

**Attitude of Bangladeshi elementary students in learning languages, comparison  
between first and foreign language learning**

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### **Abstract :**

The study tries to search attitude of elementary students learning first and foreign language in elementary schools in Bangladesh. The chief aim of this study is to create interest about learning first and foreign language , using some tips and tricks in order to eradicate the fear of learning of the weak student .It also focuses on building a strong connection with the students to overcome the fear of learning. The research is primarily based upon on educational research which pays attention to different kinds of methods in where persons assess different dimension of education including student learning ,teaching methods, teacher training and classroom dynamics. It is basically an ambitious ,clear cut twin focused methodical inquiry that is basically a particular way of thinking about educational happening .Others have named this as a “method of interview for education “(Brown and Dowling ,1998 ).The researcher has used Qualitative approach in this study .The data is gathered from twenty elementary students, twenty English language teachers and from observing two Elementary English classes in dhaka city in Bangladesh. For the qualitative data analysis coding has been used .The findings of the study offers to face all the challenges in order to improve elementary language learning.

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**List of abbreviations :**

**L1** : First Language

**ENL** : English as a National Language

**ESL** :English as a second language

**EFL** :English as a foreign language

**NCTB**: National Curriculum and Textbook Artistic Board

## Declaration

I declare that “Attitude of elementary students learning first and foreign language “ at elementary schools at dhaka city in Bangladesh at play-nursery is my original work except the citations which are also approved by means of end references.

Signature

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Date

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## **Chapter 1**

### **Introduction**

#### **1.1. Introduction:**

Attitude was discovered a century ago. An attitude can be identified as a continuing institute of stimulative, psychological ,intuitive and mental processes with esteem to some feature of the individuals world. In the twentieth century researchers began to appreciate that an attitude was a mental state of belief of a person. Basically it is a psychological transformation of a person happens basically by struggle, reading, hard work , active engagement at his or her learning's. The psychological state of a person cannot be calculated because it improve persistently. If a young student is willful enough to learn first and foreign language his attitude changes over time. One of the main objective of this research is to build the attitude of elementary students learning first and foreign language .It is also an important factor to have a comparison between their language learning. Teacher can take test to measure their competence level in Bangla and English.

In order to gain proficiency in both of these languages teacher and student both has to work relentlessly .Teacher can conduct workshops to increase motivation of students. It can also improve their skill and concentration towards learning languages. In this workshops teacher can give lectures on speaking skill, listening skill ,reading skill and writing skill. Moreover, teacher can also learn classroom management and problem behavior technique. The thesis tries to investigate the influence of attitude of elementary students learning first and foreign language in

elementary schools especially in kindergarten level : play and nursery. It also tries to help the students who seeks help in order to learn these languages. Teacher should behave patiently towards the weak students of the class so that they can get inspiration to learn both of these languages and improve their skill at language learning.

### **1.2. Background and Context :**

Attitude of elementary students learning first and foreign language , comparison between both of these languages are important for elementary level students basic foundation of bangla and english. The students requirement to achieve language is to give understandable effort. (Stephen Krashen 1982). Students basic foundation include grammar ,vocabulary building .It is simple at initial stage but it gets slightly more complicated later. Comparison between both of these languages are important for young students .To measure their competence level Language tests should be analyzed as both sign of students achieved skills and also students' future potential. In classrooms, teacher sometimes maintain fast paced lesson for the quick learning of the students. But students lag behind because they can't cope up with teachers' lecture, as a result they lost interest. The aim of attitude of elementary students learning first and foreign language is to increase desire and willingness for language learning, increase learning opportunity ,to make classroom learning more interesting and maintain lesson in such a way so that student can understand, to do group work or pair work, to increase self-confidence of the students. The teachers of attitude of elementary students learning first and foreign language are expected to use lots of actions requiring the students to cooperate with each others and with the teacher. Pair work, information gap activities and classroom conversation are a good source of input. Teacher can practice the notion of markedness. Because unmarked forms involves more time and endeavor by the learner and more complicated to learn .(Ellis 1994; McLaughlin, 1987)

### **1.3. Problem Area :**

Attitude of elementary students learning first and foreign language is challenging and difficult task because their attitude grows and changes towards learning as they have to make significant adjustment towards learning languages. Comparison between both of these languages are also an important factor. Because teacher can provide importance on the thought of developmental sequences in detail and summarizes three developmental stages :the silent period, the formulaic

speech and structural and semantic simplification. Those were teacher-centered for ages. Teacher delivered language for the over-all learning and improvement of the student. There is change on students – centered approach but it is slow. Learning environment should be favorable for the students to create interest regarding the learning. Teacher should pay attention on the over-all improvement of the students' learning languages .Teacher should avoid maintaining fast –pace lesson because instead of bringing positive outcome it would bring negative outcome. But it is important to create interest regarding language learning and also find out how much motivated and interested students are to learn languages. Skilled teachers can teach students well. They can teach weak students by using some tips and tricks. Teachers can write one word twice or thrice over the board and tell the students to say each word loudly and repeatedly, If they are taught in such a way they may overcome any difficulty regarding learning. Strong connection building with the students is important for the teachers .Because only then teacher can understand their needs regarding learning. Teacher must work very hard and persistently. He must co-operate the students always. They have to take challenges when any difficult situation occurs to handle the young learners .Teacher can ensure comfortable environment to teach the students first and foreign language. This type of learning can help students to grow and prosper well. It is really important to establish a teacher-student council. To have a successful program teacher- student discussion must be evaluated as an effective tool .

Teacher can identify some motivational strategies. They are : make and stick to the goals ,concentrate .Avoid distractions , Stop boredom :add fun and interest ,manage emotions :be more positive ,improve our learning environment.

#### **1.4. Statement of purpose:**

The research is an endeavor to support elementary students so that they can learn both Bangla and English languages. The main aim of this study is to know how attitude of elementary students learning first and foreign language can grow ,change and develop .Comparison between both of these languages is also an important factor to know the competence level of the students learning languages. What is nature of first and foreign language acquisition, what are the obstacles,to what level it has been executed and what the difficulty are to execute it .

### **1.5. Limitations:**

There is scarcely any research on attitude of elementary students learning first and foreign language, comparison between those languages in elementary schools in Bangladesh. English in Action has a project on this research topic but only audio materials available nothing more. Therefore research articles, tentative and investigational studies are hardly available in this field in Bangladeshi context.

### **1.6. Delimitations:**

It is very hard to collect data from all the schools because of time limitation. So, for this small scale research the study is limited to two schools, ten students, two teachers and one class observations in Dhaka district only.

### **1.7. Research questions :**

The overarching research questions that I wanted to explore in this thesis are:

#### **General:**

- Are the elementary students attitude to learn first and foreign language is growing and improving ?
- Is there any way for the students to get comfortable environment to learn both of these languages?

To get the answer of the above questions I set the following four research questions:

#### **Specific:**

- To what extent do the students enjoy Bangla classes /lessons?
- To what extent do the students enjoy English classes /lessons?
- To what extent do the students like the activities of Bangla and English classes?
- To what extent are the students motivated?

I have chosen this research questions because these questions are important to get apprehensive about. One can get an idea or notion after studying these research questions in order to have a short idea regarding the thesis. The volume of this research question is ideal.

### **1.8. Significance:**

Connecting in attitude of elementary students learning first and foreign language , comparison between both of these languages is a lifelong confront that requires time and dedication. Teacher is the main performer to solve many problems. Her role really matters to improve the attitude of the students .They can do the language learning uncomplicated. This study could be well thought-out as an important beginning point , as people are interested to receive up any observational investigation on attitude of young students. This study will boost the research literature in the area of attitude of elementary students learning first and foreign language. It will be useful for learners ,teachers .This investigation will facilitate the learners and teachers to perform language expertise more systematically and develop language learning problems more painstakingly

### **1.9. Data collection ,analysis and procedure :**

Researcher has chosen qualitative study for doing this research work. She collected data from unstructured interview and used observational method in this study .In an unstructured interview, researcher and the informer done repeated face to face meeting aimed at understanding informer's perception on their school life ,skills or circumstances as expressed in their own words. She did open ended interviewing to questions. In observation method, she has observed through systematic selection, watching, listening ,reading , recording performance , individuality of living beings, object or phenomena .In this study, she decided to monitor classes with the checklist(Appendix-B)(challenges and benefits) and demographic questionnaire. While observing the class, she provided open-ended questionnaire and help the students when they faced any difficulty about the questionnaire. Researcher conduct a semi-structure interview with the students.

She had observed the class and initiated that the teachers had exact goals about the careful subjects . Students found the study useful .

Teacher delivered meaningful contents to teach the students. When researcher was observing the class she faced some challenges about open ended questionnaire. Basically when she had to

conduct meeting with them she faced challenges the most. Later on they have helped me to fill up the questionnaire. Students were asking questions continuously and I faced some difficulties to answer their questions . However I have managed to answer their queries. As students were young in age they need support to give their answers. I made the questions simple in front of them so that they can give the answer easily. Teachers were helpful, supportive ,self-motivating , hardworking and enthusiastic in spite of dealing with their busy schedule of classes. This attitude of teachers was positive side for the researcher .What she likes the most of the students is they were high in spirit.

#### **1.10. Significance of the study :**

The study resolute which course goals were able to be mastered by students in a meticulous grade level .In addition which educational practices were successful in teaching the first and foreign language to students in elementary schools. It also found which action students like participating in and what the students would get pleasure from learning .

#### **1 .11. Thesis outline :**

The thesis has been prepared into five separate chapters. The first chapter is the chapter treating with the introduction. In the introductory chapter background and context, problem statement, research questions, statement of purpose, limitations ,delimitations, significance , data collection , analysis and procedure, value of the study and thesis outline of the study are demonstrated.

The second chapter is the literature review chapter. This chapter presents definition of learner's attitude ,how young learners learn a language, language learning at primary level in Bangladesh and summary.

The third chapter describes the research methodology. It signifies what is an educational research, how is an educational research done, research approach followed in this study, Why qualitative research has been chosen for this study, setting, sampling, research instruments, data collection procedure and precautions taken in the study.

The fourth chapter analyses the answers and the findings of the student questionnaire, class observations and teacher interviews. It is the result chapter. The chapter is divided into three parts. First part of the chapter is finding or result in terms of the research question. Next part represents the results found from English class observation. And the third part presents results found from the teachers' interview.

Finally the last chapter is the concluding chapter. This chapter presents recommendation and conclusion.

## Chapter 2:

### LITERATURE REVIEW

In this section she has described a number of concepts such as age, learner attitude and motivation, learning style, native language proficiency, community or family. To do this she has searched good academic articles, secondary articles (less detailed and easy to read), blogs, some professionals article, journals. She has avoided pages with user generated content (forums)

#### **2.1 Definitions of learner attitudes :**

“Attitude” is basically the appropriate behavior on certain condition. It is a good psychoanalyst of behavior. (The technique of mental therapy began by Sigmund Freud in which free association, dream explanation, study of struggle and change are used to discover self-conscious or unaware desires, nervousness and inner clash in order to free intuitive energy for mature work). It is such a criterion where one's showing of his inner ability to do a work is considered as a mature one that actually makes a sense. According to Allport (1935), attitude is something based on one's mental and neural state of speediness, planned through experience, applying a dictating and self-motivated pressure upon the individual response to all objects and situation with which it is related. An attitude can

be definitive on a permanent union of self-motivational, poignant , perceptual and cognitive process with value to some aspect of one's own world (Krech and Crutchfield, 1948).Based on the definitions of attitude it can be said that its features refer to outlook of a person .It brings outcome in one's performance. Attitude can fall anywhere along a variety from very encouraging to very critical. One should keep patience if he wants to form attitude. All people irrespective of their position and brainpowers hold attitudes. It comprised mental phenomena which cannot be directly observed. In fact, attitudes are related to the way of thinking and trust .It takes action to persons, objects or events .If one has a good attitude his performance become optimistic. One the other side if one has a bad attitude his performance become depressive. Attitudes are not innate .They tolerate change and as a result attitude gained or learnt.

## **2.2 Attitude of learners learning a language (either optimistic or depressive):**

Early achievement of a second language influences the growth of language capacity and cognitive functions within the young learners. Cognitive improvement is a field of learning in neuroscience and psychology centering on a child's maturity in terms of information processing, notional resources, non-cognitive skill, language learning, and other features of brain enlargement. Piaget's four stages of cognitive development helps young learners to learn a language . According to Chomsky's view point children are organically planned for language and language develops in the child just as the same way that other natural purpose develop.

### **✚ Features of learning first language:**

Children's language development shows a soaring quantity of resemblance among them all over the world. There are anticipated patterns in the L1 development and their L1 developmental guide are related to their cognitive development .They imitate the word after hearing and thus they can learn language. These combination of words has meaningful relationship.

### **✚ Features of learning a foreign language:**

There are several feature of learning a foreign language. They are:

**Age:** Children who learn English as a second language during their childhood earn proficiency in early childhood.( Krashen ,1987)



**Attitude and Motivation :** A positive attitude along with high level of motivation are important aspects necessary to achieve proficiency in second language (Hamayan and Damico 1991 )

**Learning style :** A learner may adapt a different cultural approach . This method is not like the way of the teacher's teaching style.

**Native Language Proficiency:** Proficiency in the student's first language provides the foundation for successfully learning second language  
(M.D.Coyne,E.J.Kami'Enui,D.W.Carnine,2007,p.233-237)

**Community/Family:** Cultural and linguistic ethics and skills are indispensable to successful second language acquisition.( Baca ,L.M.,& Cervantes H.T.1989. Columbus ,OH : Merrill)

### **2.3 Language learning at primary level in Bangladesh:**

An extensive target for English Language programs is that of intensifying the imminent talent to transmit and construe a memorandum via printed or oral modalities to another person . The main motivation of using language is to be in touch one's requirements ,supplies , thoughts, feelings and ideas with others .To learn language intellectual capacity plans need to be more unambiguously discussed and individual elucidation of texts need to be valued inside classroom (Nath SR, Roy G and Hossain A 2006)

Children requirement is to learn different reading approaches .For example: scanning, skimming and setting data all over the text to resolve different reading issues. Associated statement in mutual learning experiences facilitates learners to increase their thinking through language and expand their language through thinking .It has also understanding noteworthy changes in the communication changes of the world .English as a subject is of chief importance in providing the students to acquire the challenges of the competing survival and increasing globalization in

developing countries. This is high time we started to see the potential growth of English as a world language and took appropriate ideas to get beginners to the global standard level. The global distributions of English are often described in terms of three contexts such as English as a Native Language (ENL), English as a Second Language (ESL), and English as a foreign language. The chief objectives of teaching English at the primary level education in Bangladesh are to enable students to understand simple commands, instructions and requests in English and take them out. For the development of the unreserved skill, the government of Bangladesh in collaboration with the national curriculum and textbook board (NCTB), has executed a language policy to promote a unrestrained approach to English language teaching at the primary level schools under Bangladeshi educational system (Ahmed 2001). The students can talk and communicate in simple English according to their age level and can read to realize the textbooks set for their age group and level. They also write words, simple sentences, passages, paragraphs, informal letters and numbers according to their age group and level. Even though NCTB arranged English curriculum for the students of the primary level schools

to consider proper system and technique, unluckily the set of courses is not executed appropriately. On the other hand most of the students of primary school are unable to accomplish the primary English Language competencies due to established challenges in our schooling system.

## **2.4 Comparison between first and foreign language:**

### **Developmental sequences:**

Researchers have carried out plentiful studies to recognize the nature of first and foreign language. These studies have exposed that both first and foreign language learners pursue a model of growth, which is mainly followed in spite of exceptions. Rod Ellis (1984) covers the thought of developmental series in aspect and summarizes three developmental stages: the silent period, formulaic speech, structural and semantic simplification. Research in usual location where spontaneous language, such as the learner language that consequences from endeavors by learners to convey meaning more or less impulsively, is used to show that both first and second language learners exceed through a comparable initial stage, the silent period. Children obtaining their first language go through a period of listening to the language they are

showing to. All through this period the child aims to find out what language is. In the case of second language acquisition, learners choose for a silent period when direct production is not necessary from them. In general, however, many second language learners - especially classroom learners- are supported to speak. The reality that there is a silent period in both first and second language learners (when given the chance) is generally established. However, there is inappropriateness on what part the silent period has in second language acquisition. While (Krashen ,1982) English Language Teaching 156 put up a struggle that it constructs capability in the learner via listening, (Gibbons ,1985 ; Ellis, 1994) put up a struggle that it is a stage of lack of understanding. The second developmental stage is termed fixed speech. Fixed speech is defined as terminology which are learnt as unanalyzable wholes and engaged on painstaking incident (Lyons, 1968 ; Ellis, 1994). (Krashen ,1982) suggests that these terminology can have the form of habit s(whole expressions learned as memorized chunks - e.g. I don't know.), patterns (incompletely unanalyzed statement with one or more slots - e.g. Can I have a \_\_\_\_?), and Ellis (1994) suggests that these terminologies can consist of total drafts such as greetings. The text points out that fixed speech is not only there in both first and second language acquisition but also there in the communication of mature indigenous speakers. In the third stage the first and second language learners relate structural and semantic simplifications to their language. Structural simplifications take the form of leaving out grammatical functors (e.g. articles, auxiliary verbs) and semantic simplifications take the form of leaving out content words (e. g. nouns, verbs). There are two suggested reasons why such simplifications come to mind. The first reason is that learners may not have yet attained the required linguistic forms. The second reason is that they are unable to contact linguistic forms during manufacture. These three stages show us that L1 and L2 learners go through similar stages of maturity with the segregation that L2 learners are persisted on to skip the silent period. However, learners do not only show a sample in developmental series, but also in the order in which they obtain certain grammatical morphemes.

### **Acquisition Order :**

Researchers have tried to discover if there is an order of acquirement in attaining grammatical morphemes. The findings are significant but conflicting and have repercussions on first and second language acquisition. Morpheme studies aimed to study the attainment of grammatical

functions such as articles or inflectional features such as the plural -s. An indispensable research in this field is that of Roger Brown (Brown, H. D. 1994). *A first language: The early stages*. London: George Allen & Unwin.) According to Brown, there is a common - invariant - sequence of acquisition for at least 14 function words in English as a first language - noun and verb inflections, prepositions, and articles. Results of these studies pointed out that there is a definite order in the gaining of morphemes in English first language learners. Other morpheme studies were carried out on various functors signifying that an order of acquisition does exist. (Lightbown,P.,and SPADA ,N.M.2006) review studies which have proposed that the acquisition of question words (what, where, who, why, when, and how), show a great similarity in first and second language acquisition. Based on the morpheme studies in L2 acquisition, (Krashen, S. 1982) put onward the Natural Order Hypothesis which he increased to explain for second language acquisition. He claimed that we gain the rules of language in an expected order. This achievement order is not hard by effortlessness or the order of rules taught in the class. As a result far it seems as if L1 acquisition and L2 acquisition pursue similar routes, however, other morpheme learning have shown that not all first language learners follow the order of gaining expected. There emerges to be inter-learner variation in the order of acquirement. (Wells 1986b, in Ellis, 1994) proposes inter-learner variables moving the order of gaining as sex, intelligence, social background, rate of learning, and experience of linguistic interaction. In addition, (McLaughlin, B. 1987) claims that evidence from research shows that the learner's first language has an effect on acquisitional series which either slows their growth or transforms it. He adds that, significant individual difference in how learners acquire a second language, such as different learning, performance, and communication strategies, vague the acquisition al sequences for certain constructions. Therefore, (McLaughlin,B 1987) argues that "Krashen's claim that an invariant natural order always found is simply not true" (p. 33). The above arguments show that there seems to survive an order of attainment in both first and second language acquirement. Hence, one should be careful not to continue for an invariant order of acquisition but for a more bendable order of acquisition and be conscious of the differences moving this order.

#### Linguistic Universals and Markedness :

There are two ways to linguistic universals. The first way was put forward by Greenberg (Greenberg 1966, Ellis 1994) and termed typological universals. Typological universals are based on cross-linguistic comparisons on a wide range of languages drawn from different language families to realize which attributes they have in common (e.g. all languages have nouns, verbs etc.). The second approach is the generative school represented by Chomsky. The plan is to learn individual languages in great depth in order to recognize the principles of grammar which motivate and rule particular rules. This approach was later termed as Universal Grammar (Ellis, R. 1994). The most appropriate part of both approaches that relates to L1 and L2 acquisition is that some qualities in a language are noticeable and some are unstriking. According to typological universals, unstriking qualities are those that are universal or present in most languages and which the learners have a tendency to shift. Striking rules are language specific qualities which the learner refuse to accept transferring. According to Universal Grammar, core rules, such as word order, are natural and can be English Language Teaching June, 2009 157 arrived at through the purpose of general, conceptual principles of language structure. Peripheral rules are rules that are not governed by universal principles. Peripheral elements are those that are derived from the history of the language, that have been borrowed from other languages, or that have happened accidentally. These elements are clear. Peripheral aspects are more tricky to learn (Ellis, 1994; McLaughlin, 1987). Even though neither of these approaches planned at explaining first or second language acquisition, the results of both are valid. The findings show that unmarked features are learned previous and easier than marked rules in both the first and the second language while unmarked forms require more time and endeavor by the learner.

### **Input :**

Input is defined as "language which a learner take notice of or receives and from which he or she can study" ( Richards, J., J. Platt, & H. Weber. ,1989) and its magnitude is widely accepted. Behaviorist outlooks hold that there is an unswerving relationship between input and output. In order to obtain favorable habits the language learner must be given feedback, which comprises the input. Interactionist views of language attainment also hold that verbal interaction, or input, is vital for language acquisition. Stephen Krashen (1982) has put forward the Input Hypothesis which makes known the magnitude he places on input. He argues that the learner needs to

receive understandable input to acquire language. Information about the grammar is automatically obtainable when the input is understood. Krashen disputes that the input a first language learner receives is straightforward and clear at the beginning and is getting somewhat more complex. With this argument, he supports his next argument that input should be somewhat above the level of the language learner ( $i+1$ ). Only in doing so can the second language learner move onward. He argues that the second language learner should be showing to the target language as much as possible and that the need of clear input will cause the language learner to be held up in his growth (Ellis, 1994; McLaughlin, 1987). The Interactionist Approach to first language acquisition holds that one to one interaction gives the child entrance to language which is accustomed to his or her level of knowledge, therefore, interaction is seen as critical and distant sources of language (such as TV and radio) are seen as inadequate. As a result, verbal interaction is seen to be crucial for language learning since it facilitates to make the details of the second language prominent to the learner. Similarly, intersectional adaptations which take place in the conversations between native and non-native speakers are seen as necessary to make input intelligible for the second language learner (Lightbown and Spada, 2006; Ellis, 1994). There is, however, a challenging view to the weight of input in first and second language acquisition. Chomsky (Ellis, 1994; McLaughlin, 1991) argues that input is essential but that input single-handedly cannot explain first language acquisition because it contains ungrammaticalities and disfluencies which makes it an insufficient source of information for language acquisition. Children would not be able to discriminate what is grammatical and ungrammatical based on such input. Also, input underdetermines linguistic competence. He argues that input alone does not supply learners with all the information they need to discover rules of the L1. Therefore, he points out that the child must be ready with knowledge that allows the learners to overcome the absence of the input. Later, Universal Grammar researchers have drawn suggestions to second language acquisition from these arguments. It is believed that the same arguments for the meagerness of input in first language acquisition also account for second language acquisition. Consequently, when learning a first language, learners must rely on the knowledge they are equipped with; and when learning a second language, learners must rely on the L1. These arguments show us that both input and the knowledge that the child is equipped with are important and should interact for learning and development to take place. Therefore, one should not be favored over the other.

### **✚ Behavioristic Views of Language Acquisition :**

The similarity between L1 and L2 acquisition is seen in the Behavioristic Approach originally which tries to explain learning in general. The famous psychologist Pavlov tried to explain learning in terms of conditioning and habit formation. Following Pavlov, B. F. Skinner tried to explain language learning in terms of operant conditioning. This view sees language as a behavior to be taught. A small part of the foreign language acts as a stimulus to which the learner responds (e.g. by repetition). When the learner is 100 % successful, the teacher reinforces by praise or approval. Consequently, the likelihood of the behavior is increased. However, if the learner responds inappropriately then the behavior is punished and the likelihood of this behavior to occur is decreased (Brown, 1994). In other words, children imitate a piece of language they hear and if they receive positive reinforcement they continue to imitate and practice that piece of language which then turns into a 'habit' (Williams and Burden, 1997). Similarly, basing on the Behavioristic Approach it is assumed that a person learning a second language starts off with the habits associated with the first language. These habits interfere with those needed for second language speech and new habits of language are formed. Errors produced by the second language learner are seen as first language habits interfering with second language habits. This approach advises the immediate treatment of learner errors (Lightbown and Spada, 2006). Some regular and routine aspects of language might be learned through stimulus/response but this does not seem to account for the more grammatical structures of the language. The Behavioristic Approach holds that language acquisition is environmentally determined, that the environment provides the language learner with language, which acts as a stimulus, to which the language learner responds. However, L1 and L2 learners form and repeat sentences they have not heard of before. Therefore, this approach fails to account for the creative language use of L1 and L2 learners.

### **✚ Zone of Proximal Development (ZPD) :**

The Russian psychologist L. S. Vygotsky has made a social importance on teaching in general and language education in particular.(Vygotsky ,1982; Daniels, 1996) explains the ZPD as follows: “The child is capable to reproduction a series of events which outshine his or her own abilities, but only within limits. By means of repetition, the child is competent to achieve much

better when together with and guided by adults than when left alone, and can do so with understanding and separately. The difference between the level of solved responsibilities that can be achieved with adult guidance and assist and the level of individually solved tasks is the zone of proximal development.” When children come across a crisis they cannot work out themselves they revolve to others for help. Thus, teamwork with another person is important for a child to learn. Otherwise, development would not be possible. Learning collaboratively with others guides and shapes growth. A good example for this technique is said to be the enlargement of literacy (Gallaway and Richards, 1994; Lantolf and Thorne, 2007). Vygotsky declares that through using language children take part in the scholarly life of the society. In order to discuss meaning, group endeavor between the child and the members of the community is necessary. Considering language education, instruction makes the zone of proximal development, motivating a series of inner developmental processes (Daniels, 1996; Lantolf and Thorne, 2007). According to the ZPD, subordinate routine and partnership are necessary for erudition and growth. The teacher’s assistance and students’ association with their teacher and their peers is expected for L2 development. The teacher’s most noteworthy classroom work “is to give for the social message within the society of learners such that the learners may move from what they know to what they don’t yet know” (Hawkins, 2001). The ZPD also declares that “what one can do today with help is critical of what one will be able to do separately in the future” (Lantolf and Thorne, 2007). Thus, development accomplished and upgrading potential are equally highlighted. The ZPD concept can aid educators to understand aspects of students emerging capabilities that are in early stages of maturation (Lantolf and Thorne, 2006).

## **2.5 Summary :**

In this section I have described a number of concepts such as age , learner attitude, motivation, learning style , native language proficiency , community or family. Here I have talked about attitude which is the inner ability of doing a work that actually make sense .An attitude can be definitive on a permanent union of self-motivational , poignant , perceptual and cognitive process with value to some aspect’s of one’s own world . ( Krech, D., and Crutchfield, R.S. ,1948). Attitude is one’s psychological state of quickness, deliberated through experience ,applying an ordinance and vigorous pressure



upon the person's response to all matters and circumstances with which it is connected . It is the viewpoint of a human being. Attitude can decrease anywhere along a diversity from very hopeful to very decisive .One should stay persistence if he wants to form attitude. People who has brainpower cleave to attitude .It comprised mental incident which cannot be directly pragmatic. In truth attitudes are related to the way of thoughts and faith. It takes deed to people, proceedings or substance. Early achievement of a second language influences the growth of language capacity and cognitive functions within the young learners. One can learn a language depends on the reinforcements and feedback . (B.F. Skinner,1938). In order to learn a foreign language there are several features . They are age, attitude , motivation , learning style, native language proficiency , community\family .A broad target for English language programs is that of rising the forth coming ability to spread and interpret a memo via written or verbal modalities to another person. The main inspiration of using language is to be in touch one's supplies, thoughts , feelings and ideas with others .To learn language scholarly capacity plan needs to be more clearly discussed and individual explanation of texts need to be respected inside classroom (Nath and Hossain,2005 ). Communicative message in mutual sophistication attentive make possible apprentice to develop thinking through verbal statement and construct up their language through thinking .It has also fit remarkable transform in the connotation of self-motivation of the world .English as a focus of principal weight in granting the students to take conscious of challenges of the action through endurance .This is high time we started to see the future growth of English as a world language spread and take a memo via printed spoken modalities to another person .

### **Chapter 3:**

## RESEARCH METHODOLOGY

### 3.1 What is an educational research?

Educational research refers to different kinds of methods in which persons assess different dimension of education including student learning, teaching methods, teacher training and classroom dynamics. It is basically an ambitious, clear-cut twin focused methodical inquiry that is basically a particular way of thinking about educational happening ,that is an outlook ,and of scrutinizing them ,that is an action or activity .Others have named this as a “method of interview for education”( BROWN, A.J ,1994; DOWLING, P.C.1998)

### 3.2 How is an educational research generally done?

Educational research is a complex and fruitful process for all the researchers. It is a continuing process. Basically this is a critical process and it is done by taking some political measurements and manipulation. Basically having information regarding certain topics and taking action by facing challenges, having a positive attitude, taking pressure under each and every circumstances.

### 3.3 Research approach followed in this study:

This research is based on the qualitative research design. A focused group discussion was conducted in order to conduct the research. Most of the teachers were experienced teachers of ten to twelve years of professional background. Five teachers completed a questionnaire. In the open-ended questionnaire there are four questions and one demographic questionnaire. These questions are :

#### a. what type of student activities do you conduct in your Bangla classes?

According to this questions answer teachers gave some answers:

Teachers conduct handwriting , spelling, pronunciation, teaching and writing poems. They also conduct a movie-session. From this session she saw whether the student can describe the movie in Bangla or not. She also test the handwriting of the students to check their knowledge regarding handwriting, spelling, pronunciation, teaching and writing poems

**b. What activities do students enjoy most in Bangla classes?**

Students enjoy most in Bangla classes is poem. They also enjoy rhymes. Students can learn different rhymes in Bangla. They also enjoy pronunciation. Teacher offers them some puzzle and they solve it by pronunciation it.

**c. What are the challenges you face while teaching Bangla ?**

Teacher face some challenges while teaching Bangla. Initially teachers face some challenges regarding handwriting. When teachers start to test their writing she can see that there are lots of mistakes in spelling so she can feel that in order to alleviate their mistakes she conduct workshop, sessions, power point presentation and seminars. Sometimes she calls guardians and conduct meeting to solve these problems.

**d. How do you solve these problems ?**

Teacher solves these problems by repeating the same study towards the students. Even she talks to their guardians .Sometimes she took extra classes .She talks to each student and try to know what kind of problems they are facing while learning Bangla. As they are young ,so they can't say it properly ,so I talked to their guardians about how they could solve their problems by practicing it at home. They can also do extra classes .

The earlier study by( William and Burden ,1999) presented methodology which already gained appreciation and its focus upon the sense that children of elementary level of students' success and failure depends upon learning first and foreign language. However this small scale of nature of work is predictable, it was fulfilled that this approach provided credible useful insights into this area .Supplementary research of a similar nature was felt to be acceptable and an interpretive approach was therefore engaged in the current study.

**3.4 Why have I chosen qualitative research for this study?**

It is often tricky to choose between quantitative and qualitative research design. At times, a researcher may choose a design because he or she is more well-known with one method or the other or a colleague suggests a particular design. However, our research will be more supportive

if we make our decision based on well-considered, suitable design rather than simply choosing a design that is more recognizable or relaxed to the researcher.

Qualitative research is an in detail investigation of what makes people mark on a particular subject: their manner, awareness, decision-making processes, etc. The most common form of qualitative research is focus groups, but one-on-one depth interviews are also used. Shalini Subbarao, Director of Marketing Research for the American Cancer Society, understands the reasons for selecting qualitative research. “In some cases it’s crystal clear that we want to do focus groups, because we haven’t adequately understood a target segment,” she reports. “In that case we need qualitative research to help resolve the right questions to be posed in successive research, towards ultimately providing the answers that management needs for decision-making.” Qualitative research will provide a much deeper accepting of how the target market thinks, but it does not provide projectable data. In other words, you can’t legitimately walk away from a focus group with the feeling that since eight out of the ten respondents liked your organization, this signals strong public acceptance in the general population.

### **3.5 Setting:**

The study took place at Dhaka .The researcher selected two high schools from Dhaka The data has been collected from April 2016-May 2016 .Researcher has collected data from the students through reviewing questionnaire in an official or normal setting classroom. The researcher observed the usual elementary classes. Researcher had collected data from the Principal ,English teachers from their office room very carefully and attentively .Researcher took permission from the principal and from the office assistant to take the interview .For each interview the researcher took approximately 10 to 12 minutes

### **3.6 Sampling :**

Totally 10 questions were given to the students of elementary class (nursery and k.g..Ten English teachers were interviewed. It was very tough to collect data from the teachers because they were very busy with their classes and upcoming examination. Moreover Principal was sick

. So , there was time shortage. So researcher has done her research to two schools ,10 students and 10 English language teachers, 2 class observation only in one school in Dhaka district.

### **3.7 Research instruments:**

The analysis carried out in three ways : one is surveying session for the students, second is interview sessions for the English teachers and third is elementary English class observation. The researcher prepared questionnaire for students.(Appendix-A) for the students and she took interview of the students but helped the students because they are young to give answer .However they were able to give answers because researcher and teacher help them. Furthermore, the researcher prepared interview question (Appendix-C) for the teachers . Researcher got their attitude by taking interview of them . The researcher organized checklist (Appendix-B) for observing classes so that the researcher can know the attitude of teachers and students regarding it. Before opening data collection ,the instruments like questionnaire ,interview question and class observation checklist were assessed and firmed up accurately by the supervisor , who is a research expert .

### **3.8 . Data collection Procedures:**

Researcher has collected data from two schools which are situated at Dhaka .It has been collected through questionnaire ,unstructured interview and from class observation. For this investigation the researcher visited two different elementary schools for several weeks and time to collect data because teachers and students were busy with their other classes. They had to take preparation for the upcoming examination of the students. Moreover principal was sick. The researcher took permission from the principal to collect data from the relevant defendants. While collecting the data teachers help the researcher to get the answers from the students because students were very young to handle answers individually. As the researcher translated the questions into Bangla so it was easy for her to make them understand about each of the questions

in Bangla and asked them to set indicate mark ,which answer they choose .She finished the questions consecutively. The researcher took 25 minutes to finish this task with the help of the teachers .She took unstructured interview to the teacher and record them. She also took crucial notes. Students faced a semi-structure interview. When the researcher was observing the classes she followed the checklist to observe the class. She sat at the back bench of the class because she was concerned of the class teacher was taking. Moreover, She wanted to lessen interruption and interference.

## **Chapter 4: Data analysis and findings**

### **4.1 Data analysis :**

Researcher can organize and sort data through coding .It provides as a way to make ,accumulate and categorize her data .They also permit her to review and produce what is experiencing in her data .In connecting data collection and understanding the data ,coding becomes the basis for increasing the analysis. In the data analysis procedure researcher has coded the information based on the audio recordings of unstructured interview.

### **Research interview transcript A**

**Date of Interview: May ,2017**

**Audio Length :17 minutes**

#### **Transcript**

**Interviewer:** Thank You for participating in this interview.

**Teacher :**It's my pleasure.

**Interviewer:** What do you think about attitude of elementary students learning first and foreign language ?

**Teacher :**I think perception of elementary students learning first and foreign language is their outlook regarding learning both of these languages.

**Interviewer:** Do you think teacher can play an active role to change their attitude ?

If it is then how ?

**Teacher :**Yes, undoubtedly! teacher changing students attitude of learning first and foreign languages.

**Interviewer:** Which language learning students are most interested to learn in ?Is it Bangla or English ?

**Teacher:** Frankly speaking , students wants to learn English than Bangla .

**Interviewer:** That's good ,but how you encouragement them to learn Bangla more ?

**Teacher :**Actually ,we try to give them homework and sometimes we provide them audio tapes of Bangla stories.

**Interviewer:** That sounds good ! May I know how you train weak students who are not self- aware to learn both of these languages.

**Teacher :** Actually we try to conduct meeting with them once in a week with their parents. Moreover, we try to reducing fear of learning.

**Interviewer:** That's really encouraging .

**Teacher :**Thank you .

**Interviewer:**Thank you too .

<b>Textual data</b>	<b>code</b>	<b>date</b>
Attitude of elementary students	perception	May 2017
teacher can change students attitude	changing attitude	May 2017
students are mostly interested to learn	language learning	May 2017
encourage them to learn Bangla	encouragement	May 2017

homework of Bangla words, poems      homework      May 2017

---

consult with them      meeting      May 2017

give extra classes in order      reducing fear      May 2017  
to lessen fear

**Findings/Result in term of the research question :**

**To what extent do the student enjoy Bangla classes:**

I have chosen this research question because it determines what kind of research the writer will be looking for .I have seen that students enjoy Bangla classes. But they found some difficulty while learning it so they had mix reaction .But when they select to learn the required learning's they have found out the task a bit easier ,so they felt comfortable regarding the task instructed by the teachers.

**To what extent the student can learn English classes/learnings :**

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I have chosen this research question because it identifies the specific objectives the study or paper will address. I have seen that students enjoy English classes. Because they have found out teacher was helping them to learn the language .They were enthusiastic to learn because teacher motivated them . So it has been clear that they were comparatively more interested to learn English than Bangla.

**To what extent do the students like Bangla and English classes:**

I have chosen this research question because it identifies what kind of research the writers will be looking for .Students like both the activities of Bangla and English classes. But I have found out that teacher like both the activities of Bangla and English classes. Here the teaching learning experience is in favor of both the teacher and the students. It has motivated the rest of the learners and they become

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more enthusiastic towards the learning .

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#### **To what extent student can ensure interest /motivation :**

I have chosen this research question because it identifies the specific objectives the study or paper will address .In English class I have seen that students were writing according to the instruction of the teacher. Both teacher and student has created a co-operative and enthusiastic environment to learn both Bangla and English. As a result it has created interest towards the teacher-student learning process. Moreover teacher was both strict and nice towards the student according to the situation of the students behavior.

#### **4.3 Personal observations :**

I have seen the personal attachment with the teacher student relationship is both strict and affectionate. Basically it varies according to the attitude of students whether they are interested to learn or not. I have observed from the class that there were more than one teacher and they were co-operative with each other. So, there was a favorable environment which created a great impact over the learning of the students. Teacher contributed a lot to make the learning understandable according to the understanding level of the students .So that they might face less difficulty while learning inside the classroom.

#### **4.4 Challenges :**

Teaching English as a first and foreign language is a tricky ,yet satisfying career choice .As a first and foreign language English teacher , one must persistently familiarize theirselves to their students' needs . Many times , this means with a diversity of problems in the classroom, many of which are all too common incidents . In the classroom a good English teacher must be able to identify these common problems, and work to find elucidation .Even a small twist in teachers teaching technique can assist to create a more fruitful and informal environment for both teacher and teachers' students. The next will summarize 10 of the most

common classroom problems faced when teaching English as a first and foreign language , and just how to resolve them .I have faced some challenges regarding to know the attitude of elementary learning students' learning first and foreign language .It has been seen that I can work only over city school. But if I had the opportunity of working over the school of village then I can explore more of the students' attitude towards learning first and foreign language .At first I was challenged to chose the topic ,which I have decided to work on .Because I have to choose something new and innovative . After choosing the right topic I have to find out the school where I can do observation, Focus Group Discussion (FGD).I have to make a clear methodology so that other trained researcher can choose it up in the same way .I think I have less ability in order to guide the students in such a way that they can motivate themselves on regular basis in order to learn first and foreign language .So, I need the help of guardians and other teachers. I also need the help of several training institute where I can learn some skills to develop the learning attitude of students. While piloting the study to test it ,spending time, money and energy I have to be conscious to do this big study perfectly. I have faced some challenges regarding what I need to do the research in a structured way in front of the people with whom I already worked with. I have to overcome fear, confusion, doubt when I have decide my mind to start working over with the people who has already helped me regarding my research .I have to persevere in order to seek help from the people .Most importantly I have to make professional relationship with the people who has helped me regarding to develop my ideas of this topic .I have to learn how this research can add value to several institution and researcher because I have to find out the usefulness of this topic ,how it will help others but I also kept in my mind that this is an art , I have to elegance it and understand the necessity of building that relieve level .I should have an accurate object so that people of the institution might have the positive impact over my research and add value .Actually this area of work has so much to do so maintaining all the time positive attitude was challenging for me .But I try to make myself positive all the time through reading, getting the suggestions from others. It was challenging to shape my behavior towards learning by

maintaining positive attitude. While taking the research idea I have to take help from technology. While taking the class teacher has found out that students attitude towards the language learning was positive. However a student was facing difficulty both in the Bangla and English class to learn properly inspite of getting help from the teacher. Because he had learning fear. However teacher tried their best to teach him. Moreover other students were facing difficulty to pronounce alphabets with the teacher, writing on scripts. Because it needs lots of effort and hardwork. However they somehow manage to overcome this kind of problem through the help of the teacher.

#### **4.5 Unstructured data analysis:**

##### **1) Common classroom problems :**

- **Students become overly dependant on the teachers:**

Many times students will repeatedly look to the teacher for exact answers as a substitute of trying themselves. If the teacher compels them with the answer each time, it can become a disadvantageous problem. Instead focus on giving positive support. This will help to make students more contented and more enthusiastic to answer (even if erroneously)

- **Persistent use of first language :**

When teaching English as a first and foreign language, this is possibly the most familiar problem. As a first and foreign language teacher, it's important to support students to learn, speak and write both languages. However, if students begin discussing in their first and foreign language, move quicker. One should ask them direct question like "do they have a question"? Another thought is to start a place of class regulations and expand a punishment system for when they use their first and foreign language. For example: if someone is predetermined using their first and foreign language three times, have them rehearse a poem in front of the class (in English and Bangla). They have to remember, for the 1-2 hours they are in first and foreign class, it must be English and Bangla only.

- **Student is rebellious ,raucous or disturbing of others :**

This will occur, no issue what , in every classroom. If the entire class is performing up , it may be the responsibility of the teacher, i.e. uninteresting material or unfortunate classroom management, you should answer quickly to show supremacy .In order to make your mind up on the issue ,a first and foreign language teacher must be authoritarian and introduce obedience if needed .If it continues to occur ,supplementary corrective achievement through the school's director could be chased.

- **Students capture lesson , the lesson doesn't go anywhere you want it to:**

When teaching English as a first and foreign language ,you can always calculate on students capturing a lesson .To some quantity ,this can be a high-quality thing .It shows that students concentration ,and as long as they are contributing and speaking in English ,it is a dynamic experience. However ,if the lesson get lost too isolated off topic , in a direction you don't want it to go , it's significant to correct the problem by redirecting the discussion .

- **Personalities clash :**

Not everybody in an English classroom will become the most excellent of acquaintances .If excitement happens between certain students ,the easiest solution is to detach them from one another .if the tension continues ,controlling a student to another classroom may be one's solitary choice .

- **Students unclear what to do ,or do the wrong thing :**

This happens extreme too often when teaching English as a first and foreign language .The reality is , it's regularly the accountability of the teacher .If your commands to a duty give up looks of mystification and soft whispers among students ,don't worry :there is a solution .In order to keep away from this problem ,it's significant to make sure one's training are clear .Teacher can use gesture ,mimic and petite concise sentences. Teacher should speak clear and strong .Most importantly ,use replicas and exemplar of the activity .One can use pictures, parody ,gesticulate etc. to model the entire activity faithfully how you want the learner to do it .

- **Students are fed up , distracted or unenthusiastic :**

Many times , it is the teacher's responsibility that class is dull. Fortunately , with appropriate development ,this difficulty can be solved .Choose a spicy argument to the lesson ; one that the students can transmit to and one you know they will get pleasure from .This will automatically give them some inspiration and concentration .Get to know your pupils and recognize their wellbeing and requirements, then plan your course accordingly .

- **Strong student dominance :**

As an English teacher , one will stumble upon learners with diverse potential and language cleverness. While it is good to have some students who do extremely well in the classroom, it is important that they are not missing from others. If confident students begins to constantly “take the show “,take care .Pay attention on vocation on weaker students in the class to answer questions. Encourage ,but gently prevent some answers from the strong students and give construction time to other not-so-strong element of the class .

- **Students are unprepared :**

The last thing you want as an English teacher is for learners to fall simply because they felt gone astray or unqualified .Focus on a more shared erudition skill .Teachers should make sure that the students are all in the identical page before stirring on top of a original topic by concept read-through various era and encouraging individual contribution .

- **Belatedness :**

Even I have a tough time new spaces on time .But the truth is belatedness is not only impolite , it can be disturbing and troublesome to other students .If belatedness becomes a problem for members of teacher's class ,discipline should be made sure of. One should set rules for slowness and punishment for breaking the rules

## Chapter -5

### Recommendation and conclusion

#### 4.6 Recommendation:

This current study has bearing in the perspective of Elementary English Language teaching and learning languages .Based on the findings of the study ,the following recommendations are made.

- It should have the aim to establish student friendly comfortable situation in order to learn Bangla.
- It should ensure Increasing motivation in order to learn both Bangla and English simultaneously.
- It should recommend teaching assistance which is necessary for the weak students.
- It should have the aim to establish equal opportunities for all the young students in pair or group work in order to learn collaboratively and grow more .
- It should recommend influencing students attitude regarding schooling in order to increase passion and zeal for school in to prosper more.
- It should have the aim of engagement of instant creative person is important so that students can learn languages through creative art .
- It should recommend arranging meeting with the school authority to make them conscious about weak students improvement and strong students co-operation for the weak students

#### 4.6 Conclusion :

In conclusion the main purpose of this study is constructing curiosity about learning first and foreign language in elementary schools in Bangladesh. The learning endeavored to discover the enhancement of young students to strengthen their learning ability and develop as an individual identity . Moreover, it tries to discover the attitude , exposure , provocation and limitation of elementary students learning first and foreign language .Many problem floated up from the study. Now-a-days , the learning environment should be favorable enough so that it increases the interest of the students for their further self-improvement. It is clear that

teachers are skilled enough in order to teach the students but as a researcher I suggest that they should be skillful enough in order to teach the students clearly and precisely. Teacher can develop their skill through training .For example :B.A. Early Childhood education training. The frustrating matter is teacher are not very skilled enough about the data collection tools .For example: Checklist ,interview schedule ,questionnaire. But it was positive that teacher had some idea regarding tools so it was easy for the researcher to collect data for them. The investigation suggests that the force of attitude of elementary students learning first and foreign language is infinite. However accurate course and training for both teachers and students is necessary for the over-all improvement of learning in schools in Bangladesh .The bond between teacher and student is very important in order to learn perfectly. The investigation shows that when students can collaborate with their teachers they can learn with great enthusiasm .Teachers can conduct meeting for increasing more classes for the weak students. As a researcher she should suggest that teacher can talk with weak students parents so that they may help their children more in order to decrease their fear regarding learning .Basically parents and teacher both should support them more instead of neglecting them. There are many N.G.O. who can play special role for the elementary students learning improvement . Basically some teachers are highly motivated to improve the learning capability of the student. But it is also true that there are some limitation also. The researcher feels that the teacher must follow comparative analysis work sheet for the improvement of student's first and foreign language learning . Teacher should be supportive enough to handle any tough situation of the students while teaching them. From the investigation it is unambiguous that when some students are doing fine because of teacher's accurate performance of creating and improving students attitude regarding languages but some who are lagging behind should be encouraged by the high achieving performance and they must always keep inside their mind that success is not easy . It needs lots of motivation, self-sacrifice ,focus and passion .If they could train their mind

in such a way then they can also rise high. So it is up to them whether they ride the ladder of success or lag behind .

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**Appendix :A**

**Questionnaire for students**

(The information will be used for research function and will be kept secret.)

Read the following questions carefully and put (✓) marks on the alternatives that you prefer most .

**Kindergarten students Attitude survey :**

Name :-----



I am good at my schoolwork : a.



b.



c.



I like my classmates : a.



b.



c.



-  My teachers like me a.




b.



c.



-  My classmates like me a.



b.



c.



-  I am a good student a.



b.



c.



- 
 I like Bangla a.  b.  c.



- 
 I like English a.  b.  c.



### Appendix-B

(The information will be used only for research function and will be kept secret)

#### (a) The elementary school visit checklist :

Print out the sheet and take it with you while school visit:

School name : _____	Phone : _____
Hours: _____	Address: _____
School size: _____	

The school has:

- playground and outdoor space

- special education services
- Garden
- Clean and well-kept facilities
- Safe and secure campus
- Anti-bullying program

S. No.	Observation Checklist	Teacher			Remarks
		Completely	Fairly	not often	
1.	Is the classroom cheerful?				
2.	Is the classroom well-organized				
3.	Are teachers actively engaging students?				
4.	Do you like the adults interact with kids?				
5.	Do children look interested in their work ?				
6.	Are parents encouraged /required to volunteer?				

## Appendix -C

### 1. Questions :

Please complete the following questionnaire as much as possible .You're name will be kept anonymous.

This is for research purpose.

BRAC University

Thank You

Samira Sobhan

Please read it carefully and give each answer according to the question

### 1. What type of activities you have taken for your students to perform well in you're English class ?

a. I have taken test
b. I opened a session for the weak student
c. I talk to guardian regarding student's progress
d. I give students homework activities

### 2. What activities you're students do not like to perform ?

a. group work.
b. writing.
c. homework
d. Reading .

**3. How do you manage your lesson when students are not engaged and they do not participate in English lesson ?**

- |  |
|--|
| a. Giving work which requires mental effort.       |
| b. Teaching them through rhymes                    |
| c. Establish positive teacher-student relationship |
| d. Embrace Collaborative learning                  |

**4. Think about your English classes and what made them successful and engage them to perform better ?**

- |  |
|--|
| a. I have displayed some objects regarding English classes                             |
| b. I told the students to act at the rhymes  |
| c. I provide autonomy support  |
| d. I give various approaches so that they can learn not only for getting good grades . |

**5. Why some Bangla and English classes are successful ?**

- |   |
|---|
| a. I set up consistent learning structures and processes. |
| b. I overplan .   |
| c. I add variety to spice up the language learning        |
| d. I scaffold lessons                                     |

**6. How do you manage you're lesson when students are not engaged and they do not participate in Bangla lesson ?**

a.I tell them to recite any poem they already know.
b. I add some real life object .
c. I focus on communication with the students.
d.I reward student when they do well.

**Translated from Bangla Questionnaire**

**a. What type of student activities do you conduct in you Bangla classes?**

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**b. What activities do students enjoy most in Bangla classes?**

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**c. What are the challenges you face while teaching Bangla?**

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**d. How do you solve this problem ?**

**Appendix -D**

**Demographic Questionnaire:**

1 . What is you're gender ?

- Male
- Female

2. What is you're age ?

- 30-39
- 40-49
- 50-59
- 60-69

3.How long is you're teaching experience ?

- 0-5
- 6-10
- 11-15
- 16-20

4. Have you done any training /workshop ?

- Yes



- No

5. Do you teach Bangla and English both ?

- Yes
- No

**FGD Qualitative Questionnaire :**

**Following Questions were asked :**

**Share you're experience in successful English classes they attended ?**

I get to know the students from first class. I teach them how to learn English Language. I encourage their mistakes because it will force them to stop trying .I support student learning outside of class time .

**Why do you think they attend ? What was you're purpose ?**

I think they attended because in spite of doing mistakes they were getting encouragement because of their endeavor .They were learning new things which do not bore them .My purpose of taking class was for academic.

