Teaching English to Young Learners in Rural and Urban Areas of Bangladesh

Thesis Submitted in Partial Fulfillment of the Requirement for Degree of Masters of Arts in ELT

Submitted by
Abdullah Al Mamun Bhuiyan
Id: 2009-2-92-006

Supervisor

Harunur Rashid Khan
Assistant Professor
Department of English

East West University

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To my parents

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Declaration

I hereby declare that this study is based on my original effort apart from quotation,

citations which have been acknowledged. I also proclaim that it has not been previously

or currently submitted at other institutions.

Abdullah Al Mamun Bhuiyan

Id: 2009-2-92-006

August 2011

NAME: ABDULLAH AL MAMUN BHUIYAN

ID: 2009-2-92-006

Department of English

EAST WEST UNIVERSITY

This thesis has been approved and accepted for fulfillment of the requirement for Degree

of Masters in ELT.

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Abstract

Since the education system in Bangladesh has been changing for last couple of years, there is some reflection of this change in primary education also. Government's, ministry of education and concerned authorities are trying to bring change in curriculum, materials, activities, techniques of teaching, quality of teachers etc. This change is essential in English language teaching since it is taught as a compulsory subject. Therefore, in this research paper, the researcher has focused on English language teaching of young learners in primary schools of rural and urban areas of Bangladesh. In order to do this, this study addresses two central research objectives: to examine the condition of English language teaching of rural and urban areas of Bangladesh and the factors which are creating gap between rural and urban young learners. He uses Vygotsky's Social Development Theory and Piaget's theory on the child for this research

work. He uses questionnaire and informal interview for data collection. Data has been analyzed through qualitative and quantitative research studies. The respondents from rural areas expressed that they face problem of shortage of teachers and work load. Teachers from urban areas expressed the same opinion about work load. Both teachers say that children like English subject. Young learners show curiosity when they see and get something interesting in their classroom. This research locates only few factors which are creating gap between rural and urban young learners regarding English language teaching. He has found that government and different stakeholders are taking some steps which are helping to minimize this gap in terms of English language teaching.

Table of Contents

Chapter One: Introduction

1.1 Problem Statement

Learning a foreign language (English) is really a big challenge and in Bangladesh, it is also difficult as we do not get suitable foreign (English) language learning atmosphere. Beside this, in teaching English language we cannot apply some techniques and methods for young learners that we use for adult learners.

Concerning child education Ara (2009:168) says, the earlier children start learning a second language the higher are their chances of becoming more proficient as opposed of their learning it late. Likewise, researchers like Lennerbarg (1967) and Bickerton (1981) state that after the critical period, certain abilities of acquiring a language decrease. Dr. Susan Curtiss, in a book by Curtin and Dahlbergh (2004), opines that the power to learn a language is so great in the young age that it does not sum to matter how many languages they acquire. They again say children learn through exploring, experimenting, making mistakes and checking their understanding by repetition and also by feeling a sense of confidence.

In our country English is considered as a foreign language and it is taught as a compulsory subject from class one in Bangla medium government schools. However, the facilities that urban school children get, rural school children do not get the same facilities. As a result, the gap between rural and urban children is increasing day by day. In Bangladesh, since a proper learning atmosphere has not been ensured in children's classes according to children's interest and psychological characteristics, benefit is yet to come from the compulsory English education at the primary level. Therefore, there are different conditions that are associated with the ideal learning atmosphere. Littlewood (1998) has found some conditions for ideal learning atmosphere: time, exposure, a real need for English, variety of input and meaningful input.

By ensuring suitable teaching environment at the primary level, many of our problems regarding English education will be solved (Ara, 2009). Therefore, all the factors concerning English education in Bangladesh must be involved with a combined effort to ensure a stress-free environment for primary level English learners so that the

children learn English with a lot of amusement in the classroom. Therefore, the researcher compares the opinion of government primary school teachers from rural and urban areas of Bangladesh in this dissertation to understand the actual condition of English language teaching of young learners in Bangladesh.

1.2 Purpose Statement

Since young learners in our country do not learn English language efficiently according to our expectation, therefore the researcher's main purpose is to analyze the condition of English language teaching in Bangla medium government primary schools and come across the aspects which are creating gap between rural and urban young students in Bangladesh. Therefore, he is going to carry out a comparative study of rural and urban young learners teaching condition of a particular sub district of Bangladesh. Accordingly, this research will assist apex authorities and teachers to consider English language teaching system of primary schools in a different way. Consequently, the primary level teachers and students will perhaps be the humble beneficiaries of this study.

1.3 Research Questions

1. What is the condition of English language teaching of young learners in rural and urban areas of Bangladesh?

2. What are the factors, which are creating gap between rural and urban young learners in learning English of Bangladesh?

1.4 Limitations

Limitations of this dissertation:

1. There are only few articles and journals on young learners teaching in Bangladeshi context.

2.   Researcher observes 10 government schools from rural and urban areas of a subdistrict for time limitation and expense. This may not be sufficient to demonstrate the clear picture of young learners' teaching in our country.

1.5 Delimitations

It is not possible for the researcher to observe all schools in our country, so he has selected ten schools (Govt. Bangla medium primary schools) of a sub district and gather opinion of thirty teachers, which will provide the partial but useful picture of young learners teaching in our country.

Chapter Two: Literature Review

2.1   Young Learners in Bangladesh

Age of young Learners varies from country to country and in Bangladesh it varies depending on age, social and financial conditions of children's family (Blanchet, 1996). In Bangladesh young learners are called "shishu" (child). But the word "shishu" (child) does not refer not only to the age or physical development of a child; it refers to a child's life circumstances. Generally in a poor country like Bangladesh, the eldest of a family is likely to take on responsibilities for younger siblings and be required sooner to act in a grown up manner. This is said to shorten the "shishukal" (young age). Similarly, a child who is forced to work at a young age is not considered to be "shishu" (child) anymore. On the other hand, a child well provided and cared for, a child kept away from responsibilities may remain a "shishu" up to the age 12. So, in general we can say that the age of young learners or "shishu" does not cross the age 12. To clearly understand young learners we can look at the life stages in Bangladesh where Aziz and Maloney (1985) clearly mentioned that age range from six to ten is the school age and it is called age "balyakal" (Young Age) in Bangladeshi context. Moreover, according to Bangladesh Early Childhood Care and Education (ECCE) programmes (2006), the compulsory education range is 6 to 10 years and this is the age of young learners in Bangladesh. Likewise, Education Watch (2008) mentions that 6-10 is the age of primary education of children in Bangladesh.

Since the age range from six to ten is the age of young learners, therefore in Bangladesh, the primary education is the first stage of formal education system (Kalam & Halim, 2008). Therefore, the main responsibility of primary level teachers in Bangladesh is to facilitate activities the mental and intellectual development of children, and to prepare

them through primary education by improving their listening, speaking, reading and writing ability as well as developing good habits through playful and joyful environment.

For this research study, age is an important factor because most of students of primary schools come from under-privileged and poor families; and children sometimes come to primary schools elderly because they contribute in the earning of their family in the early age.

2.2 Techniques of Teaching Young Learners

Young learners are not consciously interested in language for their own sake and usually tend to direct their interest towards things that are easy for them to understand (Koutalakidou, 2005). They possess a natural desire to actively participate in the social life around them that helps them to learn new languages. So, teachers should provide a rich and stimulating environment with ample objects to play with. In this regard, Ur (1992) says children in general, learn well when they are active and when action is channeled into an enjoyable game, they are often willing to invest time and effort in playing. Regarding play, Nagy (2002) goes on to identify key elements of play relevant for the classroom. These elements are:

- Play is a source of motivation, interest and enjoyment.

- For children, inside and outside the classroom, play is a source of language, and a context of language use.

But Nagy (2002) himself again says only "playful environment" is not the ultimate solution because it opens up opportunities for behaviour that cannot be condoned in

the classroom, such as bullying, and may lead to naughtiness and great misbehaviour which interferes with general learning. He also says this kind of behaviour can range from overly energetic participation in activities where children are initially encouraged to shout, jump etc, which can go out of control. So, there are multiple techniques that we can use in teaching young learners: showing pictures books, using flash cards, showing sentence stripes, playing puppets for story drama, playing the chosen story CD, reading aloud, role play, choral speaking/chanting, and singing songs with action (Wu, 2008). At this point, Read (2003) proposes some of the optimal conditions for helping young learners to learn language:

- learning has to be natural

- learning has to be contextualized and part of a real event

- learning has to be interesting and enjoyable

- learning has to be relevant

- learning has to be social

- learning should belong to the child

- learning should have a purpose for the child

- learning should be built on things that child knows

- learning should make sense to the child

- the child should be challenged appropriately

- learning should be supported appropriately

- learning should be a part of a coherent whole

- learning should be multi-sensory

- learning should be active and experiential

- learning should be memorable

- learning should be allowed for personal, divergent responses

- learning should take account of multiple intelligences

- the learning atmosphere should be relaxed and warm

- the child should have a sense of achievement.

Regarding young learners teaching Shelley Vernon (2008) in his website (http://www.teachingenglishgames.com/3-5.htm) has given some attention-grabbing techniques that would be beneficial for teaching young learners:

- Change your games and activities every 5-10 minutes.

- Vary the pace during the lesson, mixing up energetic games with quiet ones.

- Repeat, review and revise. Use short games to review vocabulary and phrases you have already taught.

- Make lessons playful and full of physical movement. Children will find them more enjoyable, be more motivated and remember the language better.

- Teach in a relaxed and friendly atmosphere with plenty of encouragement.

- Play games where everyone wins, or where you do not single out a winner.

- Encourage and support young learners.

- Use chants, rhymes and songs. These are great for movement and frequent repetition of vocabulary and phrases. Do not focus on reading and writing - leave those for when children are older.

- Focus on listening and understanding, building vocabulary and the acquisition of short phrases.

- Concentrate also on speaking practice, starting with single words and short phrases, and gradually moving on to longer sentences and questions.

- Avoid abstract concepts and focus on concrete items that children understand and relate to. For example, start with familiar topics such as colours, numbers, greetings, animals, fruit, food and drink, families, body parts, shapes, clothing, the weather, days of the week and everyday sentences and phrases.

- Use "please" and "thank you" and be positive. Focus on positive behaviour rather than telling children what not to do.

- Be prepared - practice telling stories before you go into class and have your picture flashcards and materials ready. Mix up active participation and listening. If the children become restless do something active.

- Be flexible. If something is not working then change the game or activity.

- Involve shy children - help them to express themselves.

- Bring in real objects whenever possible, such as clothes to dress up in, or props for acting out little plays or stories. When you cannot bring in realia use whatever objects are available in your class, and use colourful pictures of real items.

- Use stories. Stories are a great resource for preschool learners, who will want to hear the same tales told repeatedly.

Supporting young learners, Vigotsky (1978) in his theory talks about two important principles that everybody should follow in teaching them:

More knowledgeable Other (MKO): The more knowledgeable other (MKO) refers to someone who has a better understanding or higher ability level than the learners, with respect to a particular task, process, or concept. A child's peers, adult's children, teacher or an old adult may be the individuals with more knowledge or experience.

Zone of Proximal Development (ZPD): It relates the difference between what a child can achieve independently and what a child can achieve with guidance and encouragement from a skilled partner. For example, a child generally cannot solve the jigsaw puzzle by itself and will take a long time to do so, but is able to solve it following interaction with the elder one, and can easily developed competence at this skill that can be applicable to future jigsaw.

Following the above consideration, class room management is also a key technique in teaching young learners. In this regard, Guruchala (2008) says, we need to be aware of the problems that may surface a lesson, and, at the same time, we need to sort out the

children's development by organizing the classroom space and setting up activities in such a manner that the lesson will contribute to the fostering of both social skills and social maturity. Concerning class-room management Read (2003) suggests six Rs. that provides an integrated framework for managing children positively and creating a happy working environment:

Relationships **-** creating and maintaining a positive relationship with learners is at the heart of establishing a happy learning environment.

Rules **-** establish a limited number of rules and make sure they are clear, as well as the reasons for having them.

Routines **-** make classroom routines clear to everyone what is expected of them and what they should do.

Rights and Responsibilities **-** although these may not be stated explicitly with very young learners, teachers can model through their own actions which of these they value.

Respect **-** students who are treated respectfully by the teacher will respond in a similar way to the teacher. If the children feel that the teacher treats them as individuals, they will also respond to the teacher as an individual and not with a collective group mentality.

Rewards **-** reward systems can be an effective way of reinforcing appropriate behaviour e.g. using stars, stickers, points, smiley faces, raffle tickets or marbles in a jar.

It is the most significant factor in Bangladeshi context because of poor facilities of primary schools and large number of students. Here, suitable teaching techniques of

teacher are important factor because teacher is the only facilitator, who can make the class attractive to young learners.

2.3   Materials for Teaching Young Learners

When we think about the design and selection of materials for the YL classroom we should look at some factors:

- The local context

- Our knowledge of children's cognitive development

- Understanding of L1 and L2 acquisition

- The activity types most conducive to optimum learning

- The language classroom context

(Donaldson and Elliot, 1990)

In western countries course books, stories, dictionaries, videos, computers and CD-ROMs, supplementary books, authentic materials, and visual aids are used for teaching young learners (Nagy, 2002). But in Bangladesh we believe that teachers have at least a blackboard and chalk for everyday activity (Mckay & Guse, 2007). Currently our primary schools use colourful motifs, stories, pictures, models, puppets and cards, traditional materials like blackboards and textbooks for teaching children (*Focus*, July 2000).

Therefore, if we look at the significance of different materials then it would be easier for us to pick up the ideal materials for young learners in our country.

Course book: There are some reasons for which course book is essential for young learners in our country (NAEYC, 2009). They are:

- Useful learning aid

- In the text books it is pointed out clearly what should be taught/ learned and the order in which to do it

- it is specified in the course book what methodology should be used

- it Reduces teacher workload

- it provides a link between the school and home

Stories: Stories help children to understand the world and share it with others (Ellis & Brewster, 1991:10). They say children like to listen and read stories as they are stimulating and interesting. There are some magical words in stories like "once upon a time"…..open the door of children into new worlds where anything is possible, because the normal rules of logic are not applied and children of all ages can let their imagination get loose. So stories increase learner's motivation and desire to learn the English language.

Songs: Songs are great for many reasons. They are like:

- The melodies help the words stick into children's heads.

- The rhythm of the songs helps the children speak in a natural flow.

- Songs and chants help children improve their listening, vocabulary and speaking skills.

- Grammar chants help children improve their grammar skills while having fun.

(Richelson, 2010)

Games: Games are particularly useful in the young learners' classroom. Games in the language classroom help children to see learning English as enjoyable and rewarding (Philips, 1993). Playing games in the classroom develops the ability to co-operate, to compete without being aggressive, and to be a good loser.

Drama: Wessels (1991) argues that drama provides students with opportunities to look beyond situations and to interpret the responses of those involved. In addition, it encourages creativity and imagination and has its own rewards through the fun of doing (Nagy, 2002). Here we can use puppets (Superfine, 1998), masks, etc. all with the intent of making language memorable, enjoyable and motivating (Nagy, 2002).

Realia: 'Realia' in EFL terms refers to any real objects we use in the classroom to bring the class to life (Budden, 2011). The main advantage of using real objects into the classroom is to make the learning experience more memorable for the learner. To give a couple of simple examples, if you are going to teach vocabulary of fruit and vegetables it can be much more affective for students if they can touch, smell and see the objects at the same time as hearing the new word. He also says this would appeal to a wider range of learner styles than a simple flashcard picture of the piece of fruit or vegetable.

Picture: There are some advantages of using picture as media in teaching-learning English that are:

- Can stimulate and motivate students to become more observant and express themselves.

- Is inexpensive, many even be free, and fairly easy to locate.

- Can be used by individual or in groups.

- Can be displayed for as long as necessary so pupils can work at their own rate.

- Is up-to-date and can bring reality into the classroom.

- Can be used to introduce, supplement, or summarize at unit.

- Enriches reading and can help clarify misunderstanding.

(Zenger, 1991: 79)

Flashcards: Flashcards should be used at the pre-schooling level and primary schooling, for the betterment of the child (Ng, 2011). There are different benefits:

- It is helpful in improving the visual memory of the child in an easy manner.
- It helps the child to make an association.
- Flash cards are helpful in improving the memory of children to be very sharp.

Folklore: Every culture has long traditions of oral storytelling, verse-making, and joke-telling (Hanlon, 1999). Students can learn about their own culture by studying folklore, collect folklore from their own families and communities, and can tell or write in the class room.

Music: Music is a tool that can be used to help teachers achieve effective and efficient classroom management (Merrell, 2004). Unfortunately, music is often overlooked because there are limitations on funding; however it is a tool that can help teachers

maintain a positive and productive environment. She also says music can help to keep the levels of tension and stress to a minimum because learning a second language can be a stressful and difficult process.

Regarding materials Ara (2009) says, in order to appeal to young learners learning styles, songs, rhymes and games can be effective tools for teaching children a foreign language in Bangladesh.

In Bangladesh, primary school teachers mainly use text book as the main material for children as a result they get little attraction for their lesson. If the teacher could mix up different materials like text books, flash cards, songs, folklore time to time then young students would get interest in the class room, since children can hold their patience for a short period of time.

2.4   Activities for Teaching Young Learners

In terms of selecting activity we should encourage meaningful language use and real communication appropriate to primary age learners and their learning context (McKay & Guse, 2007). Even when children are practicing vocabulary, pronunciation or language structures, they do so in a meaningful way, in an activity where their own meanings are created, supported and exchanged with others. The arrangement in themes is important because it enables children to build up a store of topic-related language items that they can recycle as they move on to more advanced activities on the same topic. They say activity has to be enjoyable, achievable and motivating. Through activity we should aim to enable children to think and to communicate in English, so that they can acquire new

language, they can develop strategies to communicate, and are then able to apply this new

knowledge to new situations.

Mckay & Guse (2007) again say activities should focus on four macro skills, listening, speaking, reading and writing and the building blocks of language, vocabulary, pronunciation and grammar. Besides, Activities should focus on developing learning strategies, for example, certain decoding strategies to aid clear oral language, and high order thinking skills (such as categorizing, classifying, defining, explaining, drawing conclusions, hypothesizing, making connections

between ideas and considering multiple view points) to improve children's thinking abilities.

Moreover, in case of selecting activity, teacher should always consider whether children are ready for this activity or whether it would be better to do a less advanced activity, or to do an earlier activity in the sequence of activities (Mckay & Guse, 2007). Most of the time for children, a single activity addresses several different activities (Norris & Hoffman, 2002). There are six important skills which help to lay the foundation for a children's success in school:

- Large motor development: walking, running, jumping, large-muscle movement.

- Coordination and dexterity: small muscle movements in hands and fingers.

- Language Development: speaking, listening and developing vocabulary.

- Creativity: imagining, exploring different materials, thinking in new ways.

- Problem solving: find alternative solutions, understanding cause and effect.

- Memory and concentration: remembering, connecting different ideas.

Since we know that in the playful environment, children learn through doing activities that are meaningful and that, to a large extent, mirror those activities they engage in outside of the classroom environment (Nagy, 2002). Thus, there are some activities that we can do for the YL classroom:

- Total Physical Response (TPR)

- Story telling

- Gaming

- Rhyming and singing

- Drama and Role playing

In Bangladesh, most of the schools do not have enough spaces for indoor and outdoor games (Shaila, 2009). Moreover, there are many schools which have no place for outdoor games and children do not get opportunity to learn through play or do creative activities such as crafting, painting, block building etc. as there are lacking of indoor materials.

Since primary schools in Bangladesh have problem with facilities and number of students so, in terms of selecting activity, teacher should keep knowledge regarding logistic support, size of the class room and number of students. Moreover, he should keep it in his sense that he is the only person who is controlling the whole class and he is teaching a foreign language to young children who do not get tutor who can help their at home. Therefore, he should select activity in such a way that can help children to understand their lesson quickly, and they can take preparation at home without help of tutor.

2.5 Bangladesh Education Policy 2010

Key features of Bangladesh Education Policy 2010 are:

- Unified curriculum for general, madrasah, vocational education up to secondary level.

- A one-year pre-primary education for children over five years old would be introduced.

- Compulsory primary education from class one to eight

- Primary education will be free, for all and compulsory up to class-VIII and stipends would be given to students on the basis of results in class V

- Information and Communication Technology (ICT) and Bangladesh Studies have been introduced to primary and secondary levels.

- Secondary level from class nine to twelve

- All 3-year degree courses to be made 4-year

- Religion, ethics education for all faiths up to secondary level

- Technical education institution at every upazilla

- Integrated Education Law to be formulated

- Teachers will be given more facilities alongside more and modern training

- Permanent Education Commission to be formed

In the education Policy 2010, Chapter-2 and Additional-2 talks about the infrastructure of primary education. Proposed Infrastructure for primary level is given below:

Table 1: Proposed Educational Infrastructure for Primay Level Schooling

Class	General		Comments
	Subject	Marks	
One and Two (Compulsory)	1. Bangla	100	No formal exam will be held
	2. Math	100	

	3. English	100	
Additional Subject	4. Fine arts	100	
Three, Four and Five (Compulsory)	Bangla	100	
	Math	100	
	English	100	
	Environment with Climate Change	100	
	Bangladesh Studies	100	
	Religion and Morality Studies	100	
Additional Subject	Fine arts / Suitable subject for English medium	100	

Source: Eduation Policy-2010, p. 83

Current education policy give emphasis on the development of primary education. It talks about moden training of primary shool techers and the introduction of pre-primary education for childen. But there is no specific emphasis on English language teaching or English subject teaching. No special training for primary school English teachers.

2.6   Education System of Bangladesh: Past to Present

For the people of East Pakistan, English was the chief means of communication with the people of West Pakistan (Rahman, 1999). English was widely used in the government administration, law courts and commerce.

However, after the emergence of Bangladesh as an independent nation, English suffered a serious setback (Rahman, 1999). One of the reasons of this was a strong nationalistic sentiment for the mother tongue, Bengali. The consequences began to be felt in all sectors, especially in the field of higher education. English was no longer a compulsory

medium of instruction and educate attention to the teaching of English was not given at lower levels.

In July 1976, the National Curriculum Committee was formed by the government to devise syllabuses for different classes for all subjects (Rahman, 1999). It made provisions for teaching English from class 3 because it was felt that there was a need for a good foundation in English. Later, a decision was taken by the government in 1990 to introduce English as a compulsory subject from class 1. The scheme was implemented in 1992 has so far remained to be so.

Here we can say, for the frequent changing of policy of different governments regarding education we see negative impact on overall education system of Bangladesh and the main impact of this changing fall on English language teaching which we learn as foreign language.

2.7 The Historical Overview of Primary Education

Primary education in Bangladesh was developed following the British model until 1973 (Quddus, 2007). The Bengal Primary Education Act of 1930 and rules and regulations framed under it were the guiding principles. Under this Act, primary education was free and regulated through District Primary Education Boards—financially and operationally autonomous bodies. He also says primary schools were established by local communities on their own initiative and usually managed by managing committees made up of guardians and other interested members of the local elites. The appointment and payment of teachers were the responsibility of the School Management Committees (Husain, 1978). Quddus (2007) says until the nationalization of primary schools in 1974, there

were four types of primary school in Bangladesh: government funded, municipality-funded, partially government supported (now called "Registered") and unaided and unrecognized (now called "Unregistered"). Now the number of primary school has increased. Types and number of primary schools in Bangladesh until 2007 is given below:

Table: Types and Number of Primary Schools in Bangladesh until 2007

YEAR	Institution											
	GPS	EXP	RNGPS	COMM	* SATT	* HSAPS	NRNGPS	KG	* Eb. Mad-rasha	* HMAPS	NGO	Total
2002	37671	53	19428	3225	4823	1576	1792	2477	3443	3574	301	78363
2003	37671	53	19428	3260	3260	3260	1670	3088	6581	8200	345	86737
2004	37671	54	19814	3218	-	1283	1699	3745	6723	8214	447	82868
2005	37672	54	19682	3027	-	1353	946	2281	6768	8329	289	80401
2006	37672	54	19999	3192	-	1314	1140	2665	6726	8920	338	82020
2007	37672	54	20107	3186	-	1314	973	2253	6726	8920	229	81434

GPS- Government Primary School, RNGPS- Registered Non-Government Primary School, NRNGPS- Non-Registered Non-Government Primary School, EXP- PTI

attached Experimental School, KG- Kinder Garden, HSAPS- High School Attached Primary Schools, HMAPS- High Madrasa Attached Primary School, * SATT - Sattilite Schools which are closed from 2004 .   Source: DPE Website (July 16, 2011)

So we see a far-reaching change in the primary education sub-system was introduced in February 1974 when the government passed the "The Primary School Takeover Ordinance" which came into effect in October 1973. Under this Act all "recognized" primary schools became government institutions, free from community involvement and supervision; their assets – including lands, buildings, and funds – became government property; and most importantly, primary teachers became government employees i.e. part of the national civil-service system under central bureaucratic control.

Later, in 1992, Bangladesh prepared an EFA: National Plan of Action (NPA I), 1992-2000, as a follow-up of WCEFA (World Conference on Education for All) and expression of its firm determination to improve the situation of basic education (NPA 1) (Quddus, 2007). NPA I covered few basic education program areas like: i) Early Childhood Care and Development (ECCD), ii) Universalization of Formal Primary Education (UPE). The intention was to keep the children occupied and initiate them to primary education, without a formal structure.

Later the first Primary Education Development Program (PEDP-I) was implemented in the mid 1990s through several projects (Quddus, 2007). As a result, 1,79,53,300 children are enrolled 82,868 primary schools in the country and are taught by more than 3,52,935 teachers . Then the government took PEDP-2 program. The Second Primary Education

Development Program 2007 (PEDP-II) is the largest education program of the government catering to primary education for all children and implemented by Directorate of Primary Education under supervision of MOPME.

The PEDP-II will cover four components:

1. Quality improvement through organizational development and capacity building.

2. Quality improvement in schools and classrooms.

3. Quality improvement through infrastructure development and

4. Improving and supporting equitable access to quality schooling.

Quddus (2007) says during the period of PEDP-II 100% primary teachers will receive C-in-Ed training and also other subject based trainings. Proportion of female teachers will be increased to 60%; teacher student ratio will be 1:46 with 750 contact hours per annum. Some development plans have been taken regarding our primary education after independence. They are given in the following table:

In terms of the management and supervision of primary schools we can say the Directorate of Primary Education (DPE) and its subordinate offices in the district and upazila are solely responsible for management and supervision of primary education (Sedere, 2000). Their responsibilities include recruitment, posting, and transfer of teachers and other staff; arranging in-service training of teachers; distribution of free textbooks; and supervision of schools.

Therefore, we can say that for the improvement of primary education, government has taken so many long term and short term initiatives. Interesting factor is, most of these programs have worked and still working on over all development of primary education,

not for the development of any single subject like, English, even though most of students face difficulties in English.

2.8 Profile of Primary School Teachers

The teachers may be the most important factor in child's early education and childcare experiences (Feeney, Christenser & Moravcik, 2001). In 1973, teachers became government servants in Bangladesh (Dove, 1984). Later under the "Primary School Teachers' Recruitment Rules, 1991", an assistant teacher who wanted to be a head teacher needed the following qualifications (Quddus, 2007):

- HSC and Certificate-in-Education (C-in-Ed) with at least 7 years of active teaching experience; or

- SSC and Higher-C-in-Ed (HC-in-Ed) with at least 7 years of teaching experience; or

- A Bachelor degree from a recognized university with at least 3 years teaching experience in either primary or secondary school; or

- A Masters degree from a recognized university without any teaching experience or training related to primary education (for example, C-in-Ed).

On the other hand, Assistant head teacher needs four years of teaching experience as assistant teacher. For direct recruitment, age range for both head teacher and assistant head teacher is 25 to 35 years. While an Assistant teacher needs H.S.C. or equivalent degree and Certificate in Education training from any government recognized teacher's training institute.

Primary School Teachers' Training:

There are 54 Primary Training Institutes (PTIs), including a private one (Quddus, 2007). It should be mentioned that the one-year Certificate in Education (C-in-Ed) course has been offered in the PTIs since 1952. There are several types of training course available for government primary teachers and other support staffs working in the primary sub-sector in Bangladesh. He says the Certificate-in-Education (C-in-Ed) course is the main training course that is offered in all 54 Primary Training Institutes (PTIs) in the country. The C-in-Ed is pre-service training but operationally it is in-service in nature (Quddus, 2007). He mentions, until 1987, half of the total trainees in all PTIs in the country were actually primary teachers and the remaining half was selected from outside candidates who wanted to become primary teachers. Since 1988, only untrained primary teachers have been admitted to the C-in-Ed course in the PTIs (Commonwealth Secretariat, 1993). In addition to the C-in-Ed training, a one-year Higher Certificate in Education (HC-in-Ed) course has been offered to would-be head teachers of government primary schools; this was first introduced in the 1988-89 session at the NAPE (National Academy for Primary Education) on an experimental basis (FREPD, 1985:141), and later introduced in Chittagong, Khulna, and Rajshahi and Joydebpur PTIs. Since 1990 the PTIs have also occasionally been the venue for short-term training courses, such as competency-based curriculum dissemination programs or project-based refresher courses for head teachers and assistant teachers. Some GPS (Government Primary School) teachers, particularly those who want to be an UEO or AUEO, take the Bachelor of Education (B. Ed) course offered in the Teacher Training Colleges 140 (TTCs) or Universities. In addition to the B. Ed course, the Diploma in Education (Dip-in-Ed) is also offered by the Institute of

Education and Research (IER) at the University of Dhaka and School of Education at the Open University; this is mainly intended for graduate primary teachers.

Now there are different types of training for teachers:

I.   Initial Teacher Training (C-in-Ed training)

II. In-service Training of Teachers

- Subject-based Training

- Teaching Methods in Classroom

- Sub-cluster Training

III. Teacher Guides

Teacher guides previously distributed to schools were based on the old curriculum and old textbooks. The teacher guides based on the new textbooks and the new curriculum are available for distribution.

IV. Head Teacher Training

- School Management

- Teacher Support and Supervision

- Community Mobilization and Participation

- SMC (School Management Committee) Training

Teachers' training is really important for primary school teacher because they teaching young kids who lose their concentration frequently. Though teachers get subject based

training, these trainings are not for long term. All teachers' get general training on different subject but for English teachers, they should have long term training on English subject.

2.9   The Condition of Young Learners in Rural and Urban Areas of Bangladesh

So far in the context is Bangladesh, poverty is the main reason of dropping from school (Nipun, *The Financial Express*, April 3, 2011). It is a very old picture of our country mainly for the rural areas. In a sense the parents consider going to school as one kind of wastage. In this report it is told that rural children seldom get any inspiring urge to renew their studentship once they are detached. In the urban areas poverty shows another picture, now-a-days school means something gigantic. May be the government is giving free education facility but if we observe we will get a quite different competitive picture. School + coaching + private tuition +self reading = too expensive to continue or to cope with the educational structure. Moreover, Bijoy Lal Basu (Nipun, *The Financial Express*, April 3, 2011) says, the main factors behind the poor performance of the rural children-mainly at the primary level, they get low encouragement from their parents, low motivation from both parents and school teachers. Dove (1984) also says village children have very little motivation to go to school. The school may be a long walk away across fields and streams, dusty in winter and flooded in summer. Arriving tired and hungry, the children enter an unkempt school compound where the cows and goats roam. Schools are inadequately maintained, cold in winter and stiflingly hot in summer. The lucky children may find benches to sit on, the rest sit on the floor. One or two lucky children may clutch textbooks, but the majority has none. Most village children drop out long before class 5 for they find school an uncomfortable and irrelevant place to be.

Statistics taken from urban centers reveal that parents are spending too much on improving their offspring's prospects (Khan, 2005). A household in urban areas spends at least half of their income on private teachers at the primary and secondary level and take out a miserable living either by taking loan or adjusting the shortfall through some other means. The coaching centers are doing lucrative business in urban areas.

2.10   Factors which are Creating Gap between Young Learners in Rural and Urban Areas of Bangladesh

I.   Shortage of good English language teachers in rural schools is a significant factor that results in an increase in gap between education of urban and of rural students (Wadud, *New age*, 2011). Teachers of other subjects teach English. As a result, those teachers cannot teach English efficiently and cannot give their full effort in English teaching.

II. The poor results of rural schools indicate a class division in the education sector. Nowadays well-to-do families do not want to stay in rural areas (Wadud, *New Age*, 2011). As result, it is only children of comparatively poor families that stay in the rural schools. As they do not get efficient teachers so they do badly in English. If children of well-to-do families had studied in rural schools, such schools would have got good teachers and good infrastructure.

III. Shyamal Kanti Ghosh, Director General of the Directorate of Primary Education, said currently the teacher-student ratio in English medium kindergarten schools are 20:1 while it is above 50:1 in government medium schools (10th April, 2011, *The Independent*). This is much higher in rural primary schools. Therefore in Bangladesh, the main problem is high teacher-student ratio and in village areas it is a big problem;

moreover, teachers show less interest for teaching in rural schools (Wadud, *New Age*, 2011).

IV. Materials are often obsolete, the school furnishings are in very bad condition and many schoolhouses stand shortly before the collapse and this is a common problem of village schools. In this regard, Shaila (2009) says in rural areas, the condition of primary school building are terrible, some are in very risk.

V. Poverty is also an aspect for down trending of primary education (Hasan, 2007). The standard of our primary education cannot be significantly improved without improving the economic condition of the people or without solving the problem of their poverty.

VI. In the countryside not all the guardians and students are fully conscious or focused about the quality of, or the need for, the enrolled to complete their primary education (Hasan, 2007).

VII. A transparent and accountable management strategy is needed for the education authorities as well as the class rooms to follow to achieve the goal on time (Hasan, 2007). This might sound unrealistic in our situation in which besides teaching, a teacher does all school work including collecting the fees and ringing the bell. For all this a teacher cannot always concentrate fully on the main job, teaching. At times a teacher has to take two classes simultaneously due to shortage of teachers.

VIII. Village teachers do not worry about the aptitude level of young learners; they just think that using stick and impolite tone are more effective for teaching children. So,

most of the rural teachers do not understand the psychology of children (Hasan, 2007).

IX. English is the most complex subject for rural students and teachers (Hasan, 2007). Because of this the students often lose interest swelling the dropout rate.

X. The class room size, the area and the school ground are important for primary education as are the school's benches, tables and other furniture (Hasan, 2007). Usually the children in rural areas have to walk a long distance to go to a school. There are areas with no roads making it difficult for the young students to reach their school particularly during the rainy season.

XI. The stipend distributed among the rural students on the basis of three distinct criteria of poverty, good result and attendance create confusion among the guardians or the taught and act as disincentive for education.

XII. Lack of qualified English teacher in rural areas is a major problem. In urban areas primary school students get more qualified teachers, comparatively good facilities then rural schools.

Overall, we can say, though the government is trying to improve the condition of primary education, this improvement is connected with some other socio-economic factors. Moreover, in terms of English language teaching it is found that young learners get of rural areas get low educational facilities. Managing huge number of students is also a crucial factor for improving the quality of primary education. Besides, improving the quality of English teachers is also a big issue.

Chapter Three: Research Methodology

3.1 Research Design

The nature of the study is descriptive, experimental and analytical that tries to present the condition of young learners' (govt. primary school) teaching in rural and urban areas of Bangladesh. So, the researcher has used both qualitative and quantitative research methods. There are two steps for collecting data- distributing questionnaire to thirty govt. primary school teachers (Urban+ Rural areas) from seven schools of Dhaka and Manikgonj districts and conversing with those teachers. The data will be analyzed from Vygotsky and Piaget's theories point of view.

3.2 Theoretical Framework

The researcher adopts Vygotsky's (1978) Social Development Theory. According to this theory, community plays a major role in learning a language. Vygotsky gives more emphasis on culture, social factors and the role of language in cognitive development. In case of cognitive development, he talks about two principles:

- More knowledgeable Others (MKO)

- Zone of Proximal Development (ZPD).

This theory will help the researcher because, in terms of selecting appropriate materials, activities, techniques for young learners he should know about their social background, culture, their likings and dislikes. So, this theory will lend a hand to the researcher in analyzing his data.

At the same time, the researcher also takes up Piaget's theory on the child. Piaget says children's development must necessarily proceed through their learning. He says learner's cognitive structure develops through age. This theory will also assist the researcher in terms of selecting materials, activities for young learners depending on their age.

3.3 Setting

The researcher will collect information through formal and informal settings. He will use both settings because sometimes he will have to collect information at the convenient time of teachers; it can be at home or at school. Besides, in terms of collecting data from the Directorate of Primary (DPE) education, the researcher has to pursue both formal and informal settings.

3.4 Sampling

At first, the researcher selects three schools of Singair Upazila under Manikgonj district and four schools from Dhaka city. Among ten government primary schools; five are from urban and five are from rural areas of that thana. On the other hand, in case of questionnaire, the researcher gives both open and close ended questions. He has give Bangla translation of all questions since the respondents are primary level teachers.

3.5 Study Place

The study was conducted among three school such as, Naddah Rajnaga Govt. Primary School, Char Madavpur Govt. Primary School and Raydakkin Govt. Primary School from Singair thana of Manikgonj district and four schools such as, Khilkhet Kawler Govt. Primary School, Kurmitola Govt. Primary School, Hussain Mohammed Ershad Govt. Primary school and Kuril Govt. Primary school from Dhaka city.

3.6. Study Period

The study was conducted from May 2011 to July 2011.

3.7 Research Instruments

The instruments of the research are questionnaire for survey, sometimes informal conversation with teachers, likert scale.

3.8 Instrumentation

The data is collected from teachers through the questionnaire. In the questionnaire, questions 1,2,3,4,5,6,7 and 8 support the central research question 1, and the questions 9 and 10 hold the central research question 2.

3.9 Data Collection Procedure

The researcher collects information from three schools under Shingair thana of Manikgonj district and four schools of Dhaka city. The questionnaire is given to thirty govt. primary school teachers. So, field level data is collected through questionnaire and informal conversation with teachers.

3.10 Obstacle(s) Encountered

The main obstacle was traveling different schools of Manikgonj district for collecting information and contacting with teachers. Schools were far from each other, so the research had to use motor bike to arrive different schools. Some teachers from Dhaka city showed reluctance to fill up the questionnaire which really hampered the tempo of the research work.

Chapter Four: Findings and Discussion

4.1 Introduction

For the last few years, Bangladesh govt. has given special emphasis on primary education, especially; Primary Education Terminal Examination (PETE) has major impact on elementary education. Primary School Certificate (PSC) has changed the attitudes and behaviours of both school going children and parents (Reality Check, 2009). The introduction of this exam has created a climate of studiousness which we have observed in previous years. Therefore, in observing the clear picture of primary education, I have focused on both urban and rural schools; look at the facilities of those schools in comparison with the performance of students in respective schools. Thus, in

this study the collected data is analyzed from two points of views: qualitative research study and quantitative research study.

4.2 Analysis of Collected Data

In the questionnaire there are five close-ended questions which the researcher use for quantitative research study and other five questions (open-ended) are used for qualitative research study.

In this study 30 respondents' data have been collected, where most of the respondents replied in English. In the questionnaire, question no 1, 2, 3, 5, 7 are used for quantitative study.

Quantitative Research Study

With regard to question 1 of the questionnaire, 5 (33%) teachers from urban areas and 4 (26%) teachers from rural areas believe that young learners get interest to learn

English in young age (see Appendix-B, Table 1 &2). On the other hand, 4(27%) teachers from both urban and rural areas believe that sometimes young learners get interest in learning English. On the other hand, 6% teachers from urban areas believe that young learners get little interest in learning English; but in rural areas, this percentage is much higher, 3(20%) teachers consider that young learners get little interest in learning English (see Appendix-B, Table 1&2).

In regards to the question 2 of the questionnaire, 5 (33%) teachers from urban areas think that students do not get adequate facilities in learning English but interestingly only 1 (7%) teachers believe that they get less facilities in teaching English. On the other hand, 1(7%) teacher's from urban areas believe that students get adequate facilities to learn English, but in rural areas 3 (20%) teachers judge that they get adequate facilities in learning English. Only 2 (13%) teachers from rural areas think that they do not get ant facilities in teaching English (see Appendix-B, Table 3&4).

In reply to question 3, 6 (40%) teachers from urban areas and 8(53%) teachers from rural areas think that they sometimes use special techniques to teach young learners in the class room. But, 7 (47%) teachers from urban areas and 5 (33%) teachers from rural areas consider that they always use special techniques in teaching young learners. Interestingly, there is no teacher from both urban and rural areas who never uses special techniques in teaching English (see Appendix-B, Table-5&6).

In response to question 5, it is found that 10 (67%) teachers from urban areas and 8 (54%) teachers from rural areas say that they sometimes use other supplementary/ additional books to teach English to young learners. 3 (20%) teachers from both urban and rural areas say that they often use additional books in teaching English.

Only, 2 (13%) teachers say, they always use additional English books for teaching young learners (see AppendixB, Table-7&8).

Through the question number 7, it is found that almost all teachers (100% from urban areas and 93% teachers from rural areas) believe that they need special training to teach English (see Appendix-B, Table-9&10).

Qualitative Research Study

In the questionnaire, researcher has used question no 4, 6, 8, 9 and 10 for qualitative research study.

In terms of question no 4, it is found that both urban and rural schools get same facilities for teaching English and they use almost same materials for young learners.

Material used by urban schools: Course books, stories, supplementary books, realia, picture card, charts flash card, alphabet card, model chalk and duster.

Material used by rural schools: Course books, stories, song, chart, realia, monogram, models, picture card, letter card, sentence chart.

In response to question 6, it is specified that both urban and rural teachers use same activities in the class room. They usually do pair work, group work, games and storytelling. Sometimes they do bingo games and mind games.

Through the analysis of question 8, it is found that among 30 teachers only one teacher is involved with a teacher training forum. But there is nobody who is involved with BELTA; even they do not have any idea about BELTA.

In terms of question 9 teachers say that they try to create playful environment in the class room and sometimes they use four skills to teach English. But among 15 teachers only one teacher told that he always try to use four skills. They do not use any special technique or do not innovate anything willingly. When the researcher talked with some teachers informally, they told him that they do not give any special priority though they are teaching a foreign language. They teach English like other subjects.

In terms of question 10 it is established that teachers try to overcome their short-comings by cooperating with other teachers. Some teachers have mentioned results of different public examination to show the supremacy of their school in their area. They think that public examination results are ultimate evidences of better English language teaching.

4.3   Finding in Terms of Central Research Questions

For the last few years we see the gradual increasing of primary school enrollment up to 87 percent in 2007 from 75 percent in 1996 (Good Neighbors, 2011). The participation and passing rate in the primary scholarship examination has significantly increased (ibid). Despite all these achievements, the quality of primary education has not improved up to expectation. In the field survey the researcher has found almost similar quality of education in rural and urban govt. primary schools, though there are some factors which are responsible for creating gap. Mostly, all primary schools have same problem. The findings are like:

- The quality of govt. primary school teachers in rural and urban areas is almost same. Most of the newly appointed teachers have honours and masters degree.

- In terms of material and activity selection, all teachers have similar preferences. They generally use course books, pictures, charts as material. They use role play, pair work group work, storytelling as activity.

- Though teachers in rural and urban areas have same qualification, but rural schools have shortage teachers. According to national statistics, the average number of teachers per school is about 4. But when the researcher talked with rural teachers, they told that they have 4-5 teachers but most of the time 1-2 teachers are involved with non-academic tasks like, voter listing, national immunization campaigning etc. They told the observer that sometimes one teacher takes 2-3 classes at the same time. Interestingly, when the researcher went Manikgonj for data-collection, it was found that one school remained closed for Vitamin 'A' campaign and teachers were doing that job remaining school closed though there was no public holiday at that day.

- From informal communication with both rural and urban teachers it was found that rural teachers were overburdened with different non-academic works. Rural teachers expressed their dissatisfaction for non-academic tasks. They told the research that, though they want to give their full concentration on teaching but most of the times they do not get enough time to teaching students. They also say students show interest in learning English when teachers teach well. One teacher from Manikgonj says Children show curiosity when they get something new. Since, teachers take so many classes and do extra works; they cannot give concentration in English language teaching.

- Some teachers (urban and rural) express their dissatisfaction over salary structure. They think they are low paid since they are involved with academic and non-academic works.

- Some rural teachers have raised question about the quality of teacher's trainer. They say after taking only three months training some teachers become trainer. They say the quality of some trainers is lower than trainee.

- All teachers say that they should have more training on English language teaching. They think more training will give them more exposure with the language.

- Both rural and urban primary schools do not get adequate facilities in teaching English. Interesting factor is material that they use during training period for example, video streaming; they cannot use that material in real class room.

- In urban schools the number of floating children is higher than rural schools. Only children of lower class families go to school in urban areas; but in rural areas almost all levels of children go primary schools since the number of kindergartens, private schools are inadequate in rural areas.

- Most of the teachers from rural areas say parents do not show any interest about the performance of their children. Children get lower encouragement from parents. Parents consider going school as wastage of time. On the other hand, in urban areas school means something gigantic. School+ coaching + private tuition + self reading educational structure in urban areas is too expensive for parents to continue or cope with.

Chapter Five: Conclusion

5.1 Introduction

The progress of English language teaching does not appear to be all satisfactory in Bangladesh, although the government is trying to bring some changes. This dissatisfaction is more acute in the government primary schools, since children from underprivileged families hardly get adequate support for learning. Therefore, the main purpose of this research is to reveal the practical scenario of government primary schools in rural and urban areas of Bangladesh. It attempts to locate some aspects which are creating gap between rural and urban primary schools. In order to do this, this study addresses two central research objectives: to examine the condition of young learners learning in rural and urban areas of Bangladesh, and to hit upon factors which are creating gap between rural and urban primary education.

5.2 Summary of the Findings

At first, researcher thought that there are some spaces between rural and urban primary schools in Bangladesh. But through field survey and informal interview with teachers it is found that the gap between rural and urban primary schools is minimizing day by day. It was possible only for different positive decisions and aims of the government. Primary Education Development Program (PEDP) and EFA: National Plan of Action is pioneer in this aspect.

Researcher found that schools from both areas use the same materials, activities and also same techniques in class room teaching. Moreover, schools from both parts share similar infrastructural facilities and same teacher quality. Quite a few masters degree holder teachers are also available in both areas.

However, teachers from rural areas express their disappointment over work load. They pronounce that they do not have adequate number of teachers and they are more occupied with outdoor activities than academic one. They express that they want to give full effort and try to turn up with something special in teaching English, but their workload does not give them enough time to concentrate to their job. On the other hand, urban teachers express their dissatisfaction over salary structure. They say that it is difficult to survive in city areas with this little amount of cash. For this reason they do tuition for extra income. Therefore, they cannot give their full concentration in classroom teaching.

Both teachers from rural and urban areas state that children show interest in learning English. They show their curiosity when they get something new.

Researcher discovers that teachers from rural areas are more responsible than urban one. Though they have shortage of material and inadequate number of teachers; their sense of responsibility and sincerity sometimes help them to overcome many problems. It might be a crucial feature for how rural schools did well in last two terminal examinations.

5.3 Contribution to Research

Since there are few research studies on primary school young learners, so this research will assist future research activities. In Bangladesh only East West University offers Teaching English to Young Learners course as an elective course for MA in ELT program and this is the first research work on young learners' teaching at

this university. Therefore, it is obvious that this research will give support future researchers.

5.4 Practical Implications

The research desires to make the government agencies, primary school authorities and other researchers aware about the condition of young learners teaching in rural and urban areas of Bangladesh. It has tried to show the infrastructural facilities, teachers' quality, education facilities and training facilities of both areas, and attempted to find the factors which are creating gap in the quality of education in both areas, which will help the concerned authority to overcome those shorting comings.

5.5 Further/ Future Studies

This study only focuses on young learners' teaching in the government primary schools in rural and urban areas of Bangladesh. Therefore, other researchers may do work on young learners teaching in private schools, English medium schools and madrasahs level institutions. Moreover, this research only covers seven schools and thirty teachers from rural and urban areas. Other researchers can extend the number of schools and interviewees. They can also lengthen the research time.

5.6 Conclusion

Before starting the research, the researcher thought that he would be able to locate big gap between rural and urban government primary school education. He has focused on materials, activities, techniques which are used in primary school for young learners in rural and urban areas of Bangladesh. Moreover, he also draws attention to the quality and training of teaches, and different development programs of government and other organizations in the development of English language teaching

of primary schools. But, after finishing the field work and informal interview of teachers, he did not find that much differences. May be it is the result of government efforts in increasing the quality of primary education though the implementation of different goals especially English language teaching. Not only government but other non-government and international organizations are also taking some effective measures which have been reducing the gap for the last couple of years. In this research work major problem is found with the work load of rural primary school teachers and inadequate number of teachers. On the other hand, urban teachers raise voice against the inadequate financial facilities of primary school teachers. If the government and concerned ministries take necessary steps, we can further maximize the educational facilities of English language teaching in both areas.

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Appendix-A

Questionnaire

Questionnaire for Teachers:

I am going to carry out a research on **Teaching English to Young Learners in Rural and Urban areas of Bangladesh.** In this regard, I need your response in the questionnaire. Your response will be based on your teaching experience, students' performance in the class room and facilities of your school. So, I would like request you to fill out the questionnaire. Your response will be kept absolutely confidential. Thank you for your kind cooperation. (আমি **বাংলাদেশের শহর ও গ্রাম অঞ্চলের খুদে শিক্ষার্থীদের ইংরেজি শিক্ষা** শীষক একটি গবেষণা করতে যাছি, এজন্য আপনাদের মূলবান মতামত একান্ত প্রয়োজন। তাই আমি আপনাকে অনুরোধ করব আপনার শিক্ষকতার অভিজ্ঞতার, শ্রেনীকক্ষে ছাত্রছাত্রীদের অংশগ্রহন এবং আপনার বিদ্যালয়ের সুযোগ সুবিধার উপর ভিত্তি করে নিম্নলিখিত প্রশ্নাবলি উত্তর দিতে। আপনার উত্তরের যথাযথ গোপনীয়তা রক্ষা করা হবে। আপনার সহযোগীতার জন্য একান্ত ধন্যবাদ।

Note:

- **Children from class one to five are called young learners** (প্রথম থেকে পঞ্চম শ্রেনীর ছাত্রছাত্রীদের খুদে শিক্ষাথী বলা হয়।

- **All questions are related to English language teaching** (সব প্রশ্নই ইংরেজি শিক্ষার সাথে সম্পকীত).

- **You can give answers in Bangla or English** (আপনি বাংলা অথবা ইংরেজি যেকোন ভাষায় উত্তর দিতে পারবেন).

Personal information:

School (বিদ্যালয়):……………………………. District (জেলা):…………………

Teaching experience (শিক্ষকতার অভিজ্ঞতা):…………..Year (বছর)

Highest degree obtained (সবোর্চ্চ ডিগ্রী) …………………………………….

Teacher's Training (শিক্ষকের ট্রেনিং): If you have training, then write own the name of training, Institute of training (যদি আপনার কোনো ট্রেনিং থাকে তাহলে আপনার ট্রেনিংএর নাম, ট্রেনিংএর প্রতিষ্ঠান এর নাম লিখুন):

1. …………………………………………………………………….

Year of receiving training:……………   Length of Training:…………..

2. …………………………………………………………………..

Year of receiving training: ……………   Length of Training:………….

Which class do you teach? (আপনি কোন শ্রেনীর ক্লাস নেন?) …………………………….

Questions for the teachers (শিক্ষকদের জন্য প্রশ্নাবলি):

1. **Do you think students get any interest to learn English in their young age?** (আপনি কি মনে করেন কম বয়সে ইংরেজি শিক্ষায় ছাত্রছাত্রীরা কোনো আগ্রহ দেখায়\)

   A. Always   B. Often   C. Sometimes   D. Rarely   E. Never

2. **Do you think students in your school get adequate facilities to learn English language?** (আপনি কি মনে করেন আপনার বিদ্যালয়ের ছাত্রছাত্রীরা ইংরেজি শিক্ষার জন্য পযাপ্ত সুযোগ সুবিধা পায়?)

A. Always   B. Often   C. Sometimes   D. Rarely   E. Never

3. **Do you follow any special technique to teach English to children in the classroom?** (আপনি কি শিশুদরে ইংরজেি শক্ষিার জন্য ক্োন বশিষে ক্ৌশল অনুসরন করনে?)

A. Always   B. Often   C. Sometimes   D. Rarely   E. Never

4. **What materials (example: coursebooks, stories, video, supplimentary books, realia etc.) do you use to teach English to students in your classroom?** (ছাত্রছাত্রীদরে ইংরজেি পড়াতে আপনি ক্োন ক্োন উপকরন ব্যবহার করনে?)

....
....
....

5. **Do you follow other supplementary/ additional books to teach English to young students?** (আপনি কি ইংরজেি পড়াতে ক্োন সহায়ক বা অতরিক্িত বই অনুসরন করনে?)

A. Always   B. Often   C. Sometimes   D. Rarely   E. Never

6. **What activities do you follow to teach students in your classroom?** (আপনার শ্রনৌিকক্ষে ছাত্রছাত্রীদরে পড়াতে আপনি ক্োন ক্োন কাযক্রম অনুসরন করনে?) **Example: Role play, pair work, group work, storytelling, games etc.**

………………………………………………………………………………………………

………………………………………………………………………………………………

…………………………………

7. **Do you think teachers need special training to teach English?** (আপনি কি মনে করেন ছাত্রছাত্রীদের পড়ানোর ক্ষেত্রে **শিক্ষক**দের বিশেষ কোন ট্রেনিংএর প্রয়োজন আছে?)

   A. Strongly agree   B. Strongly disagree

8. **Are you a member of any teacher's training forum? If yes then write down the name of the forum?** (আপনি কি কোন **শিক্ষক** ট্রেনিং ফোরামের সাথে যুক্ত? যদি হাঁ হয় তাহলে ফোরামের নাম লিখেন।)

   ………………………………………………………………………………………………

   ……………

9. **Is there any distinguishing feature that is used to teach English to young learners ~í= your school? If yes, what are those?** (আপনার বিদ্যালয়ে খুদে **শিক্ষার্থী**দের ইংরেজি পড়াতে কি কোনো স্পেশাল বৈশিষ্ট্য ব্যবহার করা হয়? যদি হাঁ হয় তাহলে সেগুলো কি কি?)

   ………………………………………………………………………………………………

   ………………………………………………………………………………………………

   …………………………………

10. **Do you think students from your school learn English better than other school? If yes, why do you think so?** (আপনি কি মনে করেন আপনার বিদ্যালয়এর ছাত্রছাত্রীরা অন্য বিদ্যালয়এর ছাত্রছাত্রীদের চেয়ে ভাল ইংরেজি শিখে? যদি হাঁ হয় তাহলে আপনি কেন তা মনে করেন?)

....

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Tables of Quantitative Research Study

Q 01: Do you think students gets any interest to learn English in their young age?

1,6%   1,7%
5,33%
4,27%
4,27%

■ Always ■ Often ■ Sometimes ■ Rarely ■ Never
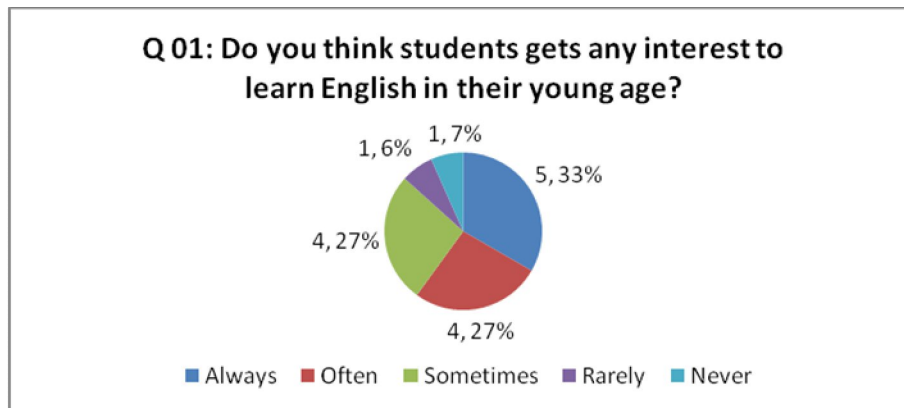
Table 1: Urban Teachers' Opinion

Q 01: Do you think students get any interest to learn English in their young age?

0,0%
3,20%   4,26%
4,27%   4,27%

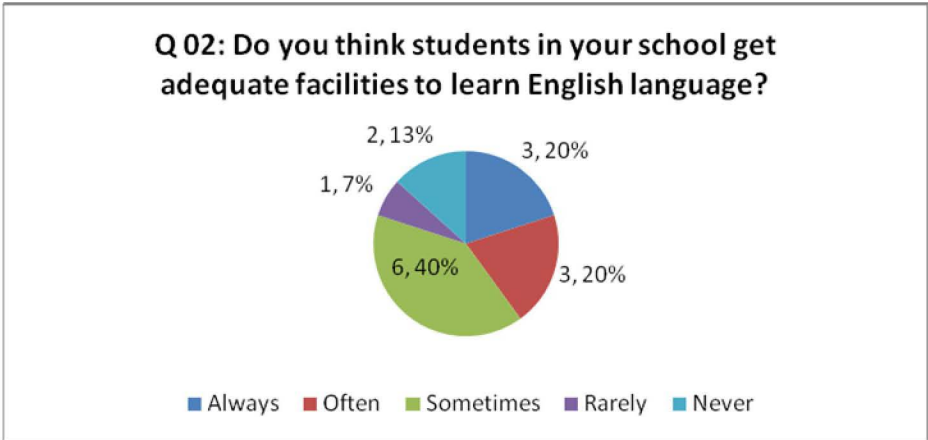■ Always ■ Often ■ Sometimes ■ Rarely ■ Never
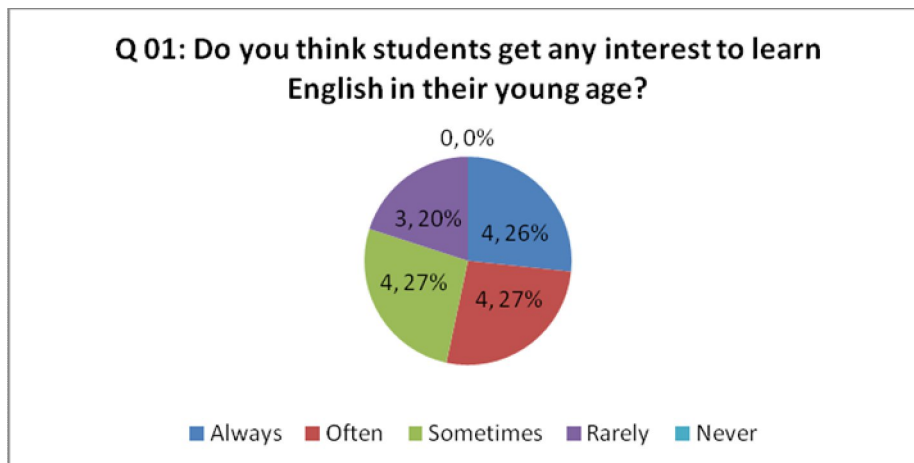
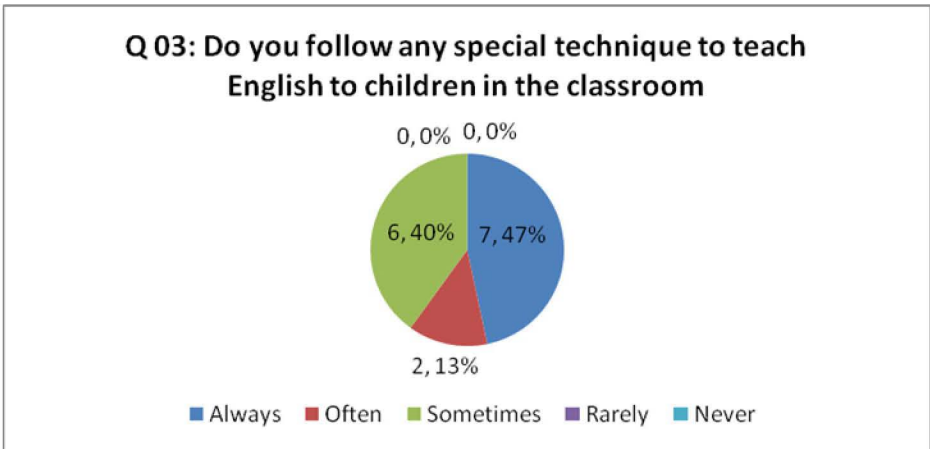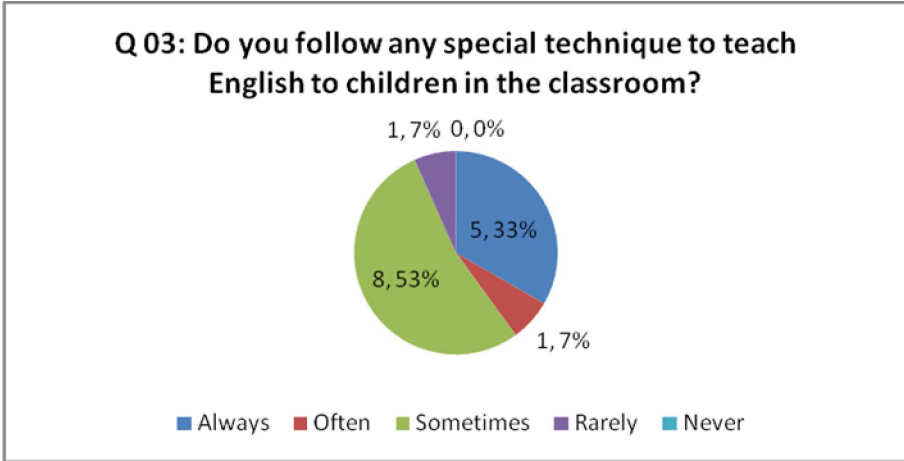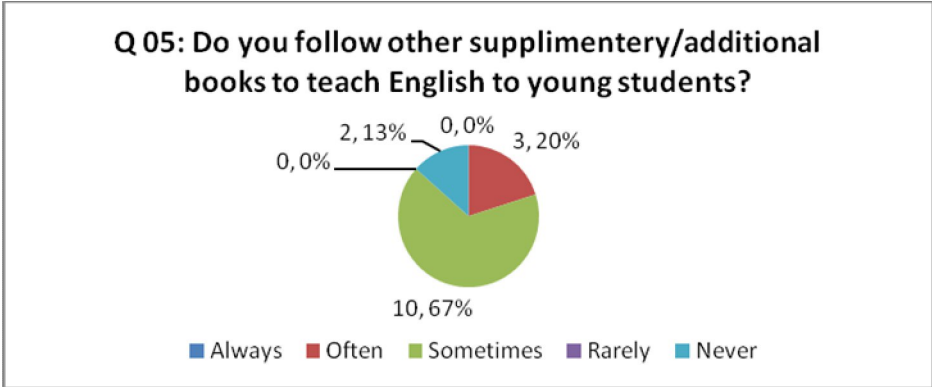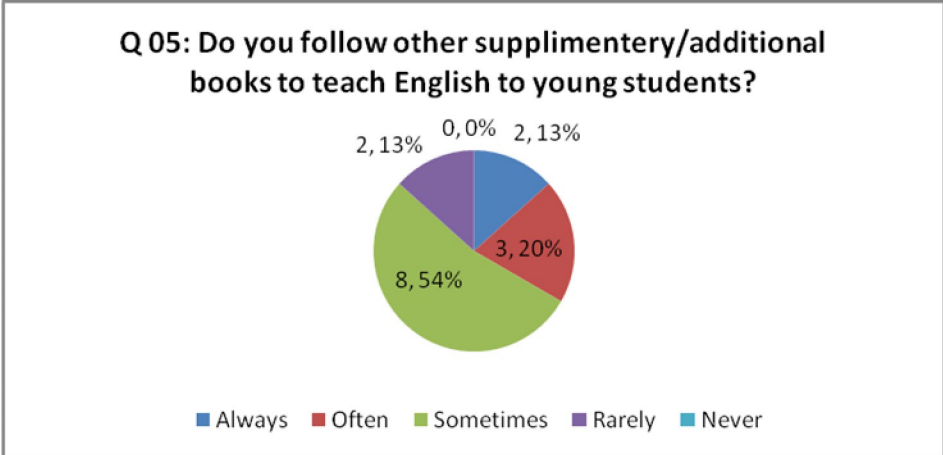Table 2: Rural Teachers' Opinion
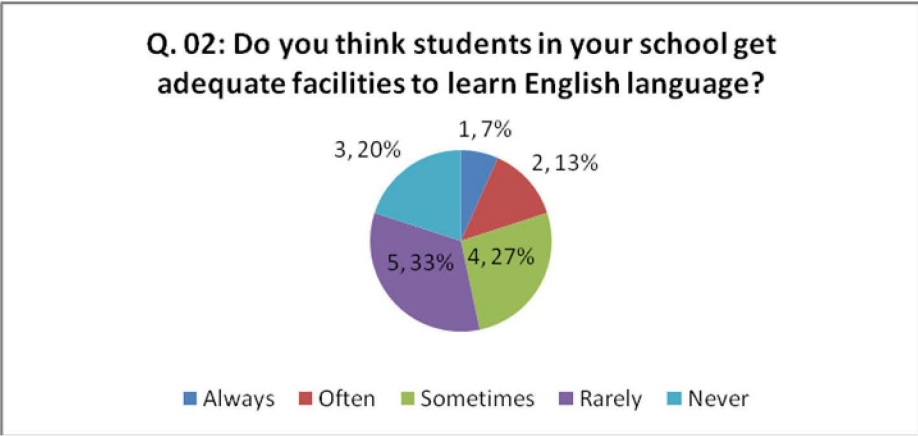
Table 3: Urban Teachers' Opinion

Table 4: Rural Teachers' Opinion

Table 5: Urban Teacher's Opinion

Q 03: Do you follow any special technique to teach English to children in the classroom?

1, 7%   0, 0%

5, 33%

8, 53%

1, 7%

■ Always ■ Often ■ Sometimes ■ Rarely ■ Never

Table 6: Rural Teachers' Opinion

Q 05: Do you follow other supplimentery/additional books to teach English to young students?

2, 13%   0, 0%   3, 20%

0, 0%

10, 67%

■ Always ■ Often ■ Sometimes ■ Rarely ■ Never

Table 7: Urban Teachers' Opinion

Q 05: Do you follow other supplimentery/additional books to teach English to young students?

0, 0%   2, 13%

2, 13%

3, 20%

8, 54%

■ Always ■ Often ■ Sometimes ■ Rarely ■ Never

Table 8: Rural Teachers' Opinion

Q 05: Do you think teachers need special training to teach English?

1,7%   0,0%   0,0%

14,93%

■ Agree Strongly   ■ Agree slightly   ■ Disagree slightly   ■ Disagree strongly
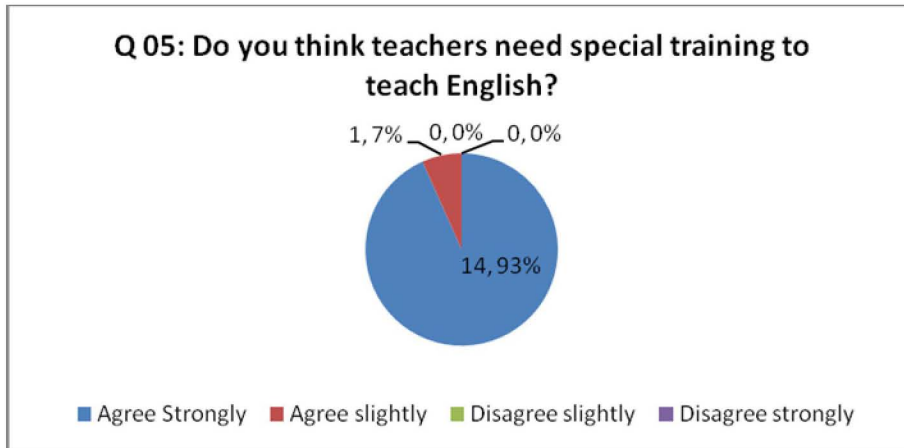
Table 9: Urban Teachers' Opinion

Q 05: Do you think teachers need special training to teach English?

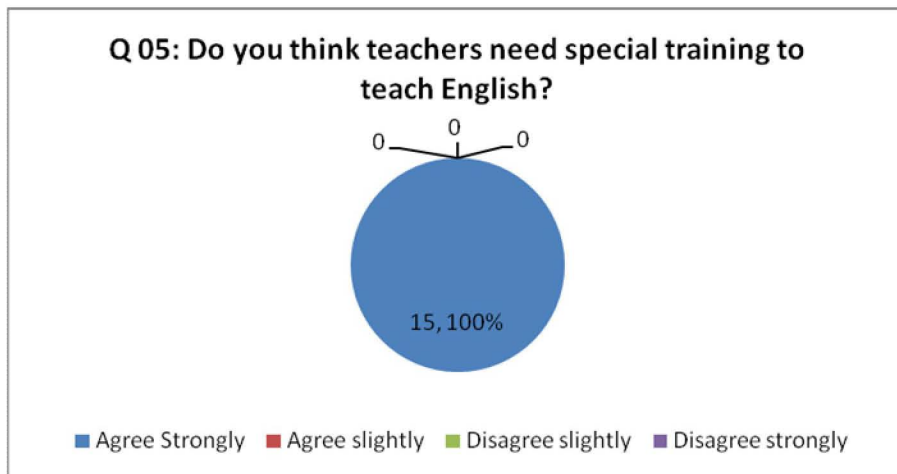0   0   0

15, 100%

■ Agree Strongly   ■ Agree slightly   ■ Disagree slightly   ■ Disagree strongly

Table 10: Rural Teachers' Opinion