size, teaching aids (Ackers and Hardman, 2001). Therefore, the underprivileged children's School environment and classroom management should be approachable enough to make students learn about a lot of necessary things. A comprehensive writing skill, vocabulary, and reading skills can be built up by coloring the walls of the classrooms with Alphabets and poems (Cimiano, 2007). Therefore, Rigelman and Ruben (2012) in their qualitative study says that classroom management is a necessary tool because it helps to improve students' inner ability. So, the traditional system is not very effective nowadays. Furthermore, In the mixed method study of Khan and Rahman (2010) introduces some of the Challenges and problems of applying English language in the NGO schools of Bangladesh. The findings show that a majority of students are extremely in need of qualified teachers, appropriate teacher training, useful teaching components and methods etc. The study shows that the curriculum provided for English language learning is fruitless at a certain point.

Advantages and Opportunities of Teaching- Learning English in Underprivileged Children's Schools

The NGO schools have an immeasurable impact on the education sector of Bangladesh. The main aspects of NGO schools are, they are mainly run by the non-state donor and remain very active in terms of participation. They have very low running expenses, they provide for the students who are beyond reach and drop out from the formal education system (Farrell & Hartwell, 2008). The major study of Akter (2008) shows that, the NGO schools cover approximately two million of the total enrolment of students. One of the leading the NGO, BRAC, teaches approximately 670,815 students through the educational program me in Bangladesh (BRAC, 2013). Akter (2008) in her study inspects that, in terms of teaching a new language, the NGO sector tries to teach students from the very beginning. As a result, the children who were supposed to drop out get a new dimension to study. Additionally, as the NGOs do not charge much money and provide flexible timing for all, there is a vast chance for the children that they benefit by being admitted into NGO schools. Shohel and Hedges (2010), in their study take a look at the dedication teachers provide for the disadvantaged children. They say the teachers are a little more rewarding than the government school teachers but they usually take two or three shifts, work really hard for disadvantaged children and even visit home if needed. In addition, Ahmed (2015) in his paper introduces a new concept which he named as “shikha Ngon” concept which can be very much helpful for students and can be adopted by the NGOs. He developed the idea unlike the old pat Shala where students used to come to the teachers for learning. In this modern paths Hala, students will reside at the campus where the teacher is located and will be an open environment where all kinds of necessary things will be available such as, water, solar panel, house, sanitation etc. Similarly, the environment will be

beautiful enough for students to come and play. The teachers will be located here to give them necessary education for all day. Therefore, teachers will be very much careful and will handle the children affectionately. They will be adapting the new learning strategies such as, students will have mobile phones where the education related with their books will be available. Teachers will follow other books along with the texts to excel the knowledge with the students. The assessment system will be teacher centered. There will be no annual exam and the teacher will assess the students according to the targets. There will not be any process of enrolment and any students exceeding the year of five will be welcomed to come and study in this school.

Research Gap

Different scholars have conducted research on teaching and learning practices at schools for underprivileged children throughout the world. Some of the research explored the entire procedure of underprivileged children's programmes, some of them emphasized on teaching and learning outcome. However, limited studies have been explored about teaching learning practices of English language in underprivileged children in Dhaka. Hence, this study tries to fulfill the significant gap by working on the teaching learning procedure of English on underprivileged children's school in Dhaka and the research questions focuses about the procedure of how English language is taught in these schools, what type of challenges they face and how the children are benefitting from it.

Chapter 3

Methodology

This chapter focuses on the methods followed by the researcher. The detailed method of conducting the study, research design, data collection method and interviews are presented. In addition, the validity and trustworthiness of the study is also addressed.

Research Design

Research design is mainly the strategy and planning of the researcher to accomplish the purpose of the study (Berg, 2004). The research followed the qualitative research approach with a view to acquire the purpose of the study. The Interview of six interviewees was taken following the qualitative design. Qualitative research is mainly a human-centered approach. This method can be considered a reliable method as it emphasizes people's life experience, beliefs, habits, practices and interconnection between people. It mainly presents non-numerical ideas. Though it was previously considered as a philosophically conflicted method, it is now famous for its depth for intercession studies which gives the idea to assess human behavior in a numerical and philosophical manner (Gibson.et.al 2004). In this study, a qualitative approach is followed because it allows one to gather knowledge of the teaching and learning procedure of NGO schools. Therefore, as the results of the qualitative study are not numeric and helps to present people's feelings, attitudes along with in-depth picture of people's behaviors, I preferred to use qualitative method instead of quantitate research. In addition to this, qualitative approach has been widely used in studies of recent years in teaching and learning procedure (Goodwin,1999). It also permits the researcher to give a "thick and rich description" to any of the contexts (Geertz et al. 1994). The other reason behind choosing the qualitative approach is the criterion of this comprehensive research matches with the question and is geared in this

particular direction. It also emphasizes the textual analysis of the context that was on record and observes their shared experience that gives a new dimension to the studies. The participant is liberal to give their voice individually that can have a significant effect on society. Furthermore, in qualitative research the relationship between the researcher and the participant is more friendly than other methods (Pope & Mays,1994).

Research Site

This research is mainly held in two schools under two different NGOs of Dhaka. In Dhaka, there are many NGOs actively working for children's educational development. So, it is necessary to know about the way of teaching the English language to the underprivileged children and the benefits they are getting and the challenges they face. Furthermore, three teachers from one school and three teachers from another school have been interviewed by the researcher. The research is done manually by the researcher.

Participants

The data gathering for this research proposal is held followed by the purposive sampling method. The purposive sampling technique also known as judgment sampling mainly reflects on the conscious consent of a participant to participate in the study. This method does not need any particular theory to put the amount of the people to participate. This is very directly put on the participants who are willing to participate according to their experience (Bernard 2002). This method is mainly used in qualitative research and focuses on the capability of a participant to express his opinion in a contemplative manner. The main focus is put on the particular group of people who will be eligible to assist communicatively (Spradley, 1989).

Under the purposive sampling method, this study follows Homogeneous Sampling. This particular technique focuses on the people that encounter almost the same occurrence, profession, age & customs. Again, the main focus of this sampling technique is to focus on the people who have the similarity to work in almost the same environment and share almost the same experience in terms of profession that has a long- term effect on a particular job (Takane al 2015).

An Overview of Data Analysis Procedure and Data Collection Method

The data was collected in March 2023. The schools were closed for a long time because of Eid-Ulf-Fitr. So, the data was collected before the Eid vacation started. After finding the consent of my supervisor about the research questions and interview questions I started to gather the data. The main data and the supporting data were collected by using semi-structured (in-depth) interviews. Sometimes getting access to the field work seems very hard and time consuming (Hamersley and Atkinson, 2007). The permission was taken from the head teacher of the school and he introduced the researcher to the participants and told them about the research. Though taking the permission of the authority was easy for the researcher, it was a little bit difficult for the researcher to make the participants agree about giving the interview. The interview was time consuming as well. They thought it might hamper the class schedule. So, they were hesitating to go through the procedure of the interview session but after finding out the research topic and the purpose behind the research they happily agreed and the researcher was welcomed warmly and gave me valuable information regarding the topic. However, some of them wanted to see the questions before starting the actual interview. The participant was requested to answer in English. They all agreed to give the interview in English. However, during the interview they use some words in Bangla as well. The words were translated by the researcher during transcription.

Nevertheless, it was difficult to manage time for all the participants as they were mostly busy. So, each of the participants were interviewed on a separate day. The questions were paraphrased in Both English and Bengali to the participants. After interviewing, the interview was transcribed and coded by the researcher manually.

Participants Profile

Table 1

Profile of the participants

No.	Name	Designation	Name of the organization	Present job/present class	Academic qualification	Experience
1	Sathi Akhter	Teacher	Teacher of an NGO school	Class four, five	Hons (Final year)	Seven years
2	Afsana Mitu	Teacher	Teacher of an NGO school	Class one, two	Masters (Final year)	Four years
3	Moushumi Akhter	Teacher	Teacher of an NGO school	Class three, five	Hons	Five years
4	Shabel Ahmed	Teacher	Teacher of an NGO school	Class play, Nursery English	Masters	Two years
5	Esha Afrin	Teacher	Teacher of an NGO school	Class three, four, five	Masters	Five years
6	Tuli Akhter (teacher)	Teacher	Teacher of an NGO school	Class one, two, six	Hons	Five years

Data Collection

The data for this study came from semi structured interviews of the participants. I will discuss the data collection procedures in the following sections.

Semi Structured Interviews

Interview is one of the prior tools in terms of conducting qualitative research (Yin, 2003). In qualitative research the interview tries to understand the matter from subjects' perspectives and tries to unfold the meaning of the participants experiences and explore their opinion (Kvale, 2009. p, 1). A semi-structured interview has been introduced as a 'conversation with a purpose' (Burgess, 1984). This study followed a semi structured interview structure for gathering necessary information by the participants for data collection. The semi structured interview was incorporated with a list of questions about the research topic. The interview questions were generated before holding the actual interview. During the interview the interviewer was convenient about the flexible timing of the participants. The probing questions related to the study were also asked to the participants. Furthermore, it is allowed in qualitative study to add or delete questions if a researcher finds it necessary in the field (Patton, 2002).

Piloting the Interviews

For piloting, one of the participants was selected primarily. Therefore, it is being noticed that she is incapable of understanding some of the questions such as background, materials, barriers etc. This is why some of the following words have been paraphrased during the interview and the questions were asked in both English and Bengali to acquire the purpose of the study and collecting necessary information.

Conducting the Final Interviews

Before going to conduct the final interview, some literature related to the Teaching learning practices of English in underprivileged children's schools were reviewed. After finding the gap from the literature review the final interview questions were generated. In this way, the semi structured interview was held. The data was gathered from six participants from two different NGO situated in Dhaka. The teachers' who take English primarily were selected by the researcher. Before conducting the final interview, piloting happened. At the time of conducting the main interview session, the questions were asked and paraphrased in English and Bangla so that the participants understood the questions clearly. The participants gave the answers in English mostly but during the interview some of them used some words in Bangla. The researcher paraphrased the Bengali words during transcribing the interviews. The participants' permission and the authority's permission were taken before conducting the interview. Some of the participants hesitated to give the answers but while the researcher briefed the reason for conducting the interview they agreed. The two organizations' teachers were interviewed on separate days to ensure their flexible timing. The interviews were recorded by the researcher while taking the interview for listening and analyzing the interviews repeatedly. Nevertheless, the important elements related to the research were noted by the researcher for analysis. In this way, the interview was held.

Data Analysis

In the case of qualitative study, the Framework approach has been very popular and has been used since 1980. Framework approach is a systematic approach in qualitative data analysis that follows a structure to identify and analyze themes (Ritchie et al 2010) In this study

framework approach will be followed for analyzing the data. There are five stages of framework approach which will be followed throughout this study.

- **Transcription:** The first step follows the process of transcription and a clear audio recorder is needed to record the interview. Ritchie (2010) says that, in the process of thematic analysis it is extremely needed to record the information, voice and comments and other elements which can be important for the study. In the Framework approach, it is not needed to write the conventions of the recordings. Furthermore, the transcription pages need to have enough space so that later on we can make notes or write down the important headings if necessary.
- **Familiarization:** Step two follows the familiarization. For the needs of the research, it is needed to listen and re-listen the recordings and so it is needed to get familiar with the participants voice and accents. In the case of notes, one margin can be applied. The notes the researcher takes will be focused throughout the whole study.
- **Coding:** The other step follows coding which research does very carefully after transcribing the interview. In the case of “Open coding” many themes, behaviors, emotions, incidents come out which can be prominent in case of an interview. At least two or three participants need to be coded line by line for theme generation.
- **Applying analytical framework:** a thematic framework will be applied and the facts will be noted on flip chart paper (Joosten et al 2009).
- On the next stage, Indexing and sorting will be held then it will be transcribed. This process is a little bit time consuming. (Ritchie et al 2010). Ritchie (2010) suggested that, while making out the thematic analysis, it is needed to record the information of each participant. Voice of the participants and Comments of the participants.

- The last stage is Mapping and interpretation where the data will be interpreted from backwards to forwards. The theme will be generated (Hackett & Strickland,2018).

Analyzing Interviews

In the procedure of analyzing interviews, a qualitative research approach was followed. The questions were open ended in type (Kitzinger,1994). The answers of the participants were coded by the researcher and the main coding was taken for the cause of the study (See appendix). In terms of coding, seven Coolum coding templates were followed (Ahmad, 2017). After coding of the participants' interview, main codes and themes were brought by the researcher for fluffing the purpose of the study and answering the research questions (See Appendix).

Trustworthiness' of the Study

To confirm the sustainability and reliability of the study, the prominent codes will be verified by a rater (See Appendix). The letter of the consent form of the participants is given (See Appendix). Some of the recording of the participants will also be provided by taking the permission of the participants. Therefore, I tried to ensure the anonymity and privacy of my participants. I used pseudonyms which I chose for them throughout the study. I kept the data protected in my own personal computer.

Chapter 4

Findings

The main objective of this study is to examine the English language teaching and learning practices at two schools for underprivileged children in Dhaka. This research focuses on two schools running under two different NGOs in Dhaka, Bangladesh. The findings of this study will try to answer how the English language is taught in these schools, what are the challenges teachers and students face in teaching and learning the English language and how are the students benefiting from learning English.

Motivating Students towards English Language Learning

Motivation plays an important role in terms of English language learning. From the statement's given by the NGO teachers, it is clear that they motivate the students while teaching English. The findings of the study support that the NGO teachers encourage the students to learn English and practice it in their daily life. One teacher from NGO school Afsana says that she motivates the underprivileged children by saying that they will get many job opportunities if they learn and practice English well and along with that, they will get smarter also. She stated,

“I tell them if you can be good in English, there can be many opportunities in job.

You will be smart also. Everyone will praise you” (DUAFS32).

Moreover, teachers acknowledge that in Bangladesh, there are many sectors where people prefer the persons who can use English proficiently. The other teachers Sathi and Mousumi said that in a class there are many types of students. Some are very much motivated towards English language learning and some are not. They inspire them by saying,

“I say that no matter what you do in life English will always be a plus point. Practice with me if you want to go ahead in life (DUMOU32)”.

“In a class, there are mix up of several kind of students. Some becomes very excited while comes about English language learning. Some need motivation. I tell them how they can use the English I teach in their everyday life and be praised from their parents and teachers. (DUSHA 32)”.

Another teacher Shabel said regarding this,

“I tell them to set realistic goals. You can shine in life if you become more productive and creative towards learning English” (DUSHA32).

Esha Afrin motivates the students towards English language learning by saying to watch different kind of movies. In this way they will enjoy while learning English in class. She says, “I tell them to watch the videos or movies with subtitles. Subconsciously they will learn a lot of things about English then. I tell them if they want to survive this competitive world, they need to learn English.” (DUESH32). Moreover, from the given statements of the teachers it can be said that the two NGO teachers try to motivate the students by telling them the positive side of English language learning and by showing the opportunities in this competitive world waiting for them if they can learn English well.

Background Impact of Students on English Language Learning

The study discovered that in general, NGO teachers handle the students with extreme care and help them to educate properly. The study further argues that the NGO teachers help the students from very basic level and try to make them good in English language learning. Some of the teachers think that the students economic background, their beliefs, their ethnic and religious

background matters in terms of learning English. In school all the teachers try to educate them without emphasizing on their background. Moushumi Akter stated that,

“They teach the students from A B C; they teach them to read and write. She also added that they work for students who do not have any money to go to school and they try to help the students affectionately. She also says that she doesn’t think students' background matters in terms of studying” (DU MOU 24).

Shabel Ahmed, another NGO teacher thinks that as the students are mainly orphans economic background may impact in terms of learning as the underprivileged children may have less interest in studies than the other students. He stated that,

“Most of the students are orphans. Maybe Economic problems can impact their learning. Poor students may have less interest in studies than others. But we treat all equally and give extra care to the weak students.” (DU SHA 24).

Another teacher from the same NGO Tuli Akter says the same as Shabel Ahmed that the economic background can matter the students in terms of learning English. Therefore, the NGO provides the students everything they need in terms of learning. In addition, as most of the underprivileged children need the care most, she thinks the teachers try to handle the students with immense care and allow them to study without any fear.

“Most of the students here are poor. All of them are Muslims. We provide the orphan children everything they need like, bag, shoe, book, tiffin, paper, pen so that they do not feel any lack in terms of learning. We treat everyone equally so I do not think their background matters” (DU TUL24).

To answer the same question Shathi and Esha said that they consider everyone similar and does not think student’s background impacts their studies. They narrated, “We work for extremely

poor children. We try to give equal education for all. We make them understand from zero” (DU SHA 24). Another NGO teacher Tuli stated that,

“The students who go for tuition practice more do better than others. We all try to give our best but because of the time limitation of the class it is very difficult to go to everyone again and again, so in that case, economic background matters sometimes and some guardians think there is no Islamic value of learning English like Arabic so the parents sometimes do not encourage children to learn English” (DUTUL 23).

Moreover, from the given statements the study discovered that the teachers try to treat everybody similar and give care in terms of teaching. In addition, some of the teachers think the needy children’s who do not go for tuition do not give extra care to the English language learning. Furthermore, the particular thing explored from the findings is some guardians who are Islamic minded think that there are not religious value of learning English so they are not always motivated to emphasize their children on English language learning.

Problems and Challenges Faced by Underprivileged Students

The study discovered that the underprivileged children face some problems and challenges in terms of learning English. Fearing the foreign language, memorize the language blindly, lack of practice is some of the challenges. One NGO teacher Sathi stated,

“I think student’s fear does not allow them to learn English language. Most of them memorize the things. But some enjoys too. When they understand the grammars and vocabulary, they feel good to learn English” (SHA22).

Mousumi, another NGO teacher says that the students need enough practice in terms of learning English as they face problems while writing English. Some of them fears too.

“As English is a foreign language they fear. Secondly, English requires a lot of practice, children do not want to want to practice much. And yes... they are not good at writing” (DUMO22).

Shabel Ahmed, one NGO teacher mentions some of the prominent problems while learning English.

“Umm...There are some problems I found out such as Students become overly dependent on the teacher, they use first language persistently, sometimes students are unprepared, inattentive, memorization, some students are dominant to other, some are unclear about what to do, some are distracting, rowdy and defiant” (DUSHA22).

Another teacher stated,

“Sometimes I try to talk in English in the entire class but I cannot because they do not understand. Some of the student’s capability in English is so poor that they cannot even read the passages. I tell them to break down the words and pronounce it. Then I saw who practice at home regularly are gradually improving.” (DUESH22).

One teacher named Afsana mentions that is the structure of the class is not suitable for teaching English. She also addressed some new problems she stated,

“Umm...I do not feel there have any major problems but the structure of the class needs to be changed. There are so much gathering of students and who do not read at home well face problems. They cannot read the vocabulary and cannot read the texts. But some who practice at home can read well” (DUAFS22)

Moreover, from the given statements of the NGO teachers, it can be said that, lack of practice at home, insufficient space in class, memorization, overly dependent on teachers, inattentiveness is some of the problems. In addition to this, using the mother tongue persistently in class is also a

major problem while learning English. Furthermore, poor vocabulary, fearing the grammar section, not reading the passages properly are some of the challenges.

Tuli Akter and Sathi Akter stated,

“Umm... they memorize most of the things without understanding. That’s why they mistake in the exam. DUTUL35)”.

“Maybe some students’ basic knowledge about English is not so well and they hesitate to learn and practice clearly.” (DUSHA36).

One problem that they both mentioned children feel others may laugh if they talk in English so they sometimes feel discouraged to talk in English. One teacher Mousumi stated that,

“Insufficient time, anxiety, not trying at home properly are some challenges; I guess.” (DUMO36).

Tuli Akter mentions fear for the exam might be the problem of not doing well in English in exams. Additionally, the students memorize everything to do well in exam. She again added, their pronunciation needs to be improved. She says,

“Sometimes in class students are very much attentive and can write very well but in Exams they forget the lines and the vocabulary which I taught in class many times. Maybe... exam fear can be the reason. Their pronunciation of English is bad and they try to memorize everything.” (DUTUL35).

Moreover, from the above-mentioned statements from the teachers, it can be said that, exam fear, memorization, bad pronunciation, fearing the grammar section, not reading properly are some of the challenges of learning English.

Requirement of Sufficient Expertise English Teacher

The study revealed by the interview that most of the NGO teachers are experienced as all of them mentioned that they are taking classes in schools for several years. However, the noticeable thing is the teachers who are teaching English are graduated in some different subjects. Moushumi and Afsana Mitu from one NGO school stated that they are graduated in accounting and taking various types of subjects such as Math, science, Islamic studies, English, Social studies, General knowledge etc. throughout the year.

“Here, we take varieties of subject’s; previous year I took Math, science, Islamic studies this year I take English, Social studies, General knowledge etc.” (DUMO12).

The other NGO teacher Tuli says that they also take different subjects in different years.

“Here all teachers take all kinds of classes. This year I am taking English in class one, two, six, Bangla, Science, English etc.” (DUTUL12)

Moreover, from their study background it can be said that they might not be very much expert in the subjects they are taking. As the teachers who are graduated and post graduated in the respected subjects can be told as the expert in this subject. From the given statements of them it shows that they are in need of expert teachers of the given subjects who will take the individual subject and are graduated in the given subjects.

Teacher Training

The study discovered that the teachers receive training in NGO schools. As Tuli Akter reveals, they receive “training about how to teach in the class, how to give them homework, avoiding too much of load of studies, work on cow (class work) give extra time to those who cannot write properly and who cannot read the passages.” (DUTUL7). For responding the same question Sathi Akter says,

“The training I get from the training session, I try to use in our class. Generally, I get training about how to take classes, how to make the materials attractive to the children, how to make things easier to them etc.” (DUSHA7).

Esha Afrin says they receive training almost once in a year and they learn about some basic things about the “Srijonshil Shikha Podhoti” there. She says,

“We learn how to help children to write by their own. I use the technique in class mostly. This year in training we will get to know about how to teach class six and sevens’ new book edition.” (DUESH8)

Mousumi and Afsana said that from the training they get there they get know about several things like, lesson plan, importance of taking preparation before going to the class, how to take care of the students etc. Afsana says,

“I receive training. Training about how to teach students with the lyrics of rhymes, how to make them understand very easily, how to follow the instructions given in the book, how to behave with the students etc. I try to use these in class” (DUAFS7).

From the given statements from the teacher, it is clear that all of the NGO teachers get proper training about the basing things about how to conduct the classes and take care of the students but one particular thing that is noted is that they do not get any specific training about how to teach English language and the curriculum of it which can enhance their subject based knowledge.

Teaching Materials and Techniques Used in English classes

The study revealed that from the skills of English language (reading, writing, listening, speaking) they try to emphasize on all but because of some limitations they end on focusing on writing and grammar-based knowledge most. Mousumi said, “I focus on speaking. I put them to

talk I focus on the listening part on the book. I read aloud so that they can hear. Otherwise, we don't practice listening by any tools" (DUMOU20). She further added,

"Here, when I take English class I clap with them, sometimes play with them, sing with them; try to make the study attractive. I focus on reading and writing very much because I think if they can read well and write well it will attract them to study further
 "(DUMOU20).

Sathi narrated,

"I read the stories and passages to the students, sometimes I tell them to read the passage that's how we practice reading, then we sing the poems together in class. We also write in the class very often. I speak in English in the class sometimes. I teach them how to speak in English in the class. I teach them easy sentences" DUSHA20).

Afsana narrated,

"I help them speaking. Yesterday, I taught them how to say your name, your father's name, mother's name, introduce yourself in English. I teach them then they speak. This way we practice speaking. I read the books they listen- this way we practice listening"
 (DUAFS19).

Shabel Ahmed narrated that Speaking and writing skills are called productive skills. They are crucial as they give students the opportunity to practice real life activities in the classroom.

"I teach them all skills. I teach to speak in English and talk in English also. I teach them the listening practice from the book only. We do not have any materials for listening practice. Also, within the limited class time, it is difficult to practice on four skills"
 (DUSHA20).

Tuli Akter explains the way she takes classes. She stated,

“I take the classes, at first give them the idea of the entire passage then tell the vocabulary then tell them to read. I focus on reading and writing the most. The structure of our book is mostly grammar based so there is limited opportunity to practice all skills”

(DUTUL19).

She further added “The listening tools needed is not available here. But in the books, there are listening practice we do that in the class orally”. Esha Afrin also said the same thing by reposing “We do not have any particular listening equipment. When I read, they listen and this way we practice listening “. She further added that “We use magazines mostly in terms of authentic materials. We have a small library also. We have many story books. Students learn through them. I take classes where they read the story books which is in English. We have artwork too, children learn A, B, C, D through them” (DUESHA34). The other teacher Shabel also says that they use “authentic materials Textbooks, reference books, lesson plans, word books etc.” (SHA35). The other teachers also says that they use etc. alphabets made by Paper crafts, magazines, out books to learn English at class. Sathi also says the same thing. She added,

“Mainly, I use books, then I use magazines, chart, brail, wooden material, artworks, crafts to learn and practice English in the class. I do not use newspaper.” (DUSHA34).

From the given statements of the teachers, it is clear that, they use enough authentic materials in class and focus on reading and writing most. However, if they get particular listening equipment’s they will be able to practice the listening part of the book also which they practice. Implementation of Technology in English Language Learning.

The teachers revealed that the students will be benefited if the authority provide them projectors and computers. In the response of the question if the teachers educate students with modern tools like computers and projects the NGO teachers replied that they do not use modern

tools. One NGO teacher said they have computer and they use it sometimes. It is noted that the other NGO don't have any computers and mostly they think they need computers and projectors to educate the students properly and give them amusement in terms of study. The NGO teacher Sathi stated, "We do not have this modern tools. But if we get these benefits from the authority, I think it will benefit our students" (DUSHA30).

Another teacher Afsana replies the same,

"We do not use any computers or projectors. I think if we can use, students can learn well (DUAFS29).

On the other hand, Shabel Ahmed thinks they do not need to use the modern preprimary class. But he further added, "If we use computers and projectors, students will become attractive towards their materials" (DUSHA31). Another teacher Eva says they do not have any projectors and "Sometimes I watch the you tube videos to the students if necessary" (DUEVA30).

Furthermore, the teachers are hopeful that they might have modern tools in future. Tuli stated,

"Sometimes I use computers but we do not have any projector. The authority might provide projector in future" (DUTUL29).

Moreover, it can be said that the NGO teachers sometimes use computers if necessary but they do not use any projects. In addition, they think that they will be able to teach more innovatively than before if they use projectors. Also, one teacher said she sometimes use YouTube videos to the students so that they can enjoy the learning procedure of English language. Therefore, they are hopeful that the authority might provide projectors in near future.

Initiatives Need to be Taken

The study reveals that the teachers will be better supported than before if the authority provide them enough training. After analyzing the answer of the question how can the teachers

be better supported while teaching English one of the participant Afsana and Mousumi stated that teachers need more training about English. Afsana stated,

“I think I can teach better if I get particular training on English only. Then I will be better in English than before and teach well” (DUAFS39).

About training English Shabel narrated,

“Improving writing, reading, listening, speaking pronunciation, grammar and vocabulary skills, improving structure of class, Trying practice test regularly. Eva says, we prepare lesson plan and take preparations before coming to the class. Otherwise, if I get extra training about English language learning, I think I will be able to be more productive” (DUSHA39).

Tuli stated that focusing on grammar skill for improving English is not enough. Tuli further added that focusing on Grammar skill is not enough for improving English. She said, “Other than grammar skill more skills of English Language need to be focused in our educational system.”. (DUTUL39). Tuli Akter further added to answer the question what kind of initiatives can be taken to improve students’ English language learning the participant Tuli stated

“Their parents need to be more focused about their education.” (DUTUL37).

Esha stated that extra equipment like projectors, newspapers in the class. She further added that “Students need to be more productive.” (DUESH37).

Shabel narrated,

“Lack of confidence, poor vocabulary, hesitation, anxiety towards speaking, fear of making mistakes is prominent towards students. Steps should be taken to overcome these problems.” (DUSHA37).

On this regard, Mousumi stated that, “she thinks we can arrange extra classes for practicing English only” (DUMOU37). Afsana further added that, “Some students cannot read the sentences. They need to practice more reading and vocabulary at home. They need to read more. I think if they get technology they will learn better” (DUMOU37). Shathi added, “We need more classrooms and modern tools, training session about how to take the classes well, how to improve the capability of ourself and students. Then we will do much better than now” (DUSHA37),

Moreover, it can be said that, from the interview session it is noted that, using enough technology can enhance students’ capability. In addition, focusing on the four skills of English language, improving vocabulary and pronunciation, overcoming students’ anxiety towards English language learning, providing enough training, not focusing on grammar section only, by providing interactive learning can be some of the initiatives can be taken to overcome the fear of learning English.

Chapter 5

Discussion

This chapter presents the findings of the study based on the conducted research throughout the world on the teaching and learning English language in schools for underprivileged children.

Teachers Perception Towards English Language Teaching- Learning in underprivileged children's school

This study presents some scenarios of English language teaching and learning language practices at underprivileged children's school in Dhaka. The findings from the conducted interview shows that the teachers use authentic materials, rhymes, crafts, technology etc. to make the study material attractive to the students. Therefore, teachers motivate the students and supports them to make them school oriented. In addition, they use different types of strategy to make English language understandable. The findings my study supports the findings of Shohel and Banks (2010) who explored the English in Action (EIA) intervention in Bangladesh and presented how the school-based support systems emphasized on classroom practice in Underprivileged Children's Educational Programs (UCEP) Schools. The findings present building confidence in using English in the classroom, Teacher guide, Pair support, mobile device with audio-visual materials can help students to learn English better than before. Furthermore, in this regard Howard & Major (2020) provide some guidelines to develop the language learning materials. According to them, English language teaching materials should be contextualized to topics, themes should provide according to the meaningful and purposeful uses for the target language. Also, English language teaching materials should encourage students to

improve learning skills and strategies, should offer opportunities to develop the skills and for integrated language use, materials should be attractive and flexible. Moreover, the findings found from my studies also explores the necessity of improving teaching materials.

Problems students and Teachers Face in Underprivileged Children's School

The study discovered some of the challenges teachers and students face in terms of English language learning in underprivileged children's schools and shows the initiatives can be taken to overcome them. According to the findings, lack of motivation and economic problem, lack of parental influence are some of the challenges while learning English in underprivileged children's schools. (Britner and Pajares,2006). Furthermore, building self-confidence, guidance of teacher, extra care, saving them from bullies, encouraging them can be some of the initiatives that can be taken to motivate the underprivileged children which supports my findings.

Benefits and Opportunities of English Language Learning for Underprivileged children

The study discovered some of the benefits and opportunities of learning English for underprivileged children and also provide some suggestions. The findings support the findings of (Chabot, 2006) which shows that as the NGO schools charges minimum tuition fee from students and offer flexible timing to the students it can be considered as the benefits of underprivileged children in terms of language learning. The other opportunities which support my finding is as English language learning can offer many opportunities in near future for the underprivileged children and they will be benefited, they are finding it almost for free. Moreover, the way the world is getting very competitive in job sector it will be beneficial for the underprivileged learners to learn English from the schools as they will be able to know from the very basic level.

Chapter 6

Conclusion

This study focuses on the formulated research question about English language teaching learning between two NGO schools in order to know how the English language is taught, what challenges underprivileged children faces in English language learning, and how the students get benefited in these schools. From the findings of the study, it reveals that the teachers of NGO schools teach the students with immense care. The teachers use different types of techniques such as clapping, dancing and signings to make the study attractive to the learners. From the teachers' perspectives it is also found that the students can happily learn new things if they are provided with new technology such as computers, projector etc. Furthermore, some of the challenges is also revealed from the findings such as socio-cultural barriers, limited teaching aids, lack of motivation, fear for learning a new language, unsuitable environment, Grammar based education, memorization etc. Accordingly, as the NGO schools provides for the needy, orphan or disadvantaged children, they can happily enjoy learning a new language in these schools. As the NGOs charges minimum cost and usually paid by the authority, the children's need not to worry about anything. Additionally, there are some NGOs which provide vocational training along general education. It can be said that, though there are some challenges underprivileged children face in English, but it is a great opportunity for the needy children to boost their education in NGO schools.

Recommendations

The researcher would like to provide some suggestions on the basis of the findings which are expected to be beneficial to the learners.

1. The findings of the study reveal that as English is a foreign language, it is frightening for some of the students to learn English. Therefore, the way of learning should be enjoyable so that the students can learn the language without any fear.
2. The findings of the study show that as the teachers reveals that they need enough training for the development of “Subject based knowledge”. Therefore, the particular training about English can boost their knowledge and they can educate children properly
3. The findings of the study shows that the teachers are not be able to practice the listening part of the book because of the lacking’s of listening equipment. Therefore, enough equipment for listening practice need to be provided.

Limitations of the Study

The study has some limitations which will be addressed here. For instance, the study is conducted to the small number of people as some of the teachers did not give their consent on participation of the interview. In addition, I could not observe the classes of the schools as I could not get the permission from the authority. Moreover, I faced some difficulties while collecting the data as the some of the participants were not cooperating properly.

Future Possible Research

From the literature review it can be identified that - limited research has been done in the field of English language teaching and learning in underprivileged children's schools in Dhaka, my study tries to fulfill this gap. Therefore, many research can be done in the context of English language practices at underprivileged children's schools. The researchers can explore how to improve the teaching aids and learning materials, how to overcome the problems and challenges underprivileged children face, how to teach the students more innovatively, the possible steps that can be taken for the underprivileged children and so on.

This study aims to take a look at exploring the problems and challenges teachers face while teaching English language and the things needed to do for the betterment of learning English in ESOL (English speakers of other languages) context like Bangladesh. Therefore, it can be said that the goal of knowing the problems, challenges, and further scope for the betterment of children in English language learning can be achieved through following a qualitative approach by interviewing teachers and knowing their perceptions. In this way, the research question which has been formulated to know the perception of teachers and the benefit of students has been achieved. In contrast, this is realistic in nature also to know about the English language teaching learning procedure of NGO schools. Moreover, this study will try to make people aware of the challenges and opportunities to make EFL learning easier for the children.

To the best of my knowledge, a few research has been conducted to examine the English language teaching and learning practices at schools for underprivileged children in Dhaka and in ESOL context like Bangladesh. In order to fill this gap, this paper aims to contribute to the field of examining English language teaching and learning practices at schools for underprivileged children. In addition, the teachers' perception will try to improve the NGO schools and will help in the field of research to solve the problems and challenges they face and acknowledge the necessary steps needed to be taken for the improvement of Underprivileged children's English language learning.

Concluding Thoughts

The study presents teachers perception about English language learning in underprivileged children's schools. The study tried to answer the formulated research questions about how English language is taught in underprivileged children's schools, the challenges they

face and how they benefit by learning English in these schools. Some key factors arose from the finding such as teachers need subject based training, adding technology will be an advantage. Furthermore, students need to practice more at home and overcome the fear for learning English, they need enough motivation to learn English, they should not be overly dependent on teachers etc. I believe that the findings of my study will be able to contribute to underprivileged children's development on English language learning and practices and it will add advantage on English language learning. Moreover, the study will help the authority to recognize the problems underprivileged children face in English language practice and will take necessary steps to remove the problems.

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Appendices

Appendix A

Notional Conventions of the Interview transcripts

	Notion	Meaning
1.	DU	Discourse Unit of the participants
2.	I	Indicates the Interviewer
3.	[]	For showing different kinds of action [e.g., laughs]
4.	Umm	Shows hedging in speech
5.	EFL	English as a foreign language
6.	DU SHA 12	DU <space> student name's first three alphabets <space> DU number DU SHA10 refers to Shabel's DU number 10.

Appendix B

Letter of Consent for Participants

Dear participants,

My name is Mimi. I am a student of Applied Linguistics and ELT in Brac University. My research title is “An examination of the English language teaching and learning practices at two schools for underprivileged children in Dhaka.” This study will acknowledge the perspective of teachers regarding English language teaching and learning practices for underprivileged children in Dhaka, Bangladesh. Your interview will be recorded and only be used for the purpose of this study, and it will not be disclosed to anyone. Therefore, I will use pseudonyms for keeping your identity undisclosed. I am really looking forward to your participation, please go through the details given in the consent form and sign. I will highly appreciate your participation.

Thanking you,

Mimi

M.A Student in Brac University

Department of English and Humanities

Phone No.01796402642, Email no.mimirabbani4661@gmail.com

Research Participation Consent Form:

1. I have read the following description and understood the information
2. My participation is fully voluntary and I feel free to withdraw if I want
3. I agree to be a part of the interview sessions
4. The researcher has my permission to contact me through the phone number

Name:

Signature:

Appendix C

Interview Questions (Teachers)

1. Good morning. Thank you very much for participating in my research and for your time to join today's interview. May I know your name please?
2. Would you please tell me where you live?
3. Can you please share your educational background?
4. Tell me what kind of teacher training you received here. Do you use the techniques learned from those training sessions inside the class?
5. Could you please tell me which classes you teach?
6. Could you please tell me what subjects you teach?
7. Can you please tell me about your teaching experience? How long have you been teaching?
8. Can you please tell me about your experience of teaching English language?
9. How do the students feel about their English classes?
10. Out of four skills of the English language- reading, writing, listening, speaking, which skills do you focus on in your class? Why? Probing questions:
 - (a) Do you speak in the English language inside the class and teach them speaking?
 - (b) Do you teach listening? How do you do that? Or why do you not do it?
11. Can you please share some of the problems and challenges you face while teaching English in the class?
12. How do you think your student's background impacts their learning of English? For example, their economic background, their beliefs, their ethnic and religious background?

13. What do you think are the benefits of learning English for your students? How do you think they will be able to use it in their future career and life?
14. What kind of problems do your students face while applying English language outside the English class but inside the school premises?
15. As this school is for underprivileged children, do you educate students with modern tools like computers and projectors or any other tools in the class? How do you think those benefit your students?
16. How do you motivate your students to learn English?
17. What type of materials do you use in your classes? Do you use authentic materials such as magazines, newspapers, artworks, realia in teaching English?
18. What kind of challenges do you think your students are facing while learning English?
19. What kind of initiatives do you think can be taken to improve your students' English language learning?
20. How can you be better supported to teach English better?

Appendix D

Sample Theme Generation Template

RQ1	What are the challenges teachers and students face in teaching and learning English language in these schools?	
Interview question	Can you please share some of the problems and challenges you face while teaching English language in the class?	
SHAPLA (C1)	EVA (C2)	Theme
* student's fear to learn English Language * Most of them memorize	*Students can't read the passages *Who practice improves gradually (DUEVA22)	<ul style="list-style-type: none"> ● Fear of learning English ● Memorization ● Need excessive practice ● Lack of motivation ● Reading practice needed

<p>*They feel good, when they understand (DUSHA22)</p>		
<p>RQ 1 How is the English language taught in these schools?</p>		
<p>IQ: Out of four skills of the English language- reading, writing, listening, speaking, which skills do you focus on in your class? Why?</p>		
<p>* Practice reading, writing and speaking * Read the short texts to practice listening (DUSHA 20)</p>	<p>*Read the passages *Tell them to read and write *I speak sometimes *Take extra classes (DU EVA 20)</p>	<ul style="list-style-type: none"> ● Focus on reading, writing most ● Speaking practice needed ● Take extra classes ● No listening equipment's (practice orally)
<p>RQ 3 How are the students benefiting from learning English?</p>		

IQ What do you think are the benefits of learning English for your students? How do you think they will be able to use it in their future career and life?

*Prosper in future (DU SHA26)	*Participate in various fields.	<ul style="list-style-type: none"> ● Students can prosper in life
*Get good job	* Use in their future career	<ul style="list-style-type: none"> ● They can participate in various fields.
*Go to abroad	*Life	<ul style="list-style-type: none"> ● They can in their future career & life
	(DUEVA 26)	<ul style="list-style-type: none"> ● They can get good job and go to abroad

Appendix E

Rating for Students' Interview by Rater

<p>RQ2. What are the challenges teachers and students face in teaching and learning the English language in these schools?</p> <p>RQ 1 How is the English language taught in these schools?</p> <p>RQ 3 How are the students benefiting from learning English?</p>					
Theme	Emerged theme	INTER Rater		Comments	suggestions
Interview Question		Agree	Disagree		
<p>Can you please share some of the problems and challenges you face while</p>	<ul style="list-style-type: none"> ● Fear of learning English ● Memorization ● Need excessive practice ● Lack of motivation ● Reading practice needed 				

teaching English in the class?					
Out of four skills of the English language- reading, writing, listening, speaking, which skills do you focus on in your class? Why?	<ul style="list-style-type: none"> ● Focus on reading, writing most ● Speaking practice needed ● Take extra classes <p>No listening equipment's (practice orally)</p>				
What do you think are the benefits of learning English for your students? How do you think	<ul style="list-style-type: none"> ● Students can prosper in life ● They can participate in various fields. ● They can in their future career & life 				

they will be able to use it in their future career and life?	<ul style="list-style-type: none">• They can get good job and go to abroad				
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Appendix F**Inter-Rater Reliability Calculation for Students' Interviews****Calculation of inter-raters' Reliability**

	Percentage of agreement (Total number of agreement/Total number of responses) x100
INTERRATER ONE	
AVERAGE	