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English Phobia among the School Children of Rural Areas in Bangladesh

Akhtaruzzaman, Md.

University of Rajshahi

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ENGLISH PHOBIA AMONG THE SCHOOL CHILDREN OF RURAL AREAS IN BANGLADESH

Submitted to

Institute of Education & Research

Rajshahi University, Rajshahi

In Partial Fulfillment of the Requirements for the Degree of Master of Philosophy in Education

Submitted by

Md. Akhtaruzzaman

M. Phil. Fellow

Session: 2007-08

Class Roll: 03

Registration No. 365

Institute of Education & Research

Rajshahi University, Rajshahi

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Department of English

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Declaration

I do hereby declare that this thesis entitled “*English Phobia among the School Children of Rural Areas in Bangladesh*” submitted to the Institute of Education & Research, University of Rajshahi, for the Degree of Master of Philosophy (M. Phil.) in Education is an original work of mine. No part of this thesis in any form has been submitted to any other university / institute for any degree or diploma.

Azaman
24.04.2012
Md. Akhtaruzzaman

M. Phil. Fellow

IER

University of Rajshahi


Rajshahi

Certificate

Certified that Md. Akhtaruzzaman is an M.Phil. fellow of the Institute of Education & Research, University of Rajshahi, Rajshahi, session: 2007-2008. He has completed his research entitled "*English Phobia among the School Children of Rural Areas in Bangladesh*" under my supervision and guidance. His thesis is an original piece of work.

I have gone through the thesis and found it satisfactory for submission to the Institute of Education & Research, University of Rajshahi, Rajshahi in partial fulfillment of the requirements for the *Degree of Master of Philosophy* in education. The thesis has not been previously submitted anywhere in part or full for the award of any degree, diploma or fellowship of any other university or institution.

Supervisor


24-4-2012

Shahnaz Yasmeen

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Abstract

In this era of information and communication technology, English is a lingua franca. So it goes without saying that learning English is essential for us and we must learn English well to keep pace with the advancing world.

Despite a lot of efforts to boost up teaching and learning of English after independence, there has been no noteworthy improvement in the field. English, a compulsory discipline from the elementary to the tertiary level in Bangladesh now, is always a subject triggering tremendous phobia among the rural school children of our country irrespective of past and present. As a consequence, most of the students do badly in English. The deplorable situation prompts the researcher, an English teacher of a rural college, to conduct a study on it.

The methodology of the study is the dovetail of theoretical and empirical study. The researcher develops the theoretical part of the thesis with relevant materials from a variety of books, papers, articles and magazines relating to the topic. The substantial data for the empirical study are gathered through field survey employing schedules, FGD and observation methods.

The thesis is organized into five chapters. The first chapter highlights the background of the research problem, statement of the problem, analysis of the problem - environment, justification and rationale, feasibility, practicality, contributions, encapsulated research methodology, the outline of the research along with its scope and limitations plus necessity and its objectives coupled with research questions. The second chapter encompasses a review of relevant literature, which manifests the relationship between phobia and English language learning. Chapter III deals with the research methodology. Chapter IV sheds light on analysis of data and results. And Chapter V, the final chapter, wraps up the thesis yielding some recommendations for the improvement of English language teaching and learning in Bangladesh dispelling English phobia and giving some hints for further research for future researchers keen to work in this field.

Abstract should contain the gist of the research, not researcher's personal opinion.

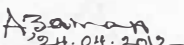
Acknowledgement

First of all, my humble acknowledgement is due to my honoured Supervisor Associate Professor Shahnaz Yasmeen for her scholarly supervision and co-operation at every phase of my research without which this study would not have been possible.

I would like to articulate my gratitude to the Institute of Education & Research (IER), University of Rajshahi for yielding all types of academic support and facilities for the research work. I am indebted to the Director of the Institute for offering me assistance in carrying out the research. Moreover, I would like to thank other teachers of the Institute for their co-operation and support for this work. Furthermore, the office staff of IER deserve thanks for overall official support. I am grateful to Dr.M. Shahidullah, Professor of English & Dean, Faculty of Arts, Rajshahi University, for providing me with valuable suggestions for my work. I would like to express my gratitude to the Principal of Balatoir S.H. Degree College, Niamatpur, Naogaon for being generous enough to grant me study leave.

I am indebted to my wife Rina and daughter Israt Jahan Mou, who have been deprived of my love and proper care during my study period. I am also indebted to my parents and my sisters, who were deprived of my responsibilities during the said period.

I would like to thank Ariful Islam, my student, for helping me in formatting the thesis. All others, who have helped me in many ways to complete the thesis in time, deserve my thanks.


24.04.2012
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Dedicated to
My Parents Who Are the Eternal Fountain of
My Education & Inspiration

Abbreviations Used

BA: Bachelor of Arts

B.Ed: Bachelor of Education

B.Sc: Bachelor of Science

CLT: Communicative Language Teaching

ELT: English Language Teaching

ELTIP: English Language Teaching Improvement Project

ET: English Teacher

Exam: Examination

FGD: Focused Group Discussion

H.S.C: Higher Secondary Certificate

TQIP: Teachers' Quality Improvement Project

IBS: Institute of Bangladesh Studies

IER: Institute of Education and Research

M.Ed: Master of Education

M.Phil: Master of Philosophy

M.Sc: Master of Science

NAEM: National Academy for Educational Management

No: Number

S.S.C: Secondary School Certificate

Chapter I

Introduction

1.1 Introduction

Now-a-days it is taken for granted that learning English is essential for various reasons. English is deemed as a technology, which can bring about a total change in the society. To maintain our political, economic and cultural relations with other countries and to solidify our position in the arena of international affairs, we must learn English. Moreover, if we desire to acquire higher knowledge in any discipline, we must have a good command over English because most of the writers and thinkers of the globe give vent to their views and ideas in English. Furthermore, in this era of information and communication technology, the means of communication is English in most of the spheres. In fact, it goes without saying that our people must learn English well if we want to flourish as a prosperous nation having a long history of teaching and learning English.

The history of teaching and learning English is not novel to us. English was introduced as a mandatory subject in the curriculum for the secondary and higher secondary level students in our country when it was a part of India. From the inception of Bangladesh, English has been taught in the Grammar-Translation Method. Though the method has already been dead in England, it has got a conducive atmosphere in India. The Grammar-Translation Method features some traits. In accordance with the method, students learn English through grammar and translation. Grammar is presented deductively. Translation is regarded a valuable exercise. According to the method, a fundamental reason for learning a foreign language is to be able to read the literature written in the target language. And it is worthwhile to

learn about the target language (Larsen-Freeman 1986). Students taught in this method are to attempt questions in the exams^{ination} and most of them write memorized answers or endeavour to cheat. In a word, this method brings out a process clearly opposite to the natural process. It underscores the development of reading skill but involves the teachers to impart almost no or a little lesson in speaking. Usually, teachers teach in a mechanical way in the classroom. Students are mainly absorbed in learning English but despite their striving they can hardly acquire sufficient command over ^{the} any foreign language. They only memorize English phrases, sentences and expressions without comprehending them. When they try to use them in practical situations, in most cases they manifest their debacle in using them naturally and spontaneously. All these happened in the sphere of the students of past taught in Grammar Translation Method.

The aforesaid situation did not inspire students to learn English properly, paving the way for fossilizing the use of the method in teaching and learning English in our country. Recently, the Communicative Language Teaching Method^(year?) has been introduced replacing the Grammar-Translation Method in teaching and learning English. It basically deals with the development of the communicative competence of the students in the target language through the practice of reading, writing, speaking and listening appropriately. In a nutshell, the goal of CLT Method is to enable the students to attain communicative competence referring to the ability so as to use English appropriately in real situations. According to the method, acquiring a new language does not denote simply gaining knowledge of the language rather; it necessitates constant and regular practice of the basic language skills in the target language. Communicative language teaching argues for the development of language

through communication (Shahidullah 2008). Actually Communicative Method promotes an interactive teaching practice. The language teachers adopting the method involve their students in practising English with the teachers and with other students in pairs or groups. Principles of CLT can be outlined as follows:

(1) Meaning is the major focus, not form, (2) memorization is discouraged; intellectual engagement, discovery is encouraged, (3) whenever possible authentic language i.e. language as it is used in a real context needs to be introduced, (4) contextualization of language is very basic in CLT, (5) language learning is learning to communicate, (6) drilling may occur only peripherally, (7) comprehensible pronunciation is sought, (8) target language needs to be the medium of classroom activities, but judicious use of mother tongue is permitted, (9) communicative competence is the goal, (10) fluency and acceptable language is the primary goal; accuracy is just in context, (11) students are expected to interact with other people, (12) intrinsic motivation is necessary, (13) language use at the discourse level should be the focus, (14) students should be given opportunities for expressing their feelings, opinions and views, (15) errors should be tolerated and regarded as parts of the learning process, (16) the social context of the language event (contextualization) is essential, (17) an opportunity to use language in classroom is important, (18) the teachers should work as advisors, guides, monitors, facilitators of communicative interaction and resource persons (Richards & Rodgers, & Larsen-Freeman cited in Shahidullah 2008) 2, 2003?

However, the Communicative Method is different from the Grammar-Translation Method. The previous one was teacher-centred whereas the present one is learner-centred. The teacher and the students are to work closely together. It discourages the

students to memorize without grasping the contents of the text books and to reproduce them in the answer scripts in the exam hall. Rather it inspires the students to communicate with each other using the target language in practical situations. It deems a friendly classroom essential for learning to take place. There are five approaches to classroom learning and they entail: (1) exploiting the classroom as a social setting in its own right, (2) bringing the outside world into the classroom by planning games of different types, doing tasks etc. (3) simulating the outside world in the classroom by role-play activities and simulations, (4) escaping from the classroom on an imaginative level through story-telling, using speculated activities and using dramatic activities, (5) getting out of the classroom into the outside world in some ways such as producing a class newspaper or magazine (Byrne 1984). Activities should be of a kind integrating all four major skills but despite having a scientific view of language teaching as a skill-based subject, CLT Method just like the previous one, triggers awe especially among the rural secondary school children in Bangladesh.

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English, a compulsory discipline from the primary to undergraduate phase in Bangladesh now, is always a subject exuding tremendous phobia among the rural *school*¹ children of our country irrespective of past and present. The word 'Phobia' comes from the Greek word 'Phobos' implying fear. In accordance with the New Encyclopedia Britannica, "Phobia is an extreme and irrational fear of a specific situation (or an object)". It is classified as a type of anxiety disorder (i.e. neurosis) since anxiety is the chief symptom experienced by the sufferer. Phobias are thought to be learned emotional responses." So, phobia is acquired, not an inborn emotional response. Moreover, phobia denotes extreme fear of something (Hornby 2010).

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¹ Operationally, here the word 'school' means the secondary school and madrasha.

Therefore, English phobia implies violent fear of English, unnerving students. In most cases, fear is irrational. The acronym of fear is "False evidence appearing real" and it is applicable to the study. Fear, which is acquired in most cases, is a motivation controlling the behaviour of a human (or an animal). A human being always strives to avert any fearful situation. Something fearful always appears to be difficult and irritable. A matter of scare is always to be worried about (Afsar Uddin 2002). -- Not in Bib.

Glossing over all, it can be surmised that the present and past scenario of English language teaching and learning is frustrating to a great extent. When students were taught English in Grammar-Translation Method, they were afraid of English due to lack of proper teaching and learning. In this situation, after independence an Education Commission headed by Kudrat-E-Khuda and followed by six Education Commissions afterwards (Education policy, 1978, Mofiz Uddin Education Commission, 1988, Shamsul Haque Education Commission, 1997, Bari Education Commission, 2002, Moniruzzaman Mia Education Commission, 2003 and Education Policy, 2010) was formed in 1972 to make education time-befitting. All of them have offered a lot of suggestions with a view to updating our educational system. On the contrary, the recently introduced Communicative Language Teaching Method has not been able to generate desired results eradicating the scare of English from the minds of students. Now those students, who are having plentiful exposure to English, have been able to overcome the fear of English. However, many of them have become careless of textbooks as scoring satisfactory marks does not always necessitate studying the text thoroughly. On the other hand, the scare of English among the rest of the students, who are mostly weak, (most of them are at rural schools) has enhanced. As a consequence, they avert reading the subject to some extent,

culminating in bad results. Therefore, even today there has been no noteworthy improvement of English among school students of rural areas, crystallizing all into a fiasco. Fear of English among a particular category of students is being augmented day by day, posing a debacle for us. Therefore, all the efforts to update our English syllabus have been proved sabotage to some extent. Really there lie some problems behind the façade of so called good English teaching and learning. Indeed, many rural school students were scared of English in by-gone time as they are now. English to them is always an awe-yielding subject. The study assumes that there is something wrong with the teaching and learning of the language, which the researcher evinces through the research.

1.2 Statement of the Problem & Research Questions

It appears that in Bangladesh most of the rural high school children cannot learn English well mainly due to phobia engendered by some causes pertaining to pedagogy and to societal implications. Therefore, English education at the high school level especially in the rural areas is besieged with some very acute problems impeding proper teaching and learning of the language, bringing about connivance at the exudation of English panic among the students. The principal problems seem to be of two types: (1) pedagogical problems and (2) societal problems. They are as follows: (1) pedagogical problems: shortage of competent teachers, unsuitable teaching materials, unfavourable classroom atmosphere and lack of motivation on the part of the students, (2) societal problems: socio-economic barriers.

In Bangladesh mainly some vital reasons can be held responsible for school students' doing badly in English cutting a very sorry figure for us. Schools suffer from a

shortage of competent teachers impeding proper teaching. Moreover, students studying at school level are not motivated to learn English. We also lack in suitable teaching materials, which hampers proper teaching. Furthermore, students' proper learning does not take place due to socio-economic barriers, tarnishing our image as a nation (Ahmed1994). The barriers encompass unfavourable family and social atmosphere, insecure future, acute poverty and so on. Indeed, all these reasons hinder us from burnishing our reputation, causing English panic among the students.

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Therefore, it is necessary to know how to measure English phobia and to look for the causes that spark the phobia. What are the measures to quell it? A modest attempt has been made in this study to get answers ^{to} of the above questions. In view of the queries the following objectives are set for the study conceptualizing the research questions.

Where is the RQ?

1.3 Objectives of the Study

There are objectives dictating and impelling the researcher to do his research. The objectives are:

- (1) To measure English phobia among rural school students
- (2) To explore the causes exuding their phobia
- (3) To find out the measures quelling this fear

The study may open up a fresh horizon, catering to the act of benefiting all involved in teaching and learning English in our country. It may also pave the way for reshuffling our educational system to the extent it needs, diagnosing its ills. In fact, these are, in a nutshell, the objectives the researcher has gained ^{will gain} through his research which has justification and rationale.

1.4 Justification and Rationale of the Study

Exploring the available literature (which will be discussed in detail in chapter II), it has been revealed to the researcher so far that till today, no research has been conducted exclusively on English phobia among the school children of rural areas in Bangladesh, but in our country only for failure in English, many students cannot pass the S.S.C. exam, the threshold of tertiary education. English phobia is one of the vital causes triggering their failure or poor performance as "Fear hinders learning" (Huda 1996). There is really a vital nexus between English phobia among school students and their advancement towards the tertiary education because the fear of English baffles their schooling engendering debacles and drop outs in the long run. In fact, doing research on the very topic, which has been the maiden work on the topic, is a sine-qua-non in the present context of Bangladesh. It would bridge the hiatus or research gap existing in the arena of English language teaching and learning in the country and therefore, has really enormous justification and rationale coupled with feasibility from theoretical and practical view points.

1.5 Feasibility of the Study

The study has been feasible in all respects and it has been conducted with the assistance of necessary materials from the following sources: The I.E.R. Library and the I.B.S. Library of Rajshahi University, NAEM in Dhaka, teachers' training colleges, ELTIP Research Centres, the British Council in Bangladesh, the Seminar Library of English Department of Rajshahi University, the National Library in Dhaka, central libraries of different universities, public libraries et al. Moreover, the national dailies and language teaching journals have been consulted. Furthermore, the researcher has interacted with the people related to English language teaching and

learning and turned to the internet for more data prompting him to effectively run the research. In addition to this, the learned supervisor and the professors of I.E.R. have yielded all kinds of guidance to the researcher. Another facet of feasibility of the research is that all reasonable comments and suggestions made by the scholars in the pre-submission seminar have been appreciated and incorporated into the thesis, which has been conducted methodically.

1.6 Research Methodology

Research methodology of a study implies all the methods employed in that study as well as the logic of selecting them. Exploratory in nature, the research methodology of the piece is mainly based on Social Survey Method aided by FGD and Observation Methods because they yield the researcher more authentic qualitative data required for the research than any other method within the little span of time (it will be discussed in detail in chapter iii). In a word, the methodology of the study is the blending of the three paying dividends. All the rural high schools of Bangladesh form the population of this study. As the educational pattern of the whole country is homogeneous, the researcher selects twelve schools randomly from Rajshahi, Naogaon, Chapai Nawabgonj districts (the districts are selected purposively) representing the total scenario of English education of rural high schools in Bangladesh. Multi-stage sampling technique is resorted to. Data are accumulated from both primary and secondary sources applying a number of methods. For primary sources, an empirical study including two schedules, one to be answered by two hundred and forty school children selected randomly (aged between 12 to 16) and another, by forty teachers, is made. Moreover, a five point scale is constructed to measure English phobia among students. Furthermore, a focused group discussion involving nine English teachers

altogether is arranged in order to collect necessary data concerning the causes of English phobia and the measures eradicating it. Tape recorders are used to record the FGD. Students are also observed closely in the classroom. On the contrary, for secondary sources, the researcher reviews the literature comprising course books, reference books, journals, newspapers and reports from concerned institutions, government offices and autonomous bodies aiding him to get assistance in the work of research.

After collecting data from the field as well as from secondary sources, reliability and validity of data, which mean consistency or replication and exactness respectively, are properly tested on the basis of required criteria and tests in order to ensure objectivity. After that, editing is done to correct the collected data in order to assure their accuracy and well-arrangement facilitating coding and tabulation. Then the coding operation, through which the categories of data are transformed into symbols to prepare them for tabulation, is carried out. It is followed by classification. Data are arranged in groups or classes on the basis of common features. After that, the researcher turns to the task of tabulation and through the process raw data are encapsulated and displayed in the form of statistical tables for further analysis. The bias that is considered to be a danger in using qualitative research approach is overcome by data triangulation. Percentage and logical description are used to analyze the data. Findings of the study are presented in line with the objectives and compared with the existing literature to discuss and establish the facts about English phobia among the rural school students in Bangladesh and thus, dotting the i's and crossing the t's, the entire gamut of data collection, processing, analysis and discussion are run meticulously. Despite it, the study is not free from some limitations detrimental to its perfection.

1.7 Scope & Limitations of the Study

The study aims at bringing out an authentic picture of rural secondary school children's English phobia in Bangladesh. To mirror the plight of English education of the country, it is not feasible to run a survey in all the schools located in its countryside. Therefore, only twelve high schools have been selected randomly to survey as the whole country has a homogeneous educational pattern. It is postulated that the selected ones represent the total scenario of English education of rural high schools in Bangladesh. The researcher has carried out an empirical study involving two hundred and forty students and forty teachers. The study also attempts to suggest measures to boost up the standard of English education dispelling the fear of English from the minds of rural high school children for the greater interest of the nation. Indeed, the scope of the research is confined to rural high school students' English education and a limitation of the study is that the sample survey has been conducted on twelve rural high schools selected randomly. In fact, practically the researcher is not exonerated from a few limitations enunciated above.

1.8 The Practicality of the Research

Truly speaking, the research has been time-consuming and difficult as the researcher has to work with forty teachers and 240 students and has to handle such huge data within the limited span of time. Moreover, it has been painstaking and expensive to collect necessary data from the selected units. Furthermore, during the state of emergency the respondents were very cautious about yielding opinions on sensitive issues such as teachers' appointment, their training and the like, inhibiting the spontaneity of expression. In spite of these, the necessity of the study has prompted the researcher to carry out the study.

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1.9 Outline of Chapters

Chapter I: Introduction

1.1 Introduction 1.2 Statement of the Problem & Research Questions 1.3 Objectives of the Study 1.4 Justification & Rationale of the Study 1.5 Feasibility of the Study 1.6 Research Methodology 1.7 Scope & Limitations of the Study 1.8 Practicality of the Study 1.9 Outline of Chapters 1.10 Necessity of the Study 1.11 Contributions of the Study to the English education of Bangladesh 1.12 Conclusion

Chapter II: Phobia & English Language Learning: Survey of Literature

2.1 Introduction 2.2 Shortage of Competent Teachers 2.3 Lack of Positive Attitude & Motivation 2.4 Lack of Suitable Teaching Materials 2.5 Dearth of Favourable Teaching – Learning Culture & Classroom Atmosphere 2.6 Competitiveness 2.7 Cultural Clash 2.8 Linguistic Contrast 2.9 Meta-Awareness among Learners 2.10 Conclusion

Chapter III: Research Methodology

3.1 Introduction 3.2 Implication of Methodology & Its Necessity 3.3 Implication of Data 3.4 Types of Data 3.5 Methods & Techniques of Collecting Primary Data & Justification of Selecting Them 3.5.1 Social Survey Method 3.5.2 Observation Method 3.5.3 FGD Method 3.6 The Technique of Collecting Secondary Data 3.7 Selection of the Study Area 3.8 Sample Size & Procedure 3.9 Designing the Instruments 3.9.1 Schedules 3.9.2 Phobia Measurement Scale 3.9.3 Class Test to Measure Students' Performance in English 3.9.4 Class Observation 3.9.5 FGD 3.10 Validity, Reliability & Practicality of the Instruments 3.11 Administering the Study

3.12 Processing & Presentation of Data 3.13 Data Collection Period 3.14 Discussion
3.15 Conclusion

Chapter IV: Analysis & Results

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Test 4.4 Results of the FGD 4.5 Results of the Classroom Observation 4.6 Results of
the Schedules for English Teachers & Students 4.7 Conclusion

Chapter V: Summary & Implications of the Findings, Recommendations & Conclusion

5.1 Introduction 5.2 Summary of the Findings & Their Implications
5.3 Recommendations 5.4 Directions for Further Research 5.5 Conclusion

1.10 Necessity of the Study

Now-a-days doing research on the very topic is essential in the context of our country. The present job market necessitates our proper knowledge of English. Moreover, reading English is mandatory for all school children. However, most of the rural school children are dogged by bad results. They are now at-a-crossroads regarding English; if they pass it, they will advance. Otherwise, they will drop out for good. The predicament tarnishes our image as a nation, posing a plight tantamount to a stigma. The actual necessity of the research stems from the fact that English is a hair-raising subject to many school children especially in the rural areas in our country. As a mater of fact, having a research on the topic is indispensable to us for lessening especially rural school students' panic of English, enabling them to learn the language.

Make a
single point in the
introduction
explaining
the significance
of the research

1.11 Contributions of the Study to the English Education of Bangladesh

The conducted study may contribute immensely to the context of English language teaching and learning in Bangladesh. It may assist the authorities concerned to resort to needful measures in order to solve the existing problems in the realm of English language teaching and learning in Bangladesh, quelling English phobia of the students. Moreover, it may open up a new window benefiting all involved in teaching and learning English in our country. Furthermore, it may contribute to the theory building in ELT and may pave the way for reshuffling our educational system to the extent it needs. It may also reduce drop outs of school children. As a matter of fact, all these may be possible cashing in on its recommendations. Indeed, these may be the contributions of the study in the field of English education in Bangladesh.

1.12 Conclusion

English is a mandatory subject from the primary to undergraduate level in our country creating enormous phobia especially among the school students of rural areas in Bangladesh. The scenario of English teaching and learning of past and that of present are almost alike. In the past students were taught English in Grammar-Translation Method in which they were to learn English through grammar and translation. The situation could not inspire them to learn English properly. At present the use of the method has been obsolete. It has given way to Communicative Language Teaching Method. The target of the method is to enable the students to acquire communicative competence, which denotes the ability to use English appropriately in real situations. However, despite all the efforts to update English so as to facilitate proper learning of the language, students fear the subject still today as they did in by-gone time. In a word, all endeavours have gone up in smoke to a great extent. Due to phobia (one of

the pivotal causes) they are doing badly in English. The cause is that Phobia impedes

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learning (Huda 1996). Therefore, the plight of English education in our country instills the notion in us that there are some problems in the teaching and learning of English in our country. The situation calls for a study to unearth the problems so as to address them with a view to eradicating the scare of English from the minds of students for the greater interest of the nation. Indeed, there is no denying the fact that dispelling English phobia is a must to contribute immensely to the upliftment of our English education bringing about a desirable change in the society.

The entire focus of the research is concerned with English phobia triggered by some causes among the rural high school children of Bangladesh and with planning to find out the measures so as to eradicate the causes of the fear of English. The researcher is optimistic that the study will help improve the English teaching-learning situation in the rural secondary schools in Bangladesh. And a survey of literature will be dealt with in the next chapter.

CHAPTER II

Phobia & English Language Learning: Survey of Literature

2.1 Introduction

Phobia influences any language learning greatly leaving an adverse effect on it. It hampers learning process, triggering the physical and mental imbalance of the learner, disabling him/her to work in a well-controlled manner. Consequently, it becomes impossible for the learner to execute learning-facilitating mental activities such as paying due attention, recollecting, proper thinking and so on. In a nutshell, phobia frustrates language learning. There are many books and articles at home and overseas, dealing with the teaching and learning of English. Their study unveils that there are a number of factors, which impede learning English, generating phobia among the learners. They hinder learning other languages as well. The factors, that plague learning English conspicuously, mainly include shortage of competent teachers, lack of motivation and positive attitude towards the target language, lack of suitable teaching materials, dearth of favourable culture and class-room atmosphere, group competitiveness, cultural clash, linguistic contrast and meta-awareness among learners.

2.2 Shortage of Competent Teachers

The teaching of incompetent language teachers creates phobia among learners. Most of the teachers teaching English at school level are pass-graduates and incompetent in teaching (Ahmed 1994). 'Incompetence' implies lack of proper skills, which can be overcome by training. Most of the teachers are hardly trained lacking in the qualities of a good language teacher who needs to be aware of the standard of input.

Input has a very important role to play in language learning. Input refers to the language that is addressed to the language 2 learner either by a native speaker or by another language 2 learner. It is the result of interaction consisting of the discourse jointly constructed by the learners and his interlocutors (Ellis 1985). People acquire language best by understanding input that is a little beyond their present level of competence. Comprehensible input (that is, $i+1$) should be provided. The input should be relevant (Krashen 1981). The foreign language teacher should always send meaningful messages, which are roughly tuned and must create opportunities for students to access $i+1$ to understand and express meaning. While teaching in the classroom when the teachers are unconcerned about the present level of students, it results in no proper learning rather exuding fear among the students.

Indeed, the role of input looms large in any language learning which requires the knowledge of important elements of learning. Nearly all the school teachers in Bangladesh are in the dark about the behavioural psychology which states "Three crucial elements in learning: a stimulus, serving to elicit behaviour; a response triggered by a stimulus and reinforcement serving to mark the response as being appropriate (or inappropriate) and encouraging the repetition (or repression) of the response in the future" (Skinner 1957). And as a result, proper learning is hindered.

As from the Bangladeshi perspective it is viewed that teachers can neither prepare the students to learn mentally nor psychologically, therefore proper learning is not facilitated as per expectations. A student is to learn through an affective filter i.e. emotional faculty in accordance with the affective filter hypothesis. A number of affective variables play a vital role in second language acquisition, which

encompasses motivation, self-confidence and anxiety. Learners with high motivation, self-confidence, a good self-image and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem and high anxiety can raise the affective filter, forming a mental block, preventing comprehensible input from being used for acquisition (Krashen 1981). In other words, *Not in Bib.* when the filter is up i.e. is not lowered by the teacher, it hinders language acquisition. Furthermore, learning a new language is also connected with fear. A fear barrier can inhibit learners' language 2 achievement. A fear of failure or appearing foolish and a self-conscious reluctance to reveal themselves create an emotion filter, blocking achievement of their full potential in learning a language (in the same book just mentioned).

Language is 20% knowledge and 80% skill. However, four major skills of language – reading, writing, speaking, and listening which can not be transferred, as skills can not be transferred, are not practised appropriately and in an apt order (stated in the introduction) in the classroom. As a consequence, students can not attain communicative competence, the goal of communicative method, which is required to use the language appropriate to a given social context (Larsen-Freeman 1986). Therefore, the students can not learn English properly, leading to phobia.

Teachers are not aware of the Language Acquisition Device – LAD, a mechanism helping a person acquire a language. Children are born with a unique kind of knowledge fitting them for learning. This knowledge is embodied in a mechanism called the Language Acquisition Device or LAD. The LAD encompasses basic knowledge about the nature and structure of human language (Chomsky 1951). *Not in Bib.*

Without postulating such a device it is not possible to comprehend how children master a language in a short time in spite of the highly abstract nature of the rules. This achievement would be particularly difficult without LAD. According to the Nativist, it would be impossible for a child to learn the abstract system of a language unless he/she had some prior knowledge about the general character of natural languages. And as children must be equipped to learn any language as a native language, the prior knowledge embodied in LAD must have language universals. Due to the existence of LAD children develop competence in a language in a relatively short period of time merely by being exposed to it. Teachers' unawareness of LAD causes improper learning. They are also unaware of the lesson of Natural Order Hypothesis.

In line with Natural Order Hypothesis, "We acquire the rules of language in a predictable order, some rules tending to come early and others late" (Krashen 1985). This order appears to be independent of the learner's age, language-1 background, conditions of exposure et al. although the agreement between the individual acquirers is not always 100%. There are statistically conspicuous similarities reinforcing the existence of a natural order of language acquisition (In the same book just mentioned). However, the Natural Order Hypothesis does not indicate that every acquirer will acquire grammatical structures exactly in the same order. The structures maybe acquired in groups, several of them at the same time. A student learns certain words or grammatical structures before others e.g. a learner learns nouns first, then he/she learns other parts of speech gradually and orderly. When teachers cannot teach according to the natural order of language acquisition, it creates difficulty in learning (Richards & Rodgers 1986).

No student can learn anything well when teachers' input does not touch the LAD of the student and is not delivered in accordance with the Universal Order of acquisition. Most of the teachers also cannot make the class interesting yielding no interest to learn. In addition to this, most of them are not conscious of the fact that the same method of teaching is not applicable everywhere for learning depends on sociology and culture. When teachers' teaching style does not match students' learning style, students learn a little. Indeed, lack of competent teachers facilitates no proper learning exuding fear among the students as "Fear results from failure to learn" (in the same book just mentioned). ?

2.3 Lack of Positive Attitude and Motivation

Learning is also barred by students' lack of motivation and positive attitude. Great importance is attached to attitude and motivation in language learning. Attitude denotes the way of thinking towards something. Attitudes are cognitive and affective (Brown 2000). The word "Cognitive" means something related to thoughts and the parlance "Affective" refers to something relating to feelings and emotion. On the other hand, motivation means the driving force stimulating the interest of a person in an activity. There are two related types of motivation-instrumental and integrative (Gardner & Lambert 1972). When students acquire a language for such reasons as to get a better job, to read technical materials or to study in the country where the language is spoken, their motivation is deemed as the instrumental motivation. Integrative motivation is held by students, who want to join with the culture of the second language group and become involved in social interchange in that group (Brown 2000). Motivation is highlighted as intrinsic or extrinsic (Deci & Ryan 1985). Students are motivated intrinsically when they get interested in learning tasks and in

the upshot for their own sake, which culminates in internal feelings of self-determination and competence. On the contrary, students are extrinsically motivated when they execute some actions with a view to achieving some instrumental end, such as earning a reward or evading a punishment. Students' learning potential augments when attitudes are positive and motivation runs high. Indeed, attitude and motivation are of great importance in language learning.

Lack of positive attitude and proper motivation interrelated to each other gives birth to pernicious out-come in language learning. Attitude and motivation encompass many variables related to complex social and psychological aspects of human behaviour. For example, students' ability to learn a second language can be influenced by their attitudes towards the target language, the target language speakers and their culture, the social value of learning the second language and also the students' attitudes towards themselves as members of their own culture (Ellis 1994). Moreover, attitudes are a component of motivation which "Refers to the combination of effort plus desire to achieve the goal of learning plus favourable attitudes towards learning the language"(Gardner1985). When students' attitude towards the target language is negative and motivation runs low, proper learning does not take place, triggering tremendous anxiety equivalent to phobia. And persisting phobia fossilizes language learning in the long run. In fact, negative attitudes towards any foreign language and group often springing from stereotypes and superficial contact with the target culture, and low motivation impede learning immensely. As a matter of fact, whatever motivates students, it is not opaque that a positive attitude towards the target language and group is important.

Students' lack of motivation in learning English at school is generated by multifarious ways. The human brain is divided into two hemispheres - right hemisphere and left hemisphere according to its function. Language activities are centralized in the right hemisphere involving motor movement. Motor movement must occur before the left hemisphere can process language for production (Asher 1977). Moreover, every person has certain *schemata*². Adding new information with our prevailing knowledge existing in schemata is learning. We possess something in our brain and try to interpret when we face something fresh. Students, lacking in background knowledge of a topic, are not motivated to learn it and it happens especially in the rural schools where most of the students have no background knowledge of the topic on which the teacher is going to teach. As a consequence, the upshot is improper learning. Furthermore, most of the students have no psychological readiness and motivation to learn due to a variety of socio-economic reasons such as the financial crisis in their life, insecure future, day to day hardship, their sense of responsibility to family, their urge for earning and so forth (Ahmed 1994). Therefore, emotionally disturbed they are indisposed to learn but "A really motivated student will probably succeed whatever method (within reason) is used" (Harmer 1997). In fact, most of the students aim at passing the exam, using short-cuts. Not only that, when no interaction takes place between teachers' input and learners' investment, students cannot learn well. In addition, according to Monitor Model Hypothesis, students correct their errors in the light of what they have learnt previously. When the model set before them is not perfect, they cannot locate their mistakes resulting in improper learning (Krashen 1981).

In fact, students' lack of motivation to learning generates fear among them in the long run (Richards & Rodgers 1986).

² The specific forms of productive imagination are called schemata according to the Oxford Advanced Learner's Dictionary.

2.4 Lack of Suitable Teaching Materials

Learning is also related to teaching materials. Lack of suitable teaching materials results in improper language learning too. Unsuitable teaching materials account for school students' poor performance in English. Our school students hardly have access to language laboratories, audio-visuals, computer and some other necessary accessories.

Most of the English books read at school level do not contain exhaustive rules to master the language, leaving an adverse effect on learning it though "Learning a language is rule-governed" (Richards & Rodgers 1986). "Students are to generate an infinite number of sentences possible in a given language through a finite number of rules" (Harmer 1997). It is termed "Rule-bound creativity" (Noam Chomsky 1951). Indeed, for unsuitable teaching materials of English, it is not properly taught at school phase creating lack of self-confidence among students. And lack of self-confidence breeds fear (Richards & Rodgers 1986).

2.5 Dearth of Favourable Teaching-Learning Culture and Classroom Atmosphere

Lack of favourable teaching-learning culture and classroom atmosphere is discerned in our country. Proper language learning is hampered when there is dearth of congenial classroom environment. Lack of conducive classroom culture and atmosphere contributes to students' being dogged by poor performance in English. A student is socialized by some social norms from his childhood. He is used to the teacher's lecture. The teacher lectures in the classroom and students listen to it. A very authoritarian atmosphere is the structure of our classroom culture. The teacher always plays the dominant role. Students are afraid of the teacher, producing a

negative motivation, making them unable to overcome problems. It culminates in improper learning of communicative English (in vogue). Communicative English is learner-centred; the teacher is a facilitator in a stress-free environment (Richards & Rodgers 1986). "Learner-centredness" means learners will be at the centre of all activities in the classroom whereas the teacher will only help them. Moreover, our classroom is not ideal. The number of students per teacher is so large that he/she can not pay attention to all the students in the classroom, hampering proper learning. Furthermore, a relaxed classroom atmosphere is necessary to lower students' anxiety (Littlewood 1988), but it is denied to our students and therefore, they can not pay due attention to the teacher's lecture. Not only that, sitting arrangement at the schools of our country is uncongenial to pair or group work, which Communicative Method requires. In addition to this, the arrangement for seating students is unfavourable for giving equal attention to all students as well, blocking proper learning. As a matter of fact, from all perspectives our teaching-learning situation, which is far from ideal, is a barrier, affecting proper learning and teaching any foreign language like English. In reality, the teacher's authoritarian role and lack of a relaxed classroom atmosphere with co-operative relationships between the teacher and the learner trigger too much anxiety (Littlewood 1988).

2.6 Group Competitiveness

Competitiveness among learners also inculcates anxiety in them. In learning group competitiveness plays a vital role in breeding anxiety having both positive and negative impact on language learning. Anxiety means a troubled feeling in the mind caused by fear and uncertainty (Hornby 2010). Some classroom learners are entangled in competitiveness. They compare themselves with other learners and match their

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progress against their expectations culminating in emotive responses to the language learning experience. Although rivalries can engender confusion, yet they can function as a stimulus for learning. In fact, competition can give impetus to learning. A model is proposed about how a learner's self-image in comparison with other learners can either vitiate or boost up learning. The comparison resulting in an unsuccessful self-image gives birth to debilitating or facilitating anxiety (Bailey 1983). Debilitating ^{Not in Bib.} anxiety denotes over anxiety, which is tantamount to phobia. It generates learners' aversion to learning instigating them to reduce or even abandon learning efforts. That is why, it is undesirable. On the contrary, facilitating anxiety, which means low anxiety, augments learners' learning efforts. Therefore, it is conducive to learning. Furthermore, where the comparison culminates in a successful self-image of the learner, learning is enhanced. However, competitiveness and anxiety are inter-related in learning any language like English.

2.7 Cultural Clash

Cultural clash is another factor causing over-anxiety. Acculturation is of paramount importance in language learning. Acculturation denotes the process of becoming adapted to a new culture (Brown 1980). Language is the expression of culture, which encompasses beliefs, practices, the way of life etc. of a particular group of people. In language learning congruity between the culture of the learners and that of the target language is a sine-qua-non. Any incongruity between them results in cultural clash sparking a negative impact on learning. It looms large as the learner experiences fear as a consequence of the clash thwarting learning immensely and the problem is invisibly corroding the arena of English language learning. Indeed, acculturation bears much importance in language learning.

2.8 Linguistic Contrast

Language learning is also negatively influenced by the contrast between the first language and the target language of the learners. The contrast between the two languages plays a vital role in sparking second language learning phobia, having a negative influence on learning of the language. In line with the behaviourist learning theory, old habits get in the way of learning new habits (Ellis 1986). The first language interferes with the smooth acquisition of the second language (Bright and MC Gregor 1970). The behaviourist theory focuses on the notion of interference, having a central place in second language acquisition. Interference stems from proactive inhibition, which needs to be overcome to acquire a second language. This is concerned with the way in which previous learning blocks or inhibits the learning of new habits. The first language prevents the learning of the second language in the case where they share a meaning but express it in different ways. Indeed, behaviourist learning theory highlights that transfer of learning takes place from the first to the second language. Transfer will be negative when there is proactive inhibition, resulting in errors. Thus, differences between the first language and the second language engender learning difficulty, culminating in errors. Errors, the evidence of failure to overcome proactive inhibition, indicate non-learning (Ellis 1986). And failure to learn triggers phobia fossilizing future or further learning.

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2.9 Meta-Awareness among Learners

Learning phobia is also engendered by meta-awareness among learners. Meta-awareness among learners affects language learning negatively. While learning a second language, the young child beholds only similarities, lacks in flexible thinking and is self-centred. These are the pre-requisites of automatic language acquisition

because an absence of meta-awareness is associated with them (Rosansky 1975). The young child does not know that he/she is acquiring a language. Moreover, he/she is yet to develop social attitudes towards the use of one language as opposed to another. For these reasons, he/she is cognitively open to another language. On the contrary, the adult cannot learn the second language automatically and naturally. The onset of abstract thinking comes around the age of twelve with the final stage of cognitive development (Piaget cited in Ellis 1986). It denotes that around the age, the learner is pre-disposed to recognize differences as well as similarities. As a consequence, he/she earns a strong meta-awareness. Furthermore, he/she develops strong social attitudes towards the use of his own language and the target language. In most cases these block natural language acquisition, making the learner treat acquisition task as a problem (in the same book just mentioned). The awareness, which comes with age, *Not in Bib'* inhibits natural learning (Rosansky 1975). Preventing natural learning, much awareness breeds over-anxiety among learners in the long run. In fact, meta-awareness, mellowed with the age of the learner, hinders language learning immensely. And it is true of learning English among secondary school children.

2.10 Conclusion

Phobia greatly affects learning English and again failure to learn English poses phobia. Experiences of failure cause anxiety (Little Wood 1988). English phobia stems from some factors relating to pedagogy, societal aspects and the personal traits of the learners. To gloss over all, the learner's lack of ability and dearth of a conducive learning situation including the insufficiency of the teacher's competence spark over-anxiety equivalent to phobia (in the same book just mentioned). Indeed,

there is no denying the fact that the impact of phobia on English language learning is really terrible.

Chapter III

Research Methodology

3.1 Introduction

To carry out a study a researcher has to resort to some methods so as to collect and interpret data. When we talk of research methodology of a piece, we not only talk of the research methods but also consider the logic behind the methods (Kothari 2006). In a nutshell, research methodology is the logical study of the methods guiding a research. However, the selection of methods and techniques in a particular research depends on the nature of the study. The methods and techniques employed to collect and interpret data and the logic of selecting them have been enunciated in this chapter. In the study, social survey encompassing schedules, observation embodying a checklist and FGD methods have been used to collect data.

3.2 Implication of Research Methodology & its Necessity

The word 'Method' comes from the Greek words 'Meta' and 'Hodos' meaning a way (Geddie 1965). Broadly, a method denotes the underlying principles and rules of organization of a philosophical system or enquiry procedure (Urdong 1968). Research methods may be comprehended as all these methods and techniques employed for conducting research. Thus, research methods mean the methods the researcher uses in carrying out research. Indeed, all the methods used by the researcher during the course of exploring his research problem are deemed as research methods.

Research methodology is a way to systematically solve the research problem. In it, the various steps resorted to by a researcher in studying his research problem along with the logic behind them are explored (Kothari 2007). It is substantial for the

researcher to know not only the research methods but also the methodology. The researcher not only needs to know how to develop certain indices or tests, how to calculate the mean, the mode, the median or the standard deviation et al, how to apply particular research techniques but also needs to know which of these methods or techniques are relevant and which are not and what they would mean and indicate and why. The researcher also requires comprehending the assumptions underlying various techniques and needs to know the features by which he/she can decide that certain techniques and procedures will be applicable to certain problems and others will not. All these imply that it is essential for the researcher to design his/her methodology for his/her problems as the same may differ from problem to problem.

From what has been stated above, it can be viewed that research methodology has many dimensions and research methods do constitute a part of the research methodology (Kothari 2007). The scope of research methodology is wider than that of research methods. Thus, research methodology means not only the research methods but also the logic behind the methods we use in the context of our research. In fact, research methodology suggests the logical study of the methods used in a research.

3.3 Implication of Data

Using various methods the researcher gathers data, which are assembled, processed and interpreted for the solution of a problem. To collect data implies to obtain information, which helps to solve a problem (Abedin 2005). ~~"The question of data has been mistakenly mixed up with the question of certainty. The essential characteristic of datum is that it is not inferred"~~ (Russel 1940). Indeed, the data are the raw

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materials of a researcher who processes, classifies and interprets those and finally draws conclusions based on them.

3.4 Types of Data

The necessity of data collection arises after a research problem has been defined and research plan, chalked out. The collected data are of two types - primary and secondary. The primary data are those, which are garnered afresh and for the first time and so are original in character. It is note-worthy that no research is original without the use of the primary data. On the contrary, the secondary data are those, which have already been culled and processed statistically by someone else. The methods of generating primary data and those of collecting secondary data are not alike as primary data are originally collected while secondary data are merely compiled.

3.5 Methods and Techniques of Collecting Primary Data and Justification of Selecting Them

Three methods have been employed to collect primary data. They are social survey, observation and FGD methods.

3.5.1 Social Survey Method

The word 'survey' comes from the Latin words 'sur' and 'vor'. 'Sur' is the derivative of the Latin word 'super' meaning above while 'vor' comes from the Latin word 'videre' meaning 'to look', 'to see'. So survey means to see something from above or from a high place. Social Survey is a method of collecting data for making induction about the features of a population by observing only a representative portion of them (Abedin 2005). Survey is a process by which quantitative facts are collected about the

socio-economic and other social facets of a population to fulfill certain set-objectives. It is reliable and enables direct contact with respondents. It is an excellent vehicle for scaling attitudes and orientations prevalent in a large population. In fact, the method, which is employed to obtain maximum amounts of data, usually in statistical form, from a large number of people in a short period, is called Social Survey Method. It is based on data collected from living people directly and focuses mostly on current and immediate issues and problems. However, the Survey Method entails some techniques. Among them, schedule has been used in collecting data of the study.

3.5.2 Schedule

In the research, schedule has been used in order to collect necessary data. This technique of data collection is very much like the collection of data through questionnaire. The term “schedule” is used to mean a set of questions that are orally asked by a trained investigator who fills it up in a face-to-face interview with the respondent. Here an enumerator bears a pre-designed information schedule containing pre-set questions and he/she confronts a respondent and asks him/her relevant questions and records those properly on the schedule (Abedin 2005). In the schedule, the respondent does not fill up the questionnaire whereas in the questionnaire the respondent fills it up. Glossing over the topic, it can be surmised that schedule is a type of questionnaire, which is filled up by a trained enumerator according to the oral replies yielded by a respondent. The schedule of the study contains Yes/No and Wh questions.

This technique of data collection is very useful in a research like this for a number of reasons. Here the rate of response is very high because the investigator takes the

responsibility of filling up the schedule and makes the respondent reply. Moreover, in this case, the level of accuracy is very high as the enumerator enunciates the questions to the respondent and he/she records the replies himself/herself. Furthermore, this technique can lead to fairly reliable results (Kothari 2007). In fact, the technique of data collection is really suitable for serving the research purpose.

3.5.3 Observation Method

To observe the real picture of the problems of teaching and learning of English at rural secondary schools, the researcher has resorted to the Observation Method. It is one of the most commonly employed methods especially in behavioural science studies. The observation, serving a particular research purpose, is systematically planned and recorded and is subjected to checks and controls on validity and reliability. In the method, data are collected by the way of the investigator's own direct observation without asking the respondent. In the study, there is a checklist to conduct observation. The method is suitable for culling data in the research. Vis-à-vis other methods, the main mileage of the method is that subjective bias is eradicated if observation is accomplished accurately (Kothari 2007). In a word, it ensures an objective study. Moreover, data collected in the method delineate what is currently happening; they are not complicated by either the past behaviour or future intentions or attitudes. Furthermore, gathering data in the method does not depend on the active co-operation of respondents as happens to be the case in the interview or the questionnaire. Indeed, the Observation Method is suited to the purpose of the very research and that is why, it is selected.

3.5.4 FGD Method

Focused Group Discussion Method has been used to collect necessary data because the prime goal of the study is to extract in-depth information concerning the views harboured by a group of learned people on English phobia among the rural school students of Bangladesh. The participants of the FGD are asked questions in order to facilitate their involvement in the discussion on the research problem so as to elicit their thoughtful views on it.

In comparison to other research methods (such as individual interview) for collecting data, FGD method seems to be best suited to this kind of research. This method is tailored to generate a comprehensive set of data on a particular issue based on the individual as well as collective views of a moderate number of participants (Jahan and Roger 2006). Moreover, from focused group data the researcher can access deeper level meanings of the participants' views and link them with related issues (Stewart & Shamdasani 1990). Furthermore, as the participants share and exchange their views during the discussion, focused group data pave the way for resolving ambiguities shedding light on uncertain and ambiguous issues. In a nutshell, FGD is a qualitative research method which is a discussion in which a small number (usually 6-12) of respondents under the guidance of a moderator, talk about topics believed to be of special importance to the investigation. And as it is conducive to accumulating substantial data for the research, it has been employed.

3.6 The Technique of Collecting Secondary Data

For secondary data, the researcher has turned to literature. He has reviewed the literature comprising course books, reference books, journals, newspapers, theses and

assisted reports from concerned institutions, Government offices and autonomous bodies assisting him to get help in the work of research.

3.7 Selection of the Study Area

The researcher, hailing from Rajshahi, purposively selected Rajshahi, Naogaon and Chapai Nawabgonj districts of Rajshahi division as the study area. There are eight districts in Rajshahi division and altogether sixty four districts in Bangladesh. Despite it, it is surmised that the selected ones represent the total scenario of English education of Bangladesh as the educational pattern of the whole country is homogeneous.

3.8 Sample Size and Procedure

Not in this A sample, as the name implies, is a smaller representation of a large whole (W.G. Goode and P.K. Hatt 1952). A sample is a small unit out of the whole study. Such a unit is expected to be representative of the whole population (Hans Rajc 1988). It is felt that when this unit is studied, the whole population is studied. In other words, the conclusion drawn is representative of the whole group. However, all the rural high schools and madrasas of Bangladesh form the population of this study. The total number of schools and madrasas imparting secondary education is 21919 (Bangladesh Arthanaitik Samikkha 2007). To determine the sample size, multi-stage sampling technique was resorted to. Firstly, out of the seven divisions of Bangladesh, Rajshahi division was selected purposively. Secondly, among the eight districts of Rajshahi division, the researcher purposively selected three adjacent districts- Rajshahi, Naogaon and Chapai Nawabgonj. Thirdly, the researcher randomly opted for one upazila from each of them. Fourthly, four high schools were selected from each of the

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upazilas randomly. Fifthly, students were chosen from class VI – X of the high schools. From each of the classes four students were randomly selected. Therefore, the total number of students has been (12×20) 240 (aged between 12 & 16). Moreover, from the twelve schools, the researcher purposively selected 40 teachers, involved in English teaching. In fact, the total respondents of the study are numbered $(240 + 40)$ 280.

3.9 Designing the Instruments

Several instruments have been employed to collect data for the study. They include schedules, a measurement scale, class tests, observation and FGD. The researcher has designed the instruments to serve his research purpose.

3.9.1 Schedules

The schedules of the study are of two types – the schedule to unearth the causes leading to English phobia among students and the schedule to diagnose the problems of our English teaching and learning by eliciting ideas and views of the teachers. The schedule for finding out the causes of English panic covers questions, pertaining to students' attitude towards English, English classes, English culture and classroom environment. It also contains questions regarding their language skills, socio-economic condition, teachers' teaching style and so forth. On the contrary, the schedule for teachers embodies questions concerning their educational qualifications, lesson plans, teaching style, classroom environment, classroom practices and their views on the problems existing in the realm of English education in Bangladesh. In fact, the two schedules consist of a questionnaire each and the questionnaires were finalized after a pilot survey, preceded by a preparatory investigation.

3.9.2 Phobia Measurement Scale

A five-point scale of thirty questions has been constructed to measure English Phobia among students. At first a lot of statements, implying English Phobia and phobialessness, were accumulated from teachers and students, the prospective participants of the study. The subjects indicated the degree of their agreement or disagreement with the statements, which were either completely favourable or entirely unfavourable to English Phobia. There were five responses for each statement. According to relevant theoretical propositions, practical evidence, collected through pre-testing of the scale and a panel of judges, the statements and their responses in respect to the magnitude of favourableness or unfavourableness to English Phobia were selected, set and the responses were given scale value to finalize the scale. Then the statements were transformed into questions. Thus, the scale was constructed. Each response of the questions carries a scale value. The lowest scale value of a response is 1 and the highest value is 5. The response, most favourable to English Phobia, carries scale value 5 and the Phobia favourable response next to it in view of the degree of favourableness bears scale value 4. On the contrary, the response most unfavourable to English Phobia (i.e. indicating no Phobia) has scale value 1 and the response next to it in respect of the dimension of unfavourableness carries scale value 2. The response "Undecided", implying neutrality apparently, carries scale value 3. Accordingly, the total score 90 or less than 90 indicates no English phobia but in reality, somewhat something different has been unfurled. Through a study on some students, it has been unveiled that yielding the response 'undecided' they have averted the correct response. When they have thought, a particular response may reveal something degrading either for them or for teachers, they have pretended to be undecided. So the total score 90 also suggests English phobia. Indeed, the total scores between 150

There are established scale to measure anxiety/phobia

(30×5) and 90 denote English phobia and only the scores less than 90 imply no phobia of English. The scale of measuring English phobia encompasses responses related to students' perspectives towards English. On the basis of theories and practical evidence, questions were formulated in such a way so that their responses could reveal whether the respondents had English phobia or not. In fact, the above-mentioned five-point scale has been used to measure English phobia among school students.

3.9.3 Class Test to Measure Students' Performance in English

How the test was designed?
A class test was designed to measure rural school students' performance in English. The selected students were administered the test. As there are four major skills of language – reading, writing, speaking and listening, students' performance in those spheres was measured. To test reading skill, a passage of class nine standard was used. After the completion of reading, students were asked some questions about the passage. In writing test, students were asked to write a paragraph on "Your Aim in Life". In the test of speaking, students were given cues on "Your Favourite Friend". On the contrary, in listening test, a dialogue of class ten standard was used (all are annexed to the appendix). The researcher used a tape-recorder to play the dialogue. At the end students were asked questions about its gist to test their listening skill. As a matter of fact, reading, writing, speaking and listening tests were administered to measure school students' performance in English.

3.9.4 Class-Observation

A checklist was prepared for class observation focusing on the class-taking preparation and lesson plans of the teacher, students' understanding the lecture, the

teachers' inspiration to students, the medium of classroom instructions, students' aversion to English, their fear of asking questions, their group or pair work, their errors, teachers' presentation of grammar, students' attention in the class, teachers' patience, sitting arrangement of students, audio-visual facilities, practice of language skills, teaching style and so on. Indeed, data yielded by schedules were cross-checked through observation.

3.9.5 FGD

A focused group discussion, involving six English teachers and three guardians, was arranged and it shed light on the causes of students' poor performance in English springing from English phobia. The participants were asked questions formulated on the objectives of the piece. The questions were to ignite them to unfold the causes of English phobia (annexed to appendix). Moreover, they were supplicated for suggesting measures so as to eradicate the causes of students' scare of English. Above all, they were engaged in open discussion on the research problem among themselves, yielding paramount information for the study.

3.10 Validity, Reliability and Practicality of the Instruments

3.10.1 Validity: Validity, which denotes exactness, is concerned with whether a test measures what it intends to measure. Both the construct and content validity of an instrument make it sure that the data amassed through them are exact (Podder 2007). Content validity asks if the content of the test matches the content of the study and construct validity examines if the test matches a theoretical construct (in the same book just mentioned). Moreover, there is concurrent validity referring to the usefulness of a test relating to other measures of known validity. The following facets

Not
Bib.

have been deemed to design the questionnaires for the survey and phobia measurement scale with a view to ensuring their content validity:

- a. Objectives of the study
- b. Suggestions of the experienced researchers and English teacher educators
- c. Comments of the teachers and students received in pre-testing of the questionnaires
- d. Suggestions of the supervisor

Furthermore, available books on research methods have been studied for having information of different data collection methods, sampling procedures and their strength and weaknesses. The study of the books on research methods aided to construct the questionnaires for the survey, the phobia measurement scale, planning the FGD and the checklist for observation. Construct validity of the instruments has further been ensured through pre-testing of the instruments and relating them with relevant theoretical constructs. After the pre-testing, valuable points have been annexed to them and questions, that appeared to be useless, have been excluded. Clear instructions have been provided to avert ambiguity. Leading questions have consciously been avoided.

On the contrary, the concurrent validity of the phobia measurement scale has been ensured by comparing its results with those of school exams. It has been discerned that students, having English phobia (detected by the phobia measurement scale) usually score poor marks in English. In addition, making use of data triangulation, validity of data has further been ensured. The bias, that is considered to be a danger in using qualitative research approach, has been surmounted by data triangulation.

Through various methods, data have been collected and assembled according to the multi-method data triangulation technique. And the collected data are found homogeneous.

3.10.2 Reliability

Reliability, which means consistency or replication, looms large in research. It is concerned with the extent to which one can rely on the test results. It is viewed that there is always a validity-reliability tension. In such cases, reliability offers a possible compromise (Podder 2007). Some times, it is substantial to sacrifice a degree of reliability to augment validity. However, the researcher has resorted to the equivalent or parallel test in order to ensure the reliability of the questionnaire. In line with the method, a group of respondents are tested using two tests having same objectives but different statements. The questionnaires for students are filled up based on the views of 240 students. The same students are tested again using English phobia measurement scale. Then comparing the results of one test with those of another it is found that their upshots are almost alike although the two tests of same objectives have different statements. And this is how their being identical is established. Thus, reliability of the questionnaires is ensured.

3.10.3 Practicality

The practical characteristic of a measuring instrument is judged in view of economy, convenience and interpretability. A measuring instrument should be practical i.e. it ought to be economical, convenient and interpretable. The aspects furnished below are considered to ensure the practicality of the instruments:

1. Although more items yield greater reliability, the researcher took only twelve schools for the study purpose due to the economic and time constraints.
2. The questionnaire encompasses clear instructions illustrated by examples so that it could be easily administered.
3. The researcher has designed the questionnaire and interpreted the results himself.
4. The measuring instruments are supplemented by detailed instructions for administering the test, by evidence about the reliability and guidance for using the test and for interpreting results.

In fact, the measuring instruments have been framed in view of practicality because a valid and reliable test is useless if it is not practical in terms of economy, administration and interpretation of results.

3.11 Administering the Study

To carry out the study properly, the researcher explored the study area in person. At first, he went to the district education offices of Rajshahi, Naogaon and Chapai Nawabgonj to know about the location of the upazilas where the selected schools exist. Then he went to those upazila project offices and collected the addresses of the opted schools. He visited the following schools of Rajshahi, Naogaon and Chapai Nawabgonj districts for the research purpose.

Table: 3.1

List of Schools

Name and Address of Schools/ Madrasas	Number of Selected English Teachers	Number of Selected Students	Year of Establishment	Location
1.Bonga chok Rohmot High School,	4	20	1975	Rural area(18 Kms away from Tanore

Village: Chokrohmot Post: Chorkhoir Upazila: Tanore District: Rajshahi				upazila)
2.Kalma Islamia Dakhil Madrasa Village: kalma Post: Chorkhoir Upazila: Tanore District: Rajshahi	3	20	1984	Rural area (20 Kms away from Tanore upazila)
3. Kismot Billi High School Village: Billi Post: Chorkhoir Upazila: Tanore District: Rajshahi	3	20	1968	Rural area(26 Kms away from Tanore upazila)
4. Dargadanga High School Village: Dargadanga Post: Chondon Kotha, Upazila: Tanore, District: Rajshahi	3	20	1973	Rural area(15 Kms away from Tanore upazila)
5. Rajbari High School, Village&Post: Rajbari, Upazila: Nachole, District: Chapai Nawabgonj	3	20	1987	Rural area(12 Kms away from Nachole upazila)
6. Bhujail Dakhil Madrasa, Village:	3	20	1973	Rural area (5 Kms away from Nachole upazila)

Bhujail, Post: Nachole, District: Chapai Nawabgonj				
7. Nasirabad Dulahar High School, Village: Nasirabad, Post & Upazila: Nachole, District: Chapai Nawabgonj	3	20	1972	Rural area(4 Kms away from Nachole upazila)
8. Bhatsha High School, Village: Batsha, Post: Rajbari, Upazila: Nachole, District: Chapai Nawabgonj	3	20	1971	Rural area (9 Kms away from Nachole upazila)
9.Shadapur Kharibari High School, Village&Post: Kharibari Upazila: Niamatpur District: Naogaon	3	20	1967	Rural area(19 Kms away from Niamatpur upazila)
10. Kharibari Girls' High School, Village: Zigatola, Post: Kharibari Upazila: Niamatpur District: Naogaon	4	20	2000	Rural area(18 Kms away from Niamatpur upazila)
11.Shadapur Madrasa, Village&Post: Kharibari Upazila:	4	20	1990	Rural area(20 Kms away from Niamatpur upazila)

Niamatpur District: Naogaon				
12. Balatoir High School, Village & Post: Balatoir Upazila: Niamatpur District: Naogaon	4	20	1970	Rural area(13 Kms away from Niamatpur upazila)

Source: Field Survey

The researcher called on the Headmasters of the respective schools with a view to seeking their help in running the survey and fixing the dates of conduction of the study. On the scheduled dates, he ran the study in twelve schools respectively. He met the selected students and teachers with the schedules and filled up the questionnaire based on their responses. Furthermore, the researcher employed a five-point scale to measure English phobia among 240 students and tested their performance in reading, writing, speaking and listening skills. In addition to this, he observed twenty English classes with a checklist. There was a curtain between the researcher and the students so that they could not sense his presence, ensuring the normal environment of the classroom. Not only that, the researcher formed a group comprising six English teachers and three guardians for FGD. They were engaged in group discussion on the research problem. The researcher yielded no views but facilitated their discussion, putting it on the right track. In fact, the researcher spent almost four days to administer his study in each of the schools and took two months to complete from alpha to omega of his entire study. And thus, the study was administered.

3.12 Processing and Presentation of Data

The collected data have been arranged into classes according to their various characteristics. Then they have been tabulated based on objectives. Percentage, a

statistical tool, has been used to present data. Qualitative data have been presented through description. In brief, data have been presented in textual and tabular forms, preceded by processing.

3.13 Data Collection Period

It took two months to collect data. At first data were collected from 15 October, 2008 to 15 November, 2008. It was interrupted by school final exams and national polls. Later on, the researcher again embarked on collecting data in 1 February, 2009 and continued it till 28 February, 2009.

3.14 Discussion

Discussion refers to the task of dealing with the accumulated data after a study with a view to exploring many different facets of them. In fact, it is a quest for broader meaning of research findings. Discussion of the study has been done very scrupulously. The researcher has established relationships within the collected data partially overlapping analysis. Significant findings of the study have also been compared with the existing literature to interpret and establish the facts about English phobia among the rural secondary school students in Bangladesh. Moreover, their resemblance with the assumption of the piece has been sought in making a comparison between them.

3.15 Conclusion

The research has been conducted methodically. Firstly, the researcher determined the field of the study and selected the research topic. Secondly, he formed an assumption and set some objectives reviewing relevant literature. Thirdly, he selected the population. Fourthly, he carried out a preparatory investigation. Fifthly, he ran a pilot

survey. Sixthly, he trained the assistants. Seventhly, he collected data employing Social Survey, Observation and FGD Methods. The last but not the least phase was analysis of data and writing the thesis. Thus, crossing all t's and dotting all i's the entire gamut of the piece was accomplished meticulously.

Chapter IV

Analysis & Results

4.1 Introduction

The data, obtained from the empirical study through different methods (described in chapter- III), are analyzed and presented in this chapter. The data are accumulated to delve into the causes of English phobia among rural secondary school students of Bangladesh. They are collected mainly by schedule, FGD and observation involving students, teachers and guardians. The results are presented under several headings, which are: (1) Results of Measuring English Phobia, (2) Results of the Class-Test, (3) Results of the FGD, (4) Results of the Classroom Observation & (5) Results of the Schedules for English Teachers & Students.

4.2 Results of Measuring English Phobia

A five-point measurement scale, devised according to Likert's five point scale construction techniques, has been used to measure English phobia among 240 high school and madrasa students. Among them 180 students are school students and 60 are from madrasas. The results of measuring English phobia among the students are presented below:

4.2.1 Students Having Poor Marks and English Phobia

The table 4.1 shows the exam-marks and scale-scores of 160 students. It evinces that the range of exam-marks of 68 students is between 30 – 39.

Table: 4.1

Range of Marks in English Exam	Range of Scores	Number of Students	Remark/Comment
30 – 39	120 – 150	68	English phobia
40 – 49	90 – 120	92	English phobia

Source: Field Survey

Their range of scores on the phobia measurement scale is between 120 – 150. On the other hand, the span of exam-marks of 92 students is between 40 – 49. Their limit of scale-scores is between 90 – 120. As the score, which is more than 90, (already determined in a valid and reliable manner in chapter iii) suggests English phobia, these students' scores imply they are scared of English and are doing badly in it.

4.2.2 Students Having Satisfactory Marks but English Phobia

English phobia impedes proper learning of English. As a result, students having scare perform poorly in English exams.

Table: 4.2

Range of Marks in English Exam	Range of Scores	Number of Students	Remark/Comment
60 – 69	90 – 120	20	English phobia

Source: Field Survey

But there are some exceptions. The table 4.2 evinces exam-marks and scale-scores of 20 students who are exceptional. Their range of marks in the English exam is between 60 – 69 but their span of scores on the phobia measurement scale is between 90 – 120 suggesting English phobia. Those students have informed that they have got many questions common in the exam. That is why, they have been able to score good marks in English in spite of being weak in it. It implies that there is something wrong with the question setting and it calls for setting creative questions in the exam.

4.2.3 Students Obtaining Satisfactory Marks and Having no English Phobia

Students having no English phobia not only learn English well but also do good performance in the English exam. The table 4.3 depicts the exam-marks and scale-scores of 60 students. The range of marks of 24 students is between 50 – 59.

Table: 4.3

Range of Marks in English Exam	Range of Scores	Number of Students	Remark/Comment
50 – 59	75 – 90	24	No English phobia
60 – 69	60 – 75	16	
70 – 79	45 – 60	12	
80 – 100	30 – 45	8	

Source: Field Survey

Their scores on phobia measurement scale are between 75 – 90. The span of marks of 16 students is between 60 – 69. Their range of scores is between 60 – 75. Exam marks of 12 students are between 70 – 79. Their scores on the scale are between 45 – 60. And the limit of marks of 8 students is between 80 – 100. Their span of scores on the scale is between 30 – 45. The scores of these 60 students suggest that they have no English phobia. They are doing well in English.

4.2.4 Indeed, out of altogether 240 students, 160 students are found to have English phobia and 60 students have no scare at all. Students, who have phobia, are doing badly in English but only 20 students, having fear of English, are exceptional. They have done well in the exam. On the contrary, students with no English phobia are obtaining good marks and doing good performance in English. The situation demands immediate measures to eradicate English phobia for better learning of English. The performance in English of 240 students has been tested and the results of the test have been presented and analyzed in the next section.

4.3 Results of the Class-Test

To measure performance in English of 240 students, they were administered reading, writing, speaking and listening tests. They are as follows:

- 1) ***Reading Test:*** In reading test students were given a passage on “Population Problem in Bangladesh” to read. The passage was of class x standard followed by some questions (available in appendix) framed on it. Students were given half an hour to read the passage and answer the questions. They answered all the questions.
- 2) ***Writing Test:*** In writing test students were asked to write a paragraph on “Your Aim in Life”. They were given half an hour to write the paragraph. Only 24 out of 240 students were able to generate ten sentences each. 96 students wrote six sentences and 120 wrote five sentences each. It was frustrating that none of them managed to maintain unity and coherence in their writing.
- 3) ***Speaking Test:*** In the test of speaking, students were asked to speak on “Your Favourite Friend”. Cues were given to facilitate their speaking. All the students hesitated to speak instantly. They were given five minutes each to take preparation before speaking. Their speech was first recorded and then transcribed into a piece of writing.
- 4) ***Listening Test:*** To test students’ listening skill they were given a listening test. In the test, a recorded speech (available in appendix in written form) on 21 February was played twice and students listened to it. After the completion

of listening, they were asked to answer five questions based on the listened topic. Half an hour was taken to complete the test.

In the aforesaid tests most of the students made a lot of mistakes. Among them, there were some mistakes, which were the most occurring ones in their performance. The categories of mistakes, which mostly occurred in students' output, are analyzed and presented below:

Table: 4.4

Categories of Mistakes

Spelling
Missing s/es at the end of verbs
Capitalization
Sentence construction
Punctuation
Use of articles
Use of prepositions
Knowledge of C/U nouns
Use of finite and other verbs
Wrong use of tense
Use of ings
Use of actives and passives
Subject-verb agreement
Other mistakes (incomplete answers, lack of understanding questions resulting in irrelevant answers, quoting from passage, no topic sentence, no concluding sentence, lack of unity and coherence, inability to answer to the point and pronunciation)

Source: Field Survey

- **Spelling:** Spelling is part and parcel of writing. Spelling mistake is a great one. Students participating in class-tests made many spelling mistakes. This was one of the most occurring mistakes in their writing (for example, am, essantial, serviv, finly, paramidical, knowledge, madical, ain, connot, dipensary, successfull, tring, meter, reagred, went in place of want, verious, hasited, becom, terget, farend, frient, miner in place of minar, february, falen in sentence nos. 6, 8, 9, 5, 13, 17, 19, 20, 21, 25, 22, 23, 24, 25, 31, 28, 32, 33, 34, 35, 37, 38, 39, 42).
- **Missing s/es at the end of verbs:** *When a sentence is in the present indefinite tense and the subject is in the third person singular number, an s or es is added to the end of verb. In the class-test, some students missed s/es at the end of verbs when the subject was in the third person singular number and the tense was present indefinite (For instance, go and want in sentence nos. 4, 17). This was a mistake, which occurred frequently in their writing.*
- **Capitalization:** Capitalization is important in writing. Being a matter of great regret, some students even could not exhibit their knowledge of capitalization. In writing they started some sentences with small letters (as the, there, my, everyman, it, february in sentence nos. 2, 3, 9, 5, 34, 38).
- **Sentence Construction:** Some students could not show any skill in sentence construction as they made mistakes in framing most of the sentences (as in sentence nos. 5, 7, 8, 9, 10, 14, 18, 22, 25, 29).

- **Punctuation:** Punctuation is very important in writing. It is essential to make the meaning clear but some students made mistakes in punctuating sentences (as no comma after the first clause and no full stop at the end in sentence nos. 4,22, 42).
- **Use of Articles:** 'A', 'an' and 'the' constitute the articles indicating whether a noun is indefinite or definite. It is also of utmost importance but many students could not use articles appropriately, which is very miserable (for example, use of 'an' before the word 'dangerous', no article before the words 'subject' 'aim', 'teacher', 'nation', 'educated man', 'social animal', 'doctor' in sentence nos. 1,6,7,10,12,14,16,22).
- **Use of Prepositions:** Use of prepositions bears much importance. So, a school student should have minimum knowledge about it but many students could not use prepositions appropriately in their writing and speaking (as unnecessary use of 'to', no preposition at the beginning of a sentence in spite of necessity, verb in place of preposition before the word 'need', no preposition before the verb 'learn' in sentence nos. 5,15,38,40,41,11,35,29).
- **Knowledge of Countable and Uncountable Nouns:** A school student should have knowledge about countable and uncountable nouns being very important from the perspective of grammar but many students exhibited their poor range of knowledge regarding nouns and their use (for example, using the words 'teacher', 'animal', 'doctor' as uncountable nouns in sentence nos. 10,16,22).

- ***Use of Finite and Other Verbs:*** To get the status of a sentence, a word or a group of words must have at least a finite verb i.e. the principal verb indicating a particular tense. A number of students did not use any finite verb in some sentences. Some students used finite and other verbs incorrectly implying their lack of basic knowledge of English grammar (as using 'have' in stead of 'has', the noun 'development' in place of the verb 'develop', 'success' in place of 'succeed', no finite verb in sentence nos. 5,7,25,9,14,39,41).
- ***Wrong Use of Tense:*** Tense is called the soul of English. And so it must be properly maintained in a sentence but unfortunately most of the students could not maintain tense appropriately in their performance. (for example, using past tense in place of present tense, present in place of future in sentence nos. 13, 32, 23, 24).
- ***Indiscriminate/Unnecessary Use of 'Ings':*** According to the dos and don'ts of English grammar, most of the verbs take 'ings' to the end in different circumstances (such as for making phrases, for using them in continuous tense, for forming gerunds etc.) but some students added 'ings' to the end of verbs in some cases inappropriately, unfolding their poor range of knowledge of grammar (as in sentence nos. 39, 41).
- ***Actives and Passives:*** knowledge of actives and passives is important for the use of language. Actives and passives cannot be used indiscriminately but some students could not use actives and passives appropriately in most cases

(As passive in place of active in sentence nos. 15, 43). It was one of the major mistakes in students' performance.

- ***Subject –Verb Agreement:*** Subject–verb agreement is one of the important rules of any language but some students taking part in the class-test could not maintain it properly in some sentences (As 'have' in place of 'has', 'want' in stead of 'wants' in sentence nos. 5, 17). It is undoubtedly dismal.
- ***Other Mistakes***
- ***Incomplete Answers:*** To get good marks in exams, answers must be complete. Incomplete answers always carry poor marks but some students could not complete their answers and so left some answers incomplete in the class-test. It is obviously miserable.
- ***Lack of Understanding the Questions:*** Before answering any question, it must be understood first. Some students, participating in the class-test, were unable to understand questions well in some cases and it resulted in their giving irrelevant answers, deserving no marks at all. It highlighted their lack of proper knowledge and understanding capability of English language.
- ***Quoting from Passages:*** While answering questions in a reading test, much quoting from the given passage is the testimony of the inability to generate own sentences, deserving poor marks. In the reading test, most of the students quoted many sentences from the given passage, displaying their lack of the ability to produce sentences.

- ***No Topic Sentence:*** In a piece of writing, a topic sentence is of paramount importance but again most of the students could not write any topic sentence.
- ***No Concluding Sentence:*** Like a topic sentence, every piece of writing should have a concluding sentence at the end re-stating the topic sentence but most of the students could not mark the end of their writing with an apt concluding sentence. It was one of the most occurring mistakes in students' writing.
- ***Lack of Unity and Coherence:*** Lack of unity and coherence was also one of the most frequently occurring mistakes in the students' writing. Most of them had no idea of unity and coherence, resulting in jumbled sentences.
- ***Inability to Answer to the Point:*** To score good marks, the answers in the exam scripts must be to the point but in the class-test most students failed to answer the questions to the point because of their lack of proper knowledge and skill.
- ***Pronunciation:*** Pronunciation is an important component of speaking. A speaker's pronunciation should be mutually intelligible but in the speaking test, some students failed to speak even in understandable pronunciation in some cases.

The overall results of the class-test are not very satisfactory and bring two important things to light-(1)most of the students are weak in English & (2) they are cutting a sorry figure in their performance . And it is really alarming.

4.4 Results of the FGD

A focused group discussion, comprising nine participants, was aimed to elicit their views on the causes of English phobia among students and on the ways to eradicate it. The data lent itself to a qualitative thematic analysis. To enable this analysis, a thorough transcription of the group discussion with all recorded spoken features (including back-channelling, incomplete utterances and interruptions) was undertaken. The second step was to highlight and collect all of the extracts from the data, pertaining to a particular theme. The participants' views on each of these themes were then compared with theoretical perspectives from the relevant research literature.

Discussants of the FGD, arranged at a high school, disclosed the causes of English phobia among rural school children from their own perspectives through their discussion. They opined that several causes can be held responsible for school students' English phobia. At the end of the discussion, all the participants reached a consensus regarding the causes of scare of English among school students. However, the results of the FGD, highlighting the causes of fear, are presented and analyzed below:

Table: 4.5

Question	Answer	Number of Respondents (N=9)
	Lack of competent teachers	9
	Shortage of suitable teaching materials	6

What are the causes of English phobia among school children?	Lack of education and awareness among students' guardians	7
	Lack of motivation among students	4
	Linguistic contrast between Bangla and English	2
	Dearth of exhaustive vocabulary and proper knowledge of grammar	3
	Lack of proper communication through English	1
	Frequent change of English syllabus	3
	Insufficiency of quality teaching at primary level	2
	School teachers' getting low salaries	4
	Recruitment of ineligible teachers	2
	Faulty testing and evaluation system	1
	Poverty of students' parents	1
	Lack of proper practice of creativity among students	1
	Use of difficult words in the text-book	1

Source: Field Survey

- The above table shows, all the participants of the FGD session viewed that lack of competent teachers is one of the causes of students' English phobia in rural schools of Bangladesh.
- 6 discussants out of 9 unfolded that shortage of suitable teaching materials is another cause.
- 7 participants articulated that lack of education and awareness among students' guardians also accounts for students' scare of English.
- 4 discussants considered students' demotivation as another factor.
- 2 participants underlined the contrast between Bangla and English as a cause of students' fear of English.
- 3 participants remarked that there is dearth of exhaustive vocabulary and proper knowledge of grammar among students leading to their English phobia.
- 1 discussant opined that lack of proper communication through English is also another cause.
- 3 participants viewed that frequent change of English syllabus also contributes to English phobia.
- 2 teachers disclosed that insufficiency of quality teaching at primary level leads to students' scare of English.
- 4 participants expressed that school teachers' getting low salaries is one of the causes of their substandard performance resulting in students' English phobia.

- 2 discussants opined that recruitment of ineligible teachers contributes to students' English phobia.
- 1 participant disclosed that faulty testing and evaluation system also accounts for school students' English phobia.
- 1 discussant viewed that poverty of students' parents can be indirectly held responsible for students' fear of English.
- 1 participant articulated that lack of proper practice of creativity among students can also be termed a cause creating students' English phobia.
- 1 discussant expressed that use of difficult words in the English text-book is also another cause.

*This is your
findings, where
is the analysis?*

4.4.1 Discussants' Suggestions

Nine discussants of the FGD session suggested some measures in order to eradicate English phobia from the minds of rural high school students. The measures to dispel English phobia, unfolded by the participants of the session, are presented below:

- High school English teachers should be imparted proper training.
- Suitable teaching materials must be provided.
- Education needs to be spread more and awareness- raising programmes for the students' guardians should be launched.
- Students must be motivated to learn English.
- English should be taught in a very easy way from primary level.

- Students should be inspired to enhance their vocabulary.
- Proper teaching of grammar from primary level needs to be ensured.
- Students should be inspired and helped to communicate through English from primary level.
- The English syllabus of school level needs to be updated according to the need of time and its frequent change must be stopped.
- Teachers should be paid reasonable salaries.
- Teachers must be appointed on the basis of merit.
- Testing and evaluation system of secondary level needs to be revised.
- There should be exhaustive tasks on creativity in the English syllabus and the practice of creativity in classroom teaching must be ensured.
- Appointing of quality teachers must be ensured.
- Above all, English should be taught through exposure to a lot of use of English.

4.5 Results of the Classroom Observation

As part of classroom observation twenty English classes from twelve schools have been observed in total. Results of the observation are analyzed and presented below:

- No teacher was found to be well-prepared and well-organized in the class.
- None of them made any lesson plan.
- Most of the students seemed to be able to understand the teachers' lectures.

- Only 4 teachers out of 20 were seen to motivate students to learn English
- Mainly Bangla was used as the medium of classroom instruction.
- Most of the students had aversion to learning of English.
- Most of the students were afraid of asking questions in the classroom.
- Only 2 teachers were seen to put students in group and pair work.
- Only 4 teachers were found to correct and explain students' errors. Others only underlined the erroneous parts of sentences without giving any feedback.
- 18 teachers were seen to present grammar deductively.
- Most of the students were inattentive to teachers' instructions in the class.
- 4 teachers were seen to be impatient with the students in the class. Sometimes they were very rude to them.
- While taking classes, no teacher was noticed to follow the instructions of TGs properly.
- Sitting arrangement of 20 classes was unfavourable to group and pair work.
- Only reading and writing were seen to be practised in the classroom.
- Only 2 teachers were found to use pictures, diagrams, bubble speech et al.
- 4 teachers were found to encourage students' creativity.
- Most of the students were regular in the class.
- Students had scanty access to computer only.
- All teachers used to take classes regularly.
- Only 4 teachers were found to be co-operative.
- 10 teachers appeared to be comfortable with the class.
- Only 5 teachers appeared to be pleasant with the students.

These are all findings, not analysis

- 12 teachers were seen to teach students in a mechanical manner.
- 16 teachers were found to use Grammar -Translation Method.
- Only 4 teachers were seen to use communicative methodology partially.
- Most of the teachers' pronunciation was understandable but not accurate.

4.6 Results of the Schedules for English Teachers & Students

Schedules have been employed to collect data from teachers and students. The gathered data are analyzed and their results are presented below:

4.6.1 Academic Background of English Teachers

4.6.1.1 Academic Qualifications of English Teachers

For proper teaching, teachers' academic qualifications are of paramount importance but most of the English teachers of rural schools are not qualified enough to teach English skilfully. The table 4.6 shows that among the teachers teaching English at rural high schools, 90% teachers are pass-graduates³.

Table: 4.6

Qualification	Response	Number of Respondents	Percentage (N=40)
B.A. (Pass)	Yes	36	90
B.A. (Hons.)	Yes	4	10
B.Ed	Yes	14	35
M.A.	Yes	2	5
M.Ed	Yes	2	5
Training on ELT	Yes	16	40
Non-training	Yes	24	60

Source: Field Survey

Give title to each table

³ Persons completing two year graduation course are called pass-graduates.

Only 10% teachers are honours-graduates. 35% teachers have B.Ed. Only 5% teachers have M.A. and teachers of the same percentage have M.Ed. Moreover, 40% teachers have training on ELT. On the contrary, 60% teachers have no training on English language teaching. The overall survey brings out a bleak picture of our English teachers' academic qualifications.

4.6.1.2 Teachers Studying English at Undergraduate Level

To be an English teacher, a person must have sufficient English learning back-ground but most of the teachers do not have it. The table 4.7 evinces that 30% did not have English at undergraduate level and 70% teachers had English as a mandatory discipline at the level.

Table: 4.7

Question	Response	Number of Respondents	Percentage (N=40)
Did you have English at undergraduate level?	Yes	28	70
	No	12	30

Source: Field Survey

4.6.2 Teachers' Performance in the Class

4.6.2.1 Taking of Classes Every Week

A teacher's sole responsibility is to take classes but the burden of too many classes cannot ensure quality performance. At school level, English teachers of our country are vested with the responsibility of taking a lot of classes every week.

Table: 4.8

Question	Number of Classes	Number of Respondents	Percentage (N=40)
How many classes do you take every week?	18	16	40
	30	24	60

Source: Field Survey

The table 4.8 exhibits that 40% English teachers take eighteen classes every week. They also take classes on other subjects alongside English. On the contrary, 60% teachers have to take thirty English classes a week. It is undoubtedly a huge burden for them, marring the quality of their performance.

4.6.2.2 Preparation of Lesson Plans

To do something properly, one needs to make a plan before hand. And it is true of taking classes but most of the English teachers do not make any lesson plan at all. The table 4.9 shows that 90% English teachers do not make any lesson plan before taking classes. Only 10% teachers prepare lesson plans but during classroom observation the researcher has observed no English teacher following any lesson plan. As a result, proper teaching does not take place, which is really frustrating.

Table: 4.9

Question	Response	Number of Respondents	Percentage (N=40)
Do you prepare lesson plans before taking classes?	Yes	4	10
	No	36	90

Source: Field Survey

4.6.2.3 Medium of Classroom Instruction

The medium of classroom instruction is of utmost importance for proper teaching and learning. Ideally, the target language should be the medium of classroom instruction but in rural high schools of Bangladesh, the medium of instruction in English classes is usually Bangla. The table 4.10 shows that 100% English teachers mostly speak Bangla while taking classes.

Table: 4.10

Medium of Instruction	Response	Number of Respondents	Percentage (N=40)
Only English	No	40	100
Mostly Bangla	Yes	40	100

Source: Field Survey

They hardly utter any English word. No teacher teaches English using the medium of English. Moreover, during observation the researcher has found to his dismay that whenever an English teacher articulates any English word, most of the students fail to understand him. As there is lack of comprehension in the class, the students are demotivated and consequently they lose interest in the class.

4.6.2.4 Knowledge of Language Skills

Most of the English teachers of rural high schools do not have sufficient knowledge about the four skills of language. The table 4.11 exhibits most of the English teachers' poor knowledge of the major skills. Only 40% teachers have been able to showcase the proof of their knowledge about the skills. On the contrary, 60% English teachers have evinced their lack of proper knowledge of them.

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Table: 4.11

Question	Type of Answer	Number of Respondents	Percentage (N=40)
What are the major language skills?	Correct	16	40
	Incorrect	24	60

Source: Field Survey

4.6.2.5 Division of Class-Time for Teaching

To teach a language, teachers need to divide class-time for teaching language skills but most of our English teachers usually do not do so. The table 4.12 shows that 95% English teachers do not divide class-time for teaching different language skills- reading, writing, speaking and listening. Only 5% English teachers teach the skills separately.

Table: 4.12

Question	Response	Number of Respondents	Percentage (N=40)
Do you divide your class-time for teaching different language skills?	Yes	2	5
	No	38	95

Source: Field Survey

But during class observation, the researcher has observed that no English teacher divides class-time for teaching the skills. Some teachers have not yielded the authentic data lest they might lose their image and the data might be used against their interest. As a consequence, proper teaching does not take place.

4.6.2.6 Reading the Text in Reading Classes

Reading is one of the four major language skills. To improve the reading skill of students, teachers need to make them practise reading but most of the English teachers do not make students practise the skill in the class-room in most cases. The table 4.13 delineates that according to 100% students, in most cases English teachers instead of students read the text in the class. As a consequence, most of the students cannot read properly and often fail to improve their reading skill. During classroom observation, the researcher has found the same scenario.

Table: 4.13

Question	Response	Number of Respondents	Percentage
Who read the text in reading classes?	In most cases, teachers do it.	240	100

Source: Field Survey

4.6.2.7 Putting Students in Pair Work

Pair work is an effective technique for teaching English properly in the Communicative Method (Larsen-Freeman 1986) but most of our English teachers usually do not put students in pair work. The table 4.14 exhibits that only 10% English teachers put students in pair work. 90% teachers do not involve them in it. Moreover, the researcher has observed that teachers hardly encourage students for pair work. Students are not usually used to the work. So even if some teachers make any effort for pair work, the response is not positive.

Table: 4.14

Question	Response	Number of Respondents	Percentage (N=40)
Do you put the students in pair work?	Yes	4	10
	No	36	90

Source: Field Survey

4.6.2.8 Arranging Group Work

Like pair work, group work is also necessary for teaching students in the Communicative Method properly (Richards & Rodgers 1986) but most of our English teachers do not involve students in group work. The table 4.15 displays that only 10% English teachers arrange group work for students. 90% teachers do not put them in group work. Moreover, the researcher's class observation has confirmed the fact. It is frustrating indeed.

Table: 4.15

Question	Response	Number of Respondents	Percentage (N=40)
Do you arrange group work for students?	Yes	4	10
	No	36	90

Source: Field Survey

4.6.2.9 Giving Tasks to Students

To facilitate proper learning, teachers have to assign various tasks to students. Our English teachers carry out the responsibility. The table 4.16 demonstrates that 100% English teachers give tasks to students but the researcher has eyed that the tasks are hardly standard enough to contribute to students' proper learning.

Table: 4.16

Question	Response	Number of Respondents	Percentage (N=40)
Do you give tasks to students?	Yes	40	100

Source: Field Survey

4.6.2.10 Making Students Practise Sentence-Generating

Writing is the most difficult language skill. Students must know sentence-making to be able to write. All of our school teachers make students practise sentence-generation. The table 4.17 shows that according to 100% students, English teachers make them practise sentence-producing by giving some rules but during classroom observation, the researcher has witnessed that in most cases the practice of sentence-generating is not sufficient to boost up students' writing skill. It is, indeed, miserable and demands proper training of English teachers in order to have fruitful results.

Table: 4.17

Question	Response	Number of Respondents	Percentage
Do your English teachers make you practise making sentences by giving some rules?	Yes	240	100

Source: Field Survey

4.6.2.11 Giving Feedback to Students

For proper learning, feedback of students' performance is of much importance. Our English teachers give feedback of students' tasks in the class. The table 4.18 shows that

100% English teachers of rural high schools yield feedback to students. Actually feedback can help students boost up their standard and correct their mistakes or errors if there is any. So giving feedback is very essential but the researcher has noticed that in most cases the feedback yielded by the teachers is not up to the mark. So students hardly get any scope to improve. It is really frustrating for our English education.

Table: 4.18

Question	Response	Number of Respondents	Percentage (N=40)
Do you give feedback of students' tasks?	Yes	40	100

Source: Field Survey

4.6.2.12 Allowing Students to Question

While learning, many questions arise in the minds of students. For proper learning, learners' queries must be allowed to be expressed but our school teachers mostly do not encourage students' questioning in the classroom. The table 4.19 displays that 100% English teachers have informed, they allow students' questioning in the class but the researcher has eyed that in most cases teachers discourage students' questioning. They have not given authentic data to shroud their real activities with a view to keeping their image intact. And so proper classroom learning is hampered.

Table: 4.19

Question	Response	Number of Respondents	Percentage (N=40)
Do you allow students to ask questions?	Yes	40	100

Source: Field Survey

4.6.2.13 Paying Attention to Students

For proper teaching and learning, it is very essential for teachers to pay due attention to students but our English teachers can not pay equal attention to all students. The table 4.20 shows that 100% teachers have admitted that they cannot pay equal attention to all students of a class due to its large size. Moreover, the researcher has also noticed the same state. Many students specially the backbenchers engender a noise in the classroom ignoring the teachers' lectures and so the teacher often has to shout at them to normalize the classroom environment, which is unfavourable for proper learning.

Table: 4.20

Question	Response	Cause	Number of Respondents	Percentage (N=40)
Can you pay equal attention to all students?	No, I can not do.	Large size of class	40	100

Source: Field Survey

4.6.2.14 Helping Students Individually in English Learning

Teachers' individual help can assist students immensely in learning but most of our English teachers can not help students individually. The table 4.21 displays that 100% students have viewed, most of the teachers do not assist students individually. The researcher's observation is the testimony to it but it proves to be lethal to students learning English at rural high schools of Bangladesh. As a consequence of lack of individual help, many students cannot improve their standard. In fact, it is simply not possible for the teachers to do so.

Table: 4.21

Question	Response	Number of Respondents	Percentage
Do your English teachers help you individually in learning English?	No	240	100

*Source: Field Survey***4.6.2.15 Creating Students' Interest in English Classes**

For proper learning, classes need to be interesting but English classes at rural schools fail to interest most of the students. The table 4.22 shows that English classes do not seem to be interesting to 60% students; only 40% students find the classes interesting. The researcher has observed that most of the students do not pay due attention to classroom instructions most of the times as they do not feel motivated. Consequently, proper learning is hindered. And fear of learning results from failure to learn (Richards & Rodgers 1986).

Table: 4.22

Question	Response	Number of Respondents	Percentage
Are English classes interesting?	Yes	96	40
	No	144	60

*Source: Field Survey***4.6.2.16 Using Textbooks and TGs in the Classroom**

For proper teaching, teaching materials should be properly used but most of our English teachers do not use teaching materials like textbooks and TGs in the classroom. The table 4.23 exhibits that 60% English teachers do not bring textbooks and TGs to the classroom

in order to teach students. Only 40% teachers use them. On the contrary, the researcher has eyed that English teachers hardly use English textbooks and TGs in the classroom. He has also observed that most of the teachers use guide books and some use exercise books embodying the solution of difficult questions as well as the meaning of difficult English words. Some teachers do not seem to have given authentic data. So whatever they do out of negligence of duties has not been unveiled. It is lethal to proper learning.

Table: 4.23

Question	Response	Number of Respondents	Percentage(N=40)
Do you use English textbooks and TGs in the classroom?	No	24	60
	Yes	16	40

Source: Field Survey

4.6.2.17 Arranging Teacher-Centred Classes

Communicative Method (in vogue) is learner-centred. The teacher is a facilitator (Richards & Rodgers 1986) but in our country school students are not at the centre of classroom learning. The table 4.24 shows that 100% English teachers say, they speak much more than the students in the classroom. The researcher has observed that English teachers always speak in the class giving little chance to students to speak. Consequently, students rarely speak in the classroom. Not only that, apparently most of them are not usually keen to be at the centre of all activities in the class. They like to learn through individual tasks and teachers' lectures. On the contrary, most of the teachers are inclined to exercise an authoritarian role in the class and to teach students through lectures. For these, traditional lecture method is used with a view to teaching English, ignoring the

Communicative Method, underscoring learner-centredness. It is not beneficial to our English education, creating improper learning of the language.

Table: 4.24

Question	Response	Number of Respondents	Percentage (N=40)
Do you speak more than the students in the class?	Yes	40	100

Source: Field Survey

4.6.2.18 Giving Prior-idea of Next Lectures

Before attending classes, students should have a prior-idea about the topic of the teacher's lecture. It helps them prepare for class instructions. Our students are provided with prior-ideas of the topic of the class-lecture. The table 4.25 depicts that 100% students get the idea of the topic of the lecture to be delivered in the next class. Prior information yields students the opportunity to take prior-preparation for attending the classes effectively. As most of the students are careless about their studies, prior apprising about the next classes does not bring such fruitful results in most cases.

Table: 4.25

Question	Response	Number of Respondents	Percentage
Do you usually get any prior- idea of the teacher's topic of the next lecture?	yes	240	100

Source: Field Survey

4.6.3 Family Status of the Students

4.6.3.1 Academic Education of Students' Guardians

Academic education of students' guardians can never be ignored in the sphere of their (students') education. Most of the guardians are not well- educated. The table 4.26 shows that 25% guardians have no academic education i.e. they are illiterate.

Table: 4.26

Qualification	Response	Number of Respondents	Percentage (N=240)
No academic education	Yes	60	25
Primary	Yes	48	20
Secondary	Yes	72	30
Higher secondary	Yes	30	12.5
Graduation	Yes	20	8.33
Post graduation	Yes	10	4.17

Source: Field Survey

20% guardians have completed primary education and 30% have studied up to high school level. Among high school-going people, most of them could not complete S.S.C. Moreover, 12.5% guardians have completed H.S.C. Furthermore, 8.33% have graduation and 4.17% have post graduation. In fact, most of the guardians are not highly-educated. So they are unaware of their children's education.

4.6.3.2 Monthly Income of Guardians

The monthly income of a person indicates his/her economic condition. Most of the guardians' income per month is meagre. The table 4.27 shows the monthly income of students' guardians. 60% students' guardians' monthly income is between 1000 – 5000 but 35% guardians' income is between 5000 – 10000. Among them the income of most

guardians of this category is between 5000 – 6000. Only 5% guardians' monthly income is between 10000 – 15000. Indeed, most of the guardians are poor. Poverty creates emotional disturbance. As a consequence, their children lack in psychological readiness and motivation to learn (Ahmed 1994).

Table: 4.27

Range of Monthly Income	Response	Number of Respondents	Percentage (N=240)
1,000 – 5,000	Yes	144	60
5,000 – 10000	Yes	84	35
10,000 – 15,000	Yes	12	5

Source: Field Survey

4.6.3.3 Inspiring Children to Go to School

Parents' inspiration to children can play a vital role in making them regular at school and the best thing is that the parents of our rural school students inspire their children to go to school. The table 4.28 exhibits that according to 100% students, their parents inspire them to go to school regularly. And that is why, most of the students are regular in classes, yielding a note of optimism.

Table: 4.28

Question	Response	Number of Respondents	Percentage
Do your parents inspire you to go to school?	Yes	240	100

Source: Field Survey

4.6.3.4 Teaching Students at Home

These days much importance is attached to teaching students at home but in most cases, there is nobody to teach our rural school students at home. The table 4.29 shows that 75% students have nobody to teach them at home because they have neither any well-educated family member nor the ability to hire any private tutor. Only 12.5% students have private tutors. In case of 12.5% students family members teach them. It is really a miserable scenario.

Table: 4.29

Persons Teaching at Home	Response	Cause	No. of Respondents	Percentage
Parents	Yes	Well-educated & caring	30	12.5
Private-tutors	Yes	Parents are busy	30	12.5
Nobody	Yes	Lack of educated family members & the ability to hire any private tutor	180	75

Source: Field Survey

4.6.4 Classroom Environment

4.6.4.1 Sitting Arrangement of the Students

Sitting arrangement of students affects classroom learning. In our classrooms, students' sitting arrangement is not favourable for proper teaching and learning. The table 4.30 shows that according to 100% teachers, students sit on low benches as there is no individual desk for them. The sitting arrangement is not congenial to pair and group work necessary to teach students properly in the Communicative Method. Consequently,

proper learning is hampered. Moreover, during class-observation the researcher has discerned the same scenario of the classroom.

Table: 4.30

Question	Response	Number of Respondents	Percentage (N=40)
What is the sitting arrangement of the students?	Low benches	40	100

Source: Field Survey

4.6.4.2 Access to Language Laboratories, Audio-Visuals & Computer

Teaching aids are very important for proper learning. In the modern era proper learning without access to language laboratories, audio-visuals, computer and some other necessary accessories can not be imagined but in most cases our rural school teachers cannot use modern suitable teaching aids to teach students. The table 4.31 evinces that 80% school teachers have articulated that students have access to computer only. No student can access language laboratories and audio-visuals and the researcher has also observed it. Moreover, he has discerned that students' access to computer is very scanty. The situation impedes proper learning.

Table: 4.31

Learning aids	Response	Number of Respondents	Percentage (N=40)
Language labs	No	40	100
Audio-visuals	No	40	100
computer	Yes	32	80

Source: Field Survey

4.6.4.3 Large Classrooms

Proper teaching also depends on the number of students per class. Teaching and learning properly necessitate a small class but usually our class size is very large hindering proper learning. The table 4.32 displays that 75% English teachers have viewed, the number of students per class is around sixty. 20% teachers have apprised, the number of students per class is approximately forty. Only 5% teachers have informed that more than sixty students are present in each class. Indeed, in most cases teachers teaching English at rural schools have to teach students in large classes uncongenial to proper teaching and learning. Moreover, during class observation the researcher has found that most of the classes are very large and noisy. Owing to noisy atmosphere, teachers' lectures are hardly audible to students sitting on backbenches. As a consequence, proper learning is hampered.

Table: 4.32

Question	Response	Number of Respondents	Percentage (N=40)
How many students are there in each class (approximately)?	Around sixty	30	75
	Approximately	8	20
	Forty		
	More than sixty	2	5

Source: Field Survey

4.6.4.4 Learning English in the Classroom

Classroom environment plays a vital role in learning of a student. And proper learning also depends on classroom environment but most of our rural schools lack in learning-conducive classroom atmosphere. And that is why, most of the students can not learn

English well . The table 4.33 shows that 87.5% students can not learn English well in the classroom and only 12.5% students are able to learn properly. The plight demands all out efforts to improve the standard of class teaching by honing the skills of English teachers and so calls for proper training of teachers.

Table: 4.33

Question	Response	Number of Respondents	Percentage
Can you learn English well in the classroom?	Yes	30	12.5
	No	210	87.5

Source: Field Survey

4.6.5 Attitude of Students towards Learning & Teaching English

4.6.5.1 Reasons of Learning English

Students' liking for learning English is very important for proper learning but most of the students do not like to learn the subject. The table 4.34 evinces that nearly 40% students really like the discipline. 60% students aim at passing the exam scoring satisfactory marks. They learn English only for the fact that it is mandatory for them. This situation is alarming for English education.

Table: 4.34

Question	Response	Number of Respondents	Percentage	Reason	Response	Number of Respondents	Percentage
Do you learn English? If Yes, Why?	Yes	240	100	liking	Yes	96	40
				Being mandatory	Yes	144	60

Source: Field Survey

4.6.5.2 Self-Confidence in Learning English

Students' self-confidence is of much importance in learning but most of our students lack in self-confidence. The table 4.35 depicts that 66.67% students are not confident of their ability to learn English well. Only 33.33% students have exhibited their self-confidence in this regard. It is alarming indeed because "Lack of self-confidence breeds fear of learning" (Richards & Rodgers 1986).

Table: 4.35

Question	Response	Number of Respondents	Percentage
Are you confident of your ability to learn English well?	Yes	80	33.33
	No	160	66.67

Source: Field Survey

4.6.5.3 Confidence in Passing English Exams

Students' confidence can hasten their improvement. Most of our school students are confident of passing English exams. The table 4.36 showcases that 60% students are confident that they will pass the English exams but 40% students lack in self-confidence in this respect. As most of the students have self-confidence, their advancement can be precipitated by imparting better teaching.

Table: 4.36

Question	Response	Number of Respondents	Percentage
Are you confident of passing the English exams?	Yes	144	60
	No	96	40

Source: Field Survey

4.6.5.4 Feelings about the English Language

For proper learning of a language, students need to feel comfortable with it but most of our students do not feel comfortable with the English language. The table 4.37 evinces that 60% students feel no comfort with the English language and only 40% are comfortable with it. It is foreboding for our English education.

Table: 4.37

Question	Response	Number of Respondents	Percentage
Do you feel comfortable with the English language?	Yes	96	40
	No	144	60

Source: Field Survey

4.6.5.5 Feelings in Case of Failure

Failure in getting expected results engenders a sad feeling in the minds of students having low anxiety, which facilitates their learning. Our school students get upset when they cannot obtain their expected results. The table 4.38 evinces that 100% students feel depressed when they do not succeed in getting desirable results in English exams. It implies that regarding career our school students have minimum (low) anxiety, which is conducive to learning English. This is a good omen for our English education and can be exploited imparting better teaching to them (students).

Table: 4.38

Question	Response	Number of Respondents	Percentage
Do you feel depressed when you do not succeed in getting desirable results in English exams?	Yes	240	100

*Source: Field Survey***4.6.5.6 Attitude towards the English Culture**

For proper learning of students, their attitude towards the culture of the target language is of utmost importance and so it should be positive but most of our school students harbour a negative attitude towards the English culture. The table 4.39 shows that the English culture seems to be obscene to 95.83% students but only 4.17% students think that it is a refined modern culture. The negative attitude of most of the students towards English culture cannot bring any good outcome.

Table: 4.39

Question	Response	Number of Respondents	Percentage
Do you know anything about the English culture?	Yes, I do. It seems to be obscene.	230	95.83
	Yes, I do. It is modern and refined.	10	4.17

Source: Field Survey

4.6.5.7 Cultural Shock among Students

Language is the expression of culture. In language learning, congruity between the culture of learners and that of the target language is very necessary (Brown1980). Any difference between them impedes proper learning, emanating cultural shock. It is true of our school students learning English. The table 4.40 evinces that 100% students get culturally shocked finding differences between their culture and that of the English and it is very de-motivating.

Table: 4.40

Question	Response	Number of Respondents	Percentage
Do you find any difference between your culture and that of the target language? If yes, how do you feel?	Yes, I feel culturally shocked.	240	100

Source: Field Survey

4.6.5.8 Liking for English Magazines, Newspapers, Novels, Articles and the like

To hone reading and writing skills, students need to read English writings other than their textbooks but most of our school students do not like reading them. The table 4.41 depicts that 60% students do not like reading English magazines, newspapers, novels, articles et al because they have poor vocabulary and therefore cannot understand them well. Only 40% students like reading them. It reveals most of the students' lack of vocabulary and reading skill, which is alarming.

Table: 4.41

Question	Response	Number of Respondents	Percentage
Do you like reading English magazines, newspapers, novels, articles etc? If not, why?	No, because I cannot understand them well.	144	60
	Yes	96	40

*Source: Field Survey***4.6.5.9 Liking for English Textbooks**

Students' liking for their English textbooks bears much importance for their proper learning but most of the students do not like reading their textbooks. The table 4.42 portrays that 58.33% students do not like to read their textbooks because they do not comprehend them well. Only 41.67% students like studying them. It presents a dismal picture of our schools and suggests that most of the students, who lack in sufficient vocabulary, are very weak in English.

Table: 4.42

Question	Response	Number of Respondents	Percentage
Do you like reading your textbooks? If not, why?	Yes	100	41.67
	No, because I cannot comprehend them well, mainly for lack of sufficient vocabulary.	140	58.33

Source: Field Survey

4.6.5.10 Liking for Teachers' Teaching Style

Teaching style bears much importance for learning and therefore students' liking for teachers' teaching style is very important for proper learning but most of our students do not like English teachers' style of teaching. The table 4.43 shows that 62.5% students do not like their teachers' teaching style. Only 37.5% students like it. So, naturally it creates a negative impact on the learning of students, which is ominous for our English education.

Table: 4.43

Question	Response	Number of Respondents	Percentage (N=240)
Do you like English teachers' teaching style?	Yes	90	37.5
	No	150	62.5

Source: Field Survey

The researcher has observed that usually the teachers liked by students have either B.Ed or training on ELT. It suggests that B.Ed & ELT training are necessary for school teachers.

4.6.6 Students' Performance in the Classroom

4.6.6.1 Motivation to Learning of English

Motivation means the driving force involving a person in an activity. For proper learning, students' motivation is very important but most of the students are not motivated to learn English. The table 4.44 evinces that 100% teachers say only a few students are truly motivated to learn English. Moreover, the researcher has been shocked to eye most students' lack of eagerness to pay due attention to classroom instructions.

Table: 4.44

Question	Response	Reason	Number of Respondents	Percentage (N=40)
Are the students motivated to learn English?	No, only a few students are motivated.	Most lack in motivation.	40	100

Source: Field Survey**4.6.6.2 Knowledge of the Necessity of Learning English**

Students at school level must be aware of the necessity of learning English. The table 4.45 displays that 100% students think learning English is essential. In fact, no student is in the dark about the need of English language and English teachers can exploit the situation if they make sufficient efforts.

Table: 4.45

Question	Response	Number of Respondents	Percentage (N=240)
Is learning English essential for us?	Yes	240	100

Source: Field Survey**4.6.6.3 Knowledge of Similarities and Differences between Bangla and English**

The ability to recognize both similarities and differences between the mother tongue and the target language is called meta-awareness. It hinders learning the target language naturally but most of our students have meta-awareness. The table 4.46 displays that 79.17% students know there are both similarities and differences between Bangla and English. 20.83% students find only differences between the two languages. As a result of

mother tongue interference, most of our school students fail to learn English naturally being alarming for our English education.

Table: 4.46

Question	Response	Number of Respondents	Percentage
Do you know that there are both similarities and differences between Bangla and English?	Yes	190	79.17
	No	50	20.83

Source: Field Survey

4.6.6.4 Knowledge of Language Skills

Reading, writing, speaking and listening are four major language skills. Students must have proper knowledge of them for developing communicative competence but most of our students are ignorant of the skills. The table 4.47 shows that 83.33% students have been unable to exhibit their knowledge of the skills. Only 16.67% students have evinced their knowledge of them. It cuts a very sorry figure for our English education showing improper learning of students.

Table: 4.47

Question	Response	Name of Skills	Number of Respondents	Percentage
Do you know about four major language skills? If yes, what are they?	Yes	Reading, writing, speaking and listening	40	16.67
	No	Unknown	200	83.33

*Source: Field Survey***4.6.6.5 Attendance of Students**

Students' presence in classes is very important for learning. If they are not regular in classes, proper learning will be difficult. Most of our school students are regular in English classes. The table 4.48 exhibits that 100% teachers have apprised most of the students are regular in English classes. English teachers can exploit the situation for teaching English properly.

Table: 4.48

Question	Response	Number of Respondents	Percentage (N=40)
Are most students regular in English classes?	Yes	40	100

Source: Field Survey

During class-observation, the researcher has observed that most of the students are regular in English classes but the presence of girl-students is much more than that of boy-students. On asking students about its cause, the researcher has come to know that girls usually do not want to miss classes lest they might not be able to fulfill necessary percentage of class-attendance to get “Upabrittty (stipend)”. As boy-students do not have the mileage of getting ‘Upabrittty’, some do not feel the urge to be regular in classes. Consequently, they fail to learn English well.

4.6.6.6 Interest in English Classes

For proper learning in the classroom, students must be interested in classes but most of our students are not interested in English classes. The table 4.49 shows that 100% English teachers think, most of the students are not interested in English classes due to their lack of interest to learn English. So they cannot learn English properly and it is really ominous for our English education.

Table 4.49

Question	Response	Reason	Number of Respondents	Percentage (N=40)
Are students interested in English classes?	No, most are not interested in English classes.	Most lack in interest to learn English.	40	100

Source: Field Survey

4.6.6.7 Hesitation to Ask Questions

Students' questioning can facilitate their learning but most of our school students hesitate to ask teachers any question. The table 4.50 shows 100% teachers have opined that most of the students hesitate to ask questions in the classroom. During class observation, the researcher has observed that in most cases teachers are the causes of students' hesitation to ask them questions in the classroom. Most of the teachers always try to maintain a distance between themselves and the students and it gives birth to students' hesitation in asking questions. As a result, proper learning is hindered. Teachers have provided us with fake data so that the true classroom picture does not come to light. They seem to have taken it for granted that the false data yielded by them have saved them from being unmasked.

Table: 4.50

Question	Response	Number of Respondents	Percentage (N=40)
Do the students hesitate to ask you questions?	Yes	40	100

Source: Field Survey

4.6.6.8 Discussing Difficulties with Teachers

While learning English, many difficulties may arise. The solutions of the difficulties facilitate better learning but most of our students do not discuss their difficulties with teachers. The table 4.51 shows that 70.83% students do not inform their teachers of the difficulties they face while learning due to being scared of them. Only 29.17% students discuss their difficulties with their teachers.

During classroom observation, the researcher has experienced that most of the students do not apprise English teachers of their subject-related problems due to fear. As they do not study English well, so are afraid of the subject and its teachers. Students have spoken only the partial truth because the disclosure of the whole truth would reveal their negligence of *duties*⁴.

Table: 4.51

Question	Response	Number of Respondents	Percentage
Do you discuss your difficulties with your English teachers in the classroom? If not, why?	Yes	70	29.17
	No, because I am scared of English teachers.	170	70.83

Source: Field Survey

4.6.6.9 Oral Use of English in the Classroom

Speaking is one of the four major language skills. To hone the skill, practice of speaking is essential but most of the students do not speak English in the classroom. The table 4.52 displays that in accordance with 100% English teachers, only a few students seldom speak English in the classroom as most of the students are weak in English. The researcher has also eyed that some students rarely speak English in the classroom and even they do not get any encouragement from the teachers to make any effort. As a result, oral use of English is discouraged.

⁴ There is inconsistency between the data emanating from the schedules (for students & teachers) and those of classroom observation. The data stemming from the latter source are more dependable.

Table: 4.52

Question	Response	Cause	Number of Respondents	Percentage (N=40)
Do the students try to speak English in the classroom?	Only a few students do.	Most of the students are weak in English.	40	100

Source: Field Survey

4.6.6.10 Ability to Generate Sentences

A language learner needs to earn the ability of generating sentences. Learning a language is rule-governed (Richards & Rodgers 1986). Students are to generate an infinite number of sentences possible in a given language through a finite number of rules (Harmer 1997) but it is frustrating that most of the students cannot make their own sentences. The table 4.53 shows that according to 100% English teachers, only a few students can generate their own sentences. Moreover, the researcher has also observed it in the classroom during his class-observation. It is really ominous.

Table: 4.53

Question	Response	Number of Respondents	Percentage (N=40)
Can students generate their own sentences?	Only a few students can do.	40	100

Source: Field Survey

4.6.6.11 Capability to Understand Mistakes

Making mistakes is a part of learning. Students learn through mistakes. If they are not able to comprehend their mistakes, proper learning is not possible but it is a matter of regret that most of our school students cannot unearth their mistakes.

Table: 4.54

Question	Response	Cause	Number of Respondents	Percentage(N=40)
Can students understand their mistakes?	Only a few students can do.	Most of the students make errors.	40	100

Source: Field Survey

The table 4.54 shows that 100% teachers have viewed, most of the students cannot locate their mistakes; only a few can do so. They mainly make errors, not mistakes; “an error cannot be self-corrected (Corder 1981)”. Errors imply something ominous. Making errors indicates poor learning. The researcher has observed the same scenario during class-observation.

4.6.6.12 Scare of English

Scare impedes proper learning (Huda 1996) but most of our students are scared of English resulting in improper learning of the language. The table 4.55 exhibits that in accordance with the view of 100% teachers, most of the students are afraid of English. And “English phobia fossilizes their learning” (Richards & Rodgers 1986). In fact, fear of English blocks proper and further learning of the language, which is really disappointing.

Table: 4.55

Question	Response	Number of Respondents	Percentage (N=40)
Are students afraid of English?	Yes, most of the students are afraid of the language.	40	100

Source: Field Survey

4.6.7 Causes of English Phobia Viewed by English Teachers

There are many causes of English phobia. The causes of English phobia as viewed by forty English teachers are presented below:

(1) Weak base of students, (2) lack of proper education at primary level, (3) lack of suitable learning materials, (4) dearth of proper guidance at home, (5) frequent change of English syllabus, (6) lack of timely supply of books, (7) lack of competent teachers, (8) lack of proper training of teachers, (9) dearth of necessary vocabulary of students, (10) lack of attention & sincerity among students & teachers, (11) lack of proper teaching, (12) difficulties of English, (13) prejudice against English, (14) lack of motivation among students, (15) trend of memorization among students, (16) dependence on note-books, (17) lack of continuity between the syllabus of the primary level and that of the secondary phase, (18) English being a foreign language & (19) faulty testing and evaluation system.

4.6.8 Overcoming English Phobia

For proper learning of English, students must be able to overcome English phobia. English teachers think that it is possible to dispel English phobia from the minds of

students. The table 4.56 shows that 100% English teachers have opined, it is possible to enable students to get rid of English phobia, which is really optimistic.

Table: 4.56

Question	Response	Number of Respondents	Percentage (N=40)
Is it possible to enable students to get rid of English phobia?	Yes	40	100

Source: Field Survey

4.6.9 Teachers' Suggestions

English phobia hinders proper learning of English but it can be dispelled. Forty English teachers have suggested the following measures to eliminate it:

(1) proper teaching from primary level, (2) supply of suitable learning and teaching materials, (3) proper guidance for students at home, (4) to stop frequent change of syllabus, (5) timely supply of books, (6) appointing eligible teachers, (7) proper training of English teachers, (8) enhancing vocabulary of students through proper care of teachers and guardians, (9) endeavour to make students attentive and sincere, (10) teaching English in a very easy way, (11) motivating students, (12) discouraging the trend of memorization among students, (13) making students self-dependent, (14) maintaining continuity between the English syllabus of the primary level and that of the secondary phase, (15) raising awareness among guardians about their roles & (16) reshuffling our testing and evaluation system at school level.

*No analysis
only findings*

4.6.10 The schedules for teachers and students are vital for the study. They depict the teaching-learning situation prevailing at rural schools and the scenario is frustrating. Thus, the overall survey helps to explore the causes of English phobia among students.

4.7 Conclusion

In this chapter, the researcher has analyzed and presented the data collected from the empirical study. He has described here his findings. The findings, which emanate from the schedules, observation and the FGD, highlight some conspicuous themes. The themes, emerging from the study, embody lack of competence among teachers, lack of positive attitude and motivation, dearth of suitable teaching materials, lack of favourable teaching-learning culture and classroom atmosphere, cultural clash, meta –awareness among learners, lack of proper education and awareness among students’ guardians, inhibitions, dearth of exhaustive vocabulary among learners, lack of proper knowledge of grammar among students, lack of proper communication through English, frequent change of English syllabus, lack of proper teaching at primary level, low-salaries of teachers, recruitment of ineligible teachers, faulty testing and evaluation system, poverty of students’ parents, lack of proper practice of creativity among students and use of difficult words in the English textbook. The themes i.e. the results of the study reveal the causes of English phobia among rural high school students of Bangladesh and thus one of the objectives of the research, which is “To explore the causes exuding rural school students’ English phobia”, has been addressed here. Moreover, it has been testified that the students having no English phobia are doing well in English. On the contrary, those having phobia of English are always doing poor performance in the language. The researcher will put forward some recommendations and sum up the piece in the next chapter.

Chapter V

Summary & Implications of the Findings, Recommendations & Conclusion

5.1 Introduction

This is the concluding chapter of the M. Phil. thesis on “**English Phobia among the School Children of Rural Areas in Bangladesh**”. In this chapter the researcher has encapsulated the whole thesis shedding light on the summary of the findings coupled with their implications, has recommended some measures to eradicate English phobia and yielded some directions for further research in this field. Indeed, one of the objectives of the study, which is “To find out the measures quelling English phobia”, has been addressed here.

5.2 Summary of the Findings & Their Implications

The study presents some important findings. The major findings coupled with their implications are discussed below:

- Students with English phobia are doing badly in English. Students having no scare of English are performing well in it. It echoes that “Phobia impedes learning” (Huda 1996). So, eradicating English phobia is a sine-qua-non for proper teaching and learning of the language.
- Due to dearth of proper primary teaching, most of the students cannot learn English well creating their weakness in the subject. When they are weak in English at primary level, they normally become weaker later at secondary level, having

more complexities. It culminates in sparking their phobia of English, which suggests improving the quality of teaching at primary level.

- Many students lack in positive attitude towards English and motivation to learn the language although proper learning depends a lot on them. Consequently, they are unable to learn English properly triggering English phobia, fossilizing their learning as "Failure in learning results in fear" (Richards & Rodgers 1986). The situation implies the need of motivating students.
- Students feel shocked to find a huge difference between their own culture and the culture of the English. "In language learning congruity between the culture of the learners and that of the target language is very necessary" (Brown 1980). Any incongruity between them results in cultural clash creating a negative impact on learning. It is true of our school students, which is ominous for their learning. The state implies the need of culture sensitive texts for students.
- Usually the students find both similarities and differences between Bangla and English, which is called meta-awareness. Meta-awareness inhibits natural learning, breeding over anxiety among learners (Rosansky 1975). *Not in Bib*
- Most of the students have poor stock of English words. As a consequence, in most cases they fail to understand English. Actually, learning a language means language skills-development, skills to comprehend (Chomsky 1957) but lack of *Not in Bib* necessary vocabulary creates failure to comprehend English, impeding proper learning of the language. It indicates the requirement to arrange vocabulary enrichment activities for students.

- The knowledge of grammar among students is far from exhaustive. Many of them lack in proper knowledge of grammar. The upshot is that they fail to understand English and can neither speak nor write correct English. The situation suggests the necessity of proper teaching of grammar, which can also be deciphered from the statement "Every acquirer will not acquire grammatical structures exactly in the same order" (Krashen 1985) implying the need of grammar.

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- Many students' parents are poor. Due to their pre-occupation with different income-generating activities, they cannot pay proper attention to their children's activities. Moreover, many of them involve their children in earning and so they do not have psychological preparedness to study. It conforms to the view that most of the students have no psychological readiness to learn due to a variety of socio-economic reasons such as the financial crisis in their life, lack of foresight and so on (Ahmed 1994).
- Most of the parents lack in proper education and awareness. Consequently, they cannot play a vital role in their children's education. It implies the importance of the education and awareness of students' guardians for proper learning of students.
- The teaching-learning culture and classroom atmosphere are not conducive to communicative English language teaching and learning. Communicative English is learner-centred; the teacher is a facilitator in a stress-free environment (Richards & Rodgers 1986). The lack of an atmosphere favourable for learning results in improper learning, giving birth to the scare of English among students. It indicates the necessity of adapting Communicative Method to our teaching-learning culture.

- Usually teachers' recruitment of non-government schools is not done on the basis of merit. Many ineligible people get appointed at schools by virtue of influence. Those teachers cannot impart quality teaching. It implies the requirement of fair selection of teachers to save our education from being ruined.
- Teachers get low salaries. So they turn to other sources of income making them unable to pay due attention to teaching, resulting in poor quality teaching. It indicates the need of raising teachers' salaries and elevating their status.
- Most of the teachers lack in competence and so cannot perform teaching competently. As a result, students fail to learn English well, sparking English phobia among them because "Fear results from failure to learn" (Richards & Rodgers 1986). And the situation impedes proper and further learning of the language. The state brings the necessity of exhaustive teachers' training to the lime light.
- Proper communication through English is not carried out among teachers, let alone students. English is used neither in the family atmosphere of students nor in the present social environment though "The primary function of language is interaction and communication" (Shahidullah 2008). As a result, students fail to develop the skill properly sparking their English phobia. It indicates the needfulness of exhaustive communication through English.
- The teachers usually do not make students practise creativity properly but according to Communicative Method, classroom activities should frequently encourage creative use of the language by students (Shahidullah 2008). It implies

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the necessity of making students practise creativity and of setting creative questions in the exam.

- There is dearth of eligible teaching materials. It causes improper teaching and thus results in exuding lack of self-confidence among students. And the lack of self-confidence hampers learning, creating fear (Richards & Rodgers 1986). In fact, for proper teaching and learning there is no alternative to eligible teaching materials.
- The English textbooks of high school level embody some passages, which are replete with too many difficult words. So, most of the students cannot comprehend them. It calls for using easy words in writing English textbooks.
- The English syllabuses of high school level get changed very frequently. Due to frequent change of the syllabus, neither the teacher can teach English properly nor the student can learn it well. As a consequence, students feel afraid of English impeding further learning of the language. The state implies the necessity of stopping the practice of changing syllabuses frequently.
- In our country, there is a faulty testing and evaluation system. As a result, some students score good marks only by dint of memorization. It requires reshuffling our testing and evaluation system.

In the light of the above findings, the researcher has the following recommendations:

5.3 Recommendations:

- Qualified teachers should be appointed. It is a sine-qua-non because to enrich the education sector there is no alternative to highly qualified people. Moreover, teachers' status should be elevated.
- English teachers should be imparted proper training to enhance their skills as there is no alternative to training in honing skills. And only after being well-trained up, they will be able to teach students skilfully. Though HSTTI, TTC and ELTIP are imparting training to teachers, it is not enough compared to necessity.
- Students should be motivated to learn English by making the teaching interesting and student-friendly teachers are the requirement. On the contrary, teachers should be given incentives to teach students sincerely. The best classroom teachers should be selected countrywide and awarded prizes annually.
- Culture sensitive texts should be included and provided in time. Classes should be of small size to facilitate proper learning of English.
- Teachers must try to make students develop a positive attitude towards English culture. And it is only possible if the teachers themselves are positive to it.
- Students should be properly taught from primary level. If primary teaching is imparted properly, they will learn English well and do good performance in English at secondary level too.
- Guardians should be made aware of their respective roles in their children's education. TQI project is running awareness-raising programmes for the

guardians but it needs to be sufficient. Moreover, school authorities should have interaction with guardians to raise their awareness.

- Grammar needs to be taught inductively. Teachers must try to make students internalize grammar through a lot of practice.
- Students should be made to communicate through English at least during class time. As teachers are the sole inspiration for students specially in rural areas, most of the time they must use English in the classroom in order to ensure students' sufficient exposure to the language. Thus, students and teachers should use English exhaustively. And exhaustive communication can boost up communicative skills of both of them. If a student completely fails to understand any English word, only then the judicious use of mother tongue can be done.
- The frequent change of English syllabus should be stopped but the English syllabus needs to be updated when it is necessary. There must be a syllabus committee comprising syllabus experts. The committee should be vested with the responsibility of making and changing syllabi when substantial but when the syllabus gets changed, teachers need to be given training accordingly.
- Teachers should be well-paid. Their salaries should be reasonable vis-à-vis the prices of daily necessities. And only then meritorious and qualified persons can be inclined to join the profession. Without meritorious people it is not possible to improve the standard of education.
- Testing and evaluation system should be reshuffled. Evaluation system should be such that it can mirror students' standard exactly.

- Teachers should make students practise English properly so that they can use the language independently.
- English should be taught in a very easy way. If students can learn English easily, they will be able to overcome fear of the language. Moreover, teachers should use Bangla when the need arises. And this is how teaching and learning environment can be made comfortable.
- Continuity between the English syllabus of the primary level and that of the secondary phase should be maintained. Lack of continuity between them creates scare and demotivation and hence hinders proper learning.
- Students should be inspired to generate sentences. Teachers should monitor their writing regularly and correct mistakes and errors at feedback stage and again it is only possible if the students are of manageable size.
- Students should be encouraged in producing language of their own so that they do not memorize answers.
- Sometimes workshops should be arranged on English teaching and learning, involving teachers, students, guardians and English language experts. Many valuable suggestions may emanate from them, contributing to proper teaching and learning of the language. Sometimes workshops on ELT take place in urban areas but this seldom happens in rural areas.
- Students should be given proper instructions in simple and lucid English so that they can get rid of their prejudice against the language. Teachers and educated guardians can play an important role in this regard.

- Required number of public libraries and resource centres should be set up and students' easy access to them should be ensured.
- Teachers should be monitored. The authorities concerned should monitor teachers' activities, ensuring their accountability. If accountability is established, teachers will feel the urge to hone their skills in order to teach students competently.
- Teachers must use lesson plans. The authorities should monitor it.
- An English teachers' association for secondary school teachers should be formed. It should arrange meetings now and then with a view to discussing the state of English teaching and learning. It will aim at the improvement of the quality of our English education overcoming the obstacles.
- Rural school teachers should be encouraged to join BELTA (Bangladesh English Language Teachers' Association) and BELTA should extend its support and resources to them.
- Listening and speaking, which get less importance at present, should be incorporated into the public exams. And only then they can get due importance from students and teachers because language learning means integration of all four skills.
- Script-markers should be well-trained up. If they are well- equipped with proper training, proper marking according to students' performance can be ensured.
- Research and training of teachers on English education should be on-going. Otherwise, up to date English education is not possible.

- CLT (Communicative Language Teaching) Method needs to be adapted to the teaching-learning culture of our country. Otherwise, it will not bring about desirable results for our English education. Our classes are teacher-dominated whereas CLT advocates learner-centred classes. There should be a balanced co-ordination of the two.
- Government should make a well-planned English language policy for secondary and higher secondary education.

5.4 Directions for Further Research: The researcher has carried out research on *“English Phobia among the School Children of Rural Areas in Bangladesh”*. Since this is an M.Phil. research, the researcher hardly has any scope to cover all the areas pertaining to the field. Other researchers can conduct research on the following aspects of the realm:

- The Fear of English among Higher Secondary Students of Bangladesh
- The Necessity of On-Going Teachers’ Training in Bangladesh
- Problems of Testing and Evaluation at Secondary Level of Bangladesh
- English Education in Bangladesh: Past & Present

5.5 Conclusion

English, being used as a technology for the betterment of the society, is essential to be learnt at present but in our country, the scenario of teaching and learning of English is bleak. Most of the students especially at rural secondary schools are afraid of English, doing poor performance in exams, posing frustration. Prompted by the situation, the researcher attempts to pave the way for designing the eradication of English phobia. He

selects altogether 280 respondents randomly and conducts an empirical study on them to explore English phobia. It is found that students, having no English phobia, are doing well in English. On the contrary, those, having scare of English, are doing badly in it. The results of the study also reveal the causes of English phobia among rural secondary school students, mainly pertaining to the teaching and learning of English in Bangladesh. It is unfurled that the teaching-learning situation of English, prevailing at our secondary level, has shortcomings. It conforms to the assumption of the study, which is – “There is something wrong with the teaching and learning of the language”. After the astounding fact-finding, the researcher puts forward some recommendations to banish the causes, sparking English phobia among students. Thus, he endeavours to contribute to overhauling a tier of our educational system for ensuring better learning of the language. He hopefully thinks, if his recommended measures are taken in time and all related to our English education are sincere, school children’s English phobia, one of the vital causes, triggering their failure or poor performance, will be dispelled. And students of our country will learn English well.

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Appendixes

Appendix-A

Questionnaire for Teachers

(This questionnaire is for the teachers only. It is intended to serve the purpose of my research. Teachers are requested to give their opinions sincerely, honestly and neutrally as the questionnaire is to elicit their thoughtful views on the very topic. It is assured that teachers' identity and views are required only for the purpose of research and nothing else)

Please tick (✓) the appropriate box or give necessary information and opinions.

1. Name:.....
2. Name of the School:.....
3. Academic Qualifications:.....
4. Trained / Untrained. If trained, name the training programmes.....
5. Did you have English at under graduate level? ☐ Yes ☐ No
6. How many classes do you take every week?.....
7. Do you prepare lesson plans before taking classes? ☐ Yes ☐ No
8. What is the medium of instruction in the classroom? ☐ English ☐ Bangla
☐ Both
9. What are the language skills?
10. Do you divide your class time for teaching different skills in your class as per T.G.? ☐ Yes ☐ No ☐ Sometimes
11. Do you give tasks to students and feed back? ☐ Yes ☐ No ☐ Sometimes
12. Are the students motivated to learn English? ☐ Yes ☐ No ☐ Sometimes If not, why?
13. Are they interested in English classes? ☐ Yes ☐ No ☐ Sometimes If not, why?
14. Are most of them regular in English classes? ☐ Yes ☐ No
15. Can they understand their mistakes in most cases? ☐ Yes ☐ No If not, why?

.....

16. Do you allow students to ask questions in the classroom? ☐Yes ☐No
17. Do the students hesitate to ask you questions? ☐Yes ☐No. Your opinion.....
18. Do the students have access to language laboratories, audio-visuals and computer? ☐Yes ☐No
19. Do you think the standard of English textbooks is up to the mark? ☐Yes ☐No
20. Do you use textbooks and TGs in the classroom? ☐Yes ☐No
21. Do you speak more than the students in the class? ☐Yes ☐No
22. How many students (approx.) are there in each class?
.....
23. Do you pay equal attention to all students? ☐Yes ☐No. If not, why?
.....
24. What is the sitting arrangement of the students?
25. Do you put the students in pair work? ☐Yes ☐No
26. Do you arrange group work for them? ☐Yes ☐No
27. Do the students speak English in the classroom? ☐Yes ☐No. If not, why?
.....
28. Can they generate their own sentences? ☐Yes ☐No. If not, why?
.....
29. Are they afraid of English? ☐Yes ☐No. If afraid, explain why?
.....
30. Is it possible to enable them to get rid of phobia? ☐Yes ☐No. Any Suggestion

Appendix-B *Questionnaire for Students*

(This questionnaire is for the students only. It is intended to serve the purpose of my research. Students are requested to give their opinions sincerely, honestly and neutrally, as the questionnaire is to elicit their thoughtful views on the very topic. It is assured that students' identity and views are required only for the purpose of research and nothing else.)

Please tick (✓) the appropriate box or give necessary information and opinions.

Class: Roll No: Group:

1. Name :
2. Father's Name :
3. His Occupation :
4. His Academic Education :
5. His Monthly Income :
6. Do your parents inspire you to go to school? ☐ Yes ☐ No. If not, why?.....
7. Who teaches you at home?.....
8. Do you learn English? ☐ Yes ☐ No. If yes, why?.....
9. Is learning English essential for us? ☐ Yes ☐ No
10. Do you feel comfortable with the English language? ☐ Yes ☐ No. If not, why?
.....
11. Are you regular in English classes? ☐ Yes ☐ No. If not, why?
.....
12. How many students do you have in each class?.....
13. a) Do you sit on benches? ☐ Yes ☐ No.
 b) Do sit on individual desks? ☐ Yes ☐ No.
14. Do you have access to language labs, audio-visuals & computer? ☐ Yes ☐ No.
 Your opinion.....
15. Do your English teachers bring TGs and textbooks to the classroom? ☐ Yes ☐ No.
 Your opinion.....
16. Do you understand teachers' lectures? ☐ Yes ☐ No. If not, why?
.....

17. Are English classes interesting? ☐Yes ☐No. If not, why?

.....

18. Do your teachers give you tasks? ☐Yes ☐No.

19. Do they give you feedback? ☐Yes ☐No.

20. Do they put you in pairs? ☐Yes ☐No. Your opinion

.....

21. Do they put you in group work? ☐Yes ☐No. Your opinion

.....

22. Do they pay equal attention to all students? ☐Yes ☐No. If not, why?

.....

23. Do they help you individually in learning English? ☐Yes ☐No.

24. Do you know about the four major language skills? ☐Yes ☐No. If yes, what are they?.....

25. Do your English teachers make you practise the major language skills separately?
☐Yes ☐No.

26. Who are at the centre of classroom activities?.....

27. Who read the text in reading classes?

28. Do your English teachers make you practise making sentences by giving some rules? ☐Yes ☐No. Your opinion.....

29. Can you correct your mistakes yourself in most cases? ☐Yes ☐No.

30. Do you discuss difficulties with your English teachers? ☐Yes ☐No. If not, why?

.....

31. Do you usually get any prior idea of the teacher's topic of the next lecture? ☐Yes ☐No.

32. Do you like English teachers' teaching style? ☐Yes ☐No. If not, why?....

.....

33. Do you like reading your textbook? ☐Yes ☐No. If not, why?

.....

34. Do you know there are both similarities and differences between Bangla and English? ☐Yes ☐No.

35. Do you like reading English magazines, newspapers, novels, articles et al. ☐ Yes
☐ No. If not, why?.....

37. Do you know anything about the English culture? ☐ Yes ☐ No. If yes, how do you
feel?.....

38. Are you confident of your ability to learn English well? ☐ Yes ☐ No.

39. Can you learn English well in the classroom? ☐ Yes ☐ No. If not, why?
.....

40. Are you confident of passing English exams? ☐ Yes ☐ No.

Appendix-C
Five Point Scale
to Measure English Phobia

Please tick (✓) the appropriate numbers.

- i. Do you like English? (1) Very much (2) Somewhat (3) Undecided (4) Not so much (5) Not at all
- ii. Do you find it interesting? (1) Very much (2) Somewhat (3) Undecided (4) Not so much (5) Not at all
- iii. Do you hope to do well in English? (1) Very much (2) Somewhat (3) Undecided (4) Not so much (5) Not at all
- iv. Is it a difficult language? (1) Not at all (2) Not so much (3) Undecided (4) Somewhat (5) Very much
- v. Do you find it difficult? (1) Not at all (2) Not so much (3) Undecided (4) Somewhat (5) Very much
- vi. Is it easy? (1) Very much (2) Somewhat (3) Undecided (4) Not so much (5) Not at all
- vii. Can you concentrate on English? (1) Very much (2) Somewhat (3) Undecided (4) Not so much (5) Not at all
- viii. Do you read English everyday? (1) Very much (2) Somewhat (3) Undecided (4) Not so much (5) Not at all
- ix. Does studying English make you tired? (1) Not at all (2) Not so much (3) Undecided (4) Somewhat (5) Very much
- x. Do you share your problems related to English with teachers and others? (1) Always (2) Often (3) Undecided (4) Occasionally (5) Never
- xi. Are you worried about passing English exams? (1) Not at all (2) Not so much (3) Undecided (4) Somewhat (5) Very much
- xii. Are you afraid of English exams? (1) Not at all (2) Not so much (3) Undecided (4) Somewhat (5) Very much
- xiii. Is grammar interesting? (1) Very much (2) Somewhat (3) Undecided (4) Not so much (5) Not at all
- xiv. Is grammar difficult? (1) Not at all (2) Not so much (3) Undecided (4) Somewhat (5) Very much

How was it standardized?

- xv. Are reading classes interesting? (1) Very much (2) Somewhat (3) Undecided (4) Not so much (5) Not at all
- xvi. Are they boring? (1) Not at all (2) Not so much (3) Undecided (4) Somewhat (5) Very much
- xvii. Are they difficult? (1) Not at all (2) Not so much (3) Undecided (4) Somewhat (5) Very much
- xviii. Are writing classes interesting? (1) Very much (2) Somewhat (3) Undecided (4) Not so much (5) Not at all
- xix. Are they difficult? (1) Not at all (2) Not so much (3) Undecided (4) Somewhat (5) Very much
- xx. Are they boring? (1) Not at all (2) Not so much (3) Undecided (4) Somewhat (5) Very much
- xxi. Are comprehension tasks difficult? (1) Not at all (2) Not so much (3) Undecided (4) Somewhat (5) Very much
- xxii. Are they easy? (1) Very much (2) Somewhat (3) Undecided (4) Not so much (5) Not at all
- xxiii. Is letter writing interesting? (1) Very much (2) Somewhat (3) Undecided (4) Not so much (5) Not at all
- xxiv. Is composition writing easy? (1) Very much (2) Somewhat (3) Undecided (4) Not so much (5) Not at all
- xxv. Is it difficult? (1) Not at all (2) Not so much (3) Undecided (4) Somewhat (5) Very much
- xxvi. Are writing tasks in the textbook interesting? (1) Very much (2) Somewhat (3) Undecided (4) Not so much (5) Not at all
- xxvii. Are they difficult? (1) Not at all (2) Not so much (3) Undecided (4) Somewhat (5) Very much
- xxviii. Are you afraid of English teachers? (1) Not at all (2) Not so much (3) Undecided (4) Somewhat (5) Very much
- xxxix. Are you afraid of asking them questions? (1) Not at all (2) Not so much (3) Undecided (4) Somewhat (5) Very much
- xxx. Are you afraid of English? (1) Not at all (2) Not so much (3) Undecided (4) Somewhat (5) Very much

Appendix-D
Question paper for Class-Test
Section – A (Reading)

Read the passage below and answer the following questions (1 - 2):

The population of a country can be an asset but in our country population is a serious problem. Our population is increasing rapidly. It is going beyond our control. The rate of our population growth is alarming. Every year more than two million people add to our population. If the present rate of population growth continues, the population of our country will be double within fifteen years. It will create many problems such as food problem, accommodation problem, power problem etc. So different measures should be taken to stop the excessive population growth. People should be made aware of the gravity of the problem. The mass media such as radio, television, newspapers etc. can play a vital role in this regard. Through different programmes, they can make people conscious about the seriousness of excessive population increase and can inspire them to control birth rate. To check the growth of population, importance should be attached to the spread of education. If the entire population is educated, people will develop national awareness and wide outlook among them. Moreover, early marriage should be stopped. Furthermore, self-reliance among people is substantial. Above all, we all must try to control the growth of our population for the welfare of us and only then this problem can be addressed.

1. (a) What is a serious problem in Bangladesh? 5
 (b) Is it within our control?
 (c) How much time will the population take to be double?
 (d) What measures should be taken to stop excessive population growth?
 (e) What is the role of the mass media in this regard?
2. Summarize the passage. 5

Section – B (Writing)

3. Write a paragraph on “*Your Aim in Life*”. 10

Section – C (Speaking)

4. Speak on the following topic (Five minutes to be given for preparation): 10
Your Favourite Friend

Section – D (Listening)

Listen to the passage (To be played twice by a cassette player) & answer the following questions:

On 21st February people get up early in the morning remembering the memory of the martyrs. They walk bare-footed to the Shahid Minar. Most of them put on black-badges on their breast or shoulder. They go to the Shahid Minar singing the most cherished song “Amar bhaer rokte rangano”. They pay homage and tribute to the memory of the martyrs with flowers. They gather in the religious institutions on the day to pray for the salvation of the martyrs’ departed souls. People also attend meetings and seminars to get inspiration to uphold their mother tongue.

5. (a) How do people walk to the Shahid Minar?
(b) When do people get up on the day?
(c) What song do they sing?
(d) What do they offer to the martyrs?
(e) Why do they gather in the religious institutions on the day?

10

Appendix-E
Questionnaire to Conduct FGD

1. What do you think about the necessity of learning English?
2. How is students' presence in English classes?
3. How is their eagerness to learn English?
4. How is their performance in English?
5. Do you think English phobia is one of the causes of most of the students' poor performance in English?
6. What are the causes of English phobia according to you?
7. Do you agree on the causes of students' English phobia viewed by other discussants?
8. What measures do you suggest to remove English phobia?

Appendix-F

A Checklist for Class-observation

Put a tick (✓) or cross beside each statement.

1. The teacher is well-prepared and well-organized in the class.
2. He/she has lesson plans.
3. The students understand the teacher's lecture.
4. The teacher motivates the students.
5. English is used as the medium of instruction in the class.
6. Students have aversion to learning English.
7. Students are afraid of asking questions.
8. Students are put in group work.
9. Students are put in pair work.
10. Students' errors are corrected by themselves as well as by the teacher.
11. Grammar is presented inductively.
12. Students are inattentive in the class.
13. The teacher is impatient in the class.
14. The class is taken according to the instruction of TG.
15. Sitting arrangement is conducive to group and pair work.
16. Reading is practised in the class.
17. Writing is practised in the class.
18. Speaking is practised in the class.
19. Listening is practised in the class.
20. Students are taught through pictures, diagrams, bubble speech et al.
21. Students' creativity is encouraged.
22. English is the only language used in the classroom.
23. Students are regular in the class.
24. Students have access to exhaustive audio-visual facilities like computer, over-head projector, multimedia projector etc.
25. Teachers use Bangla in the classroom.
26. Teachers are regular.
27. Teachers are co-operative.

It would have been better if the statements were categorised under some headings

- 28. Teachers do not seem to be comfortable with the class.
- 29. Teachers seem to like teaching in the class.
- 30. Teachers are pleasant with the students.
- 31. Teachers are rude to the students.
- 32. Teachers teach in a mechanical manner.
- 33. Teachers use Grammar-Translation Method in teaching.
- 34. Teachers use communicative methodology partially.
- 35. Teachers' pronunciation is clear.

Appendix-G

Some Wrong Sentences Produced by Students Participating in Class-Test

- 1) Population problem is an dangerous thing of our country.
- 2) the population is now out of control.
- 3) there should be wide publicity about the serious consequence of high birth rate through radio, TV and other mass media.
- 4) If the present alarming rate of population growth go on the population of the country will be double within fifteen years
- 5) every man have to am in life.
- 6) Am in life is very important subject.
- 7) No can development exactly am in life.
- 8) In this way, have my am in life.
- 9) my am in life a teacher.
- 10) I mind, teacher is a good occupation.
- 11) Future, I want a teacher.
- 12) Education is the backbone of nation.
- 13) If we wanted a educated social of course, essantial a good teacher.
- 14) I shall educated man, then back to village.
- 15) I am liked to a teacher.
- 16) Man is social animal.
- 17) If he want to serviv there finly, his/her aim of life will be high and successful.
- 18) My aim in life is a doctor.
- 19) I want to admit in paramidical.
- 20) I gain my knowledge.
- 21) I will get higher education in madical science.
- 22) My aim is doctor every where is aim in life; man connot aim in life
- 23) I establish a dipensary in our village market.
- 24) I take care of people there and that day will be successfullday in my life.
- 25) I am tring to success my ain in life.
- 26) All people are view of life.

- 27) Many of people hope are many aspects.
- 28) I went of a doctor.
- 29) My big hope is teacher. I want learn English.
- 30) I will a affordman.
- 31) It is a meter of great reagred that every student of people went to go to big aspects
but my subject is so verious.
- 32) I hasited in the subject.
- 33) I deeply think what I should becom in life.
- 34) it is one of my terget become a teacher.
- 35) A farend is need is a friend in deed.
- 36) My friend is an honest.
- 37) Asraful is my college life frient.
- 38) the people walked to 21st february of Shahid miner.
- 39) 21st February singing of Amar Vaer rokte ragano 21 fabruary
- 40) The population of 21st Fabruary to offered flowers martyrs.
- 41) The religious institution of gathering to 21st Fabruary.
- 42) The people get up memory For the falen
- 43) People are walked to the Shahid Minar.

Appendix-H

Some Sample Lessons from the English Textbooks of Class VI - X

Lessons of Class VI

Town and village**Lesson 1****Hidden treasure : part 1****A Talk about the pictures and read the story.**

Once upon a time there was a farmer. He was old and weak, but clever. He had two sons. They were young and strong, but lazy.

One day the old farmer called his sons to his bed. "Now, my sons he said. "I'm very old and sick and soon I will die. But I'm rich so you can also be rich." The two sons were surprised. "Where are all your riches?" they asked. "You'll find all my riches in our fields," the oldman replied, and a few days later he died.

The two sons were very sad, but they were also greedy. "We can be rich," they said. "We have riches in our fields." The two sons thought that there was gold in their fields. So they quickly began to dig and dig.

B Ask and answer the questions.

- a Complete the answers.**
- b Practise asking and answering them.**
- c Then write the answers in your exercise book.**

- 1 Why were the two sons surprised?
Because they didn't that their
- 2 Why were they sad?
Because their
- 3 Why did the lazy sons begin to work hard?
Because they

C Complete the questions and answers.**Write the verb in the gaps. Use the correct form.**

- 1 Who did the old farmer?
He his two sons to his bed.
- 2 What did the old farmer?
He "I will soon die."
- 3 What did the greedy sons?
They their father's riches.
- 4 What did the two sons?
They there was gold in their fields.
- 5 What did the two sons?
They their father's fields.

Now practise asking and answering the questions.**Lesson 2****Hidden treasure : part 2****A 3 Continue reading the story.**

The old man's sons dug and dug. They dug all their fields, but they didn't find any gold. They found nothing. "Let's try again," they said. So they dug their fields again and again. Still they found nothing. The boys got very angry and threw away the seeds on the fields.

The next year, the two sons were surprised. "Look !" they said. "Look at our fields! So many good crops! We can keep some and sell the rest." So the two sons kept some of their crops and sold the rest. Then they were very happy and worked hard.

B Ask and answer the questions :

- 1 Why were the two sons surprised?
- 2 Why were they happy?
- 3 What was the 'hidden treasure'?

C Ask and answer the questions :

- 1 a Ask : "What have the two sons done?"
b Then answer from Table 1.
c Then ask : "What is the result?"
d And answer from Table 2.

Table 1

They have	worked very hard in their fields. sold many crops. dug their fields again and again. grown many good crops. found hidden treasure in their fields.
-----------	--

Table 2

Now	their soil is they are they aren't	poor. rich. fertile. lazy happy
-----	--	---

- Example :*
- A What have the two sons done?
 B They have worked very hard in their fields.
 A What is the result?
 B Now they are happy.

- 2 Now join your two answers with 'so', to make five true sentences. Begin your sentences : The two sons
 Write them in your exercise book.

- Example :*
- 1 The two sons have worked very hard in their fields, so now they are rich.

Lesson 3

Work on the farm

- A Read and match with the pictures.

- 1 Good farmers work hard in their fields. Their wives work hard too. They plough their fields many times.



- 2 They put cowdung and fertilizer on their fields.



- 3 They water and irrigate them.



- 4 They plant seedlings in rows and grow a lot of food.



B Ask and answer questions :

Use Section A 1 - 4 to ask, "What have Mohammad Ali and Shahanara Begum done?"

Example : 1 A What have Mohammad Ali and Shananara Begum done?

B They've worked hard in their fields. What else have they done?

2 A They've

C Make sentences. 1 Write your answers in your exercise book.

2 Now read them out and ask, "What's the result?"

Then answer from the table :

Now	their family can eat good food. they can grow many good crops. their soil is very fertile. they have a lot of crops to sell.
-----	---

Example : A They've worked hard in their fields. What's the result?

B Now they have a lot of crops to sell. They've ploughed

Can you think of any more results ?

Lesson 4

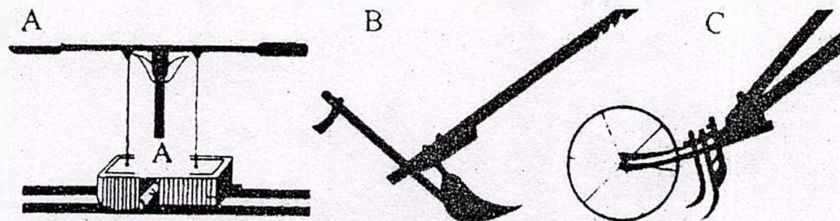
What farmers need

A Read the passage.

Farming is hard and difficult. Often the sun is hot and the soil is hard. How can farmers help themselves?

Farmers can use machines and tools. Here are three examples.

- 1 The New Plough digs and turns over the soil. It weighs nine kilograms. It takes eight hours to plough four bighas.
- 2 The Weeder takes weeds out of the soil. It takes eight hours to weed four bighas. There are two types : one for dry crops (in the picture), and one for wet ones.
- 3 The Membrane Pump pumps water three metres up to the ground above. It can water nine bighas of paddy in the dry season.

B Talk about the pictures and match 1, 2 & 3 with the pictures.**C Answer the questions :**

- 1 Why is farming hard and difficult?
- 2 What do farmers need?
- 3
 - a What do some farmers use?
 - b Give three examples.
 - c What do they do? (Give three verbs.)
 - d Do you know any more machines or tools that farmers use?

D Solve the riddles.

- 1 It doesn't have legs but helps farmers to travel.
- 2 It doesn't have a mouth but can tell you the news.
- 3 It doesn't have eyes, but can show you a picture.

What are all these things?

Lessons of Class VII
The World Around Us
 Lesson 1
Karim

A Talk about the picture and read the passage.

Samira's cousin, Karim is the same age as hers. He was born on the fourteenth of April 1968 in the small town of Sonapur. When he was six years old, he started at a primary school near his home in Sonapur. Then, when Samira and he were eleven years old, they went to the Sonapur High School.



Karim sometimes visited Samira's village with his parents. Samira's brother, Bashir, liked him very much. When Karim was in Class 7, he sometimes walked to Samira's village by himself. He enjoyed the journey. He walked to the river, crossed it by boat, and then walked through the countryside to Samira's home.

Karim is an intelligent boy and is interested in many things. He can remember one particular thing clearly. It happened when he went to Samira's village by himself.

B True or false ? If false, give the correct information.

- 1 Karim and Samira are of the same age.
- 2 Karim lives in a village.
- 3 Karim and Samira went to the same secondary school.
- 4 Karim always went to Samira's village with his parents.
- 5 Samira lived on the other side of the river.

C Complete Karim's form.

Name :	.....	Date of Birth	.....
Place of Birth :	.....	Occupation:	.....
Place of Work :	.....	Class/Grade:	.....
Date :	12th January 1981	Age :	.....
Place :	Sonapur.	Signature:	Karim Dewan

D Write 6 correct and true sentences by matching Tables A and B

The first one is done for you :

Example : 1 Karim walked to Samira's village by himself when he was in Class 7.

Table A

Karim Samira Karim and Samira	walked to started at lived in went to saw	different primary schools the Sonapur High School Samira's village by himself a primary school near his home an interesting thing a village near Sonapur
-------------------------------------	---	---

Table B

when	they Karim he	was in Class 7. were six years old. went to Samira's village by himself. visited her home. was six yers old. were eleven years old
------	---------------------	---

E Ask and answer questions.

Now check your sentences in D with your partner like this :

Q When did Karim walk to Samira's village by himself ?

A When he was in Class 7. When did Karim ?

Lesson 2

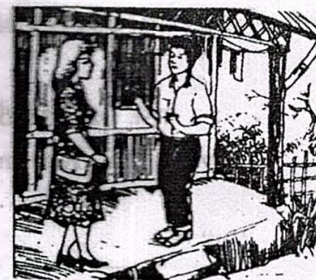
The Poor Woman : Part 1

A Talk about the pictures and read Karim's story.

Karim is talking to Lucy.

One day I was walking by myself to Samira's village, I saw a crowd of people under a large tree. They were all looking at a young woman. She was sitting on the ground and holding a baby in her arms. The baby was very small and its arms and legs were as thin as pencils. The woman was thin too. She looked at her baby and cried and cried. "Why is she crying?" I asked. Then a man in the crowd told me her story.

"She's the wife of a farmer," he said. "He had **land** on the other side of Sonapur, but he lost it. Now he's a day labourer and goes to find work every day, but it's very difficult. He needs money for his family, but often there isn't any work. And if you don't work, you can't get money," the man explained. "So now they've become very poor and can't eat properly. This poor woman is very weak, so she can't feed her baby properly and now it's become sick. She wants to take it to a doctor in Sonapur."



B Complete the statements.

- 1 Karim told a story about
a
- 2 A crowd of people were a
young woman with a baby.
- 3 Someone in the told Karim
about the
- 4 The poor woman's was a



- farmer, but he his land.
- 5 The farmer and his wife..... very poor and could not..... properly.
 - 6 The poor woman wanted to take to a doctor in Sonapur.

**C Make 5 true sentences from the table. Use all the words in the table.
The first one is done for you:**

Example : 1 Karim was as old as Samira.

Karim	were		strong		pencils.
Li Jing's arms and legs	wasn't		thin		Sanmira.
The baby's arms and legs	was	as	old	as	Li Jing.
Bashir and Laila	weren't		good		iron.

D Read the paragraph. The sentences are in the wrong order.

He knew many things and could remember a lot of interesting events. It happened when he was only twelve years old. So one day she asked Karim some questions about his country. He was walking by himself. Lucy wanted to know about Bangladesh. He was going to Samira's village at the time. He told Lucy about one particular event.

Now write them in the correct order in your exercise book.

Lesson 3

The Poor Woman : Part 2

A Talk about the picture and continue reading Karim's story.

I felt very sorry for the poor mother and her sick baby: "I think I can help," I told the man. "I live near a Health Complex and the chief nurse, Mrs Mahmud, is my mother's friend. She's not as expensive as a doctor, in fact she's free. But she's very good," I added. The man told the woman and she looked at me. "Can you really help us?" she asked weakly.

"Yes, I can," I said. The woman got up and I told her to come with me. "Is it far?" she asked. "I'm, not very strong." "No, it's not far," I replied. "But please let me carry your baby." I took her baby carefully and carried it. It was as light as a feather.

We walked very slowly to the river, crossed it by boat, and came to the Health Complex just opposite of my house. There were a lot of people, so we sat down and waited.

**B Ask and answer the questions.**

- 1 Why did Karim want to help the woman?
- 2 Why did he carry her baby?
- 3 Where was the Health Complex?
- 4 Who worked there?
- 5 What did she do?
- 6 Who knew her?

C Fill in the gaps.**1 Fill in each gap with a word from the passage.**

- a Karim felt for the mother and her baby.
- b Mrs Mahmud's not as as a doctor.
- c The baby was as as a feather.
- d The poor woman spoke to Karim.
- e Karim took the poor woman's baby
- f The poor woman and Karim walked very to the river.

2 Fill in each gap with a meaningful word.**This is what the man said to the poor woman.**

This is a good boy and he can you. He in Sonapur near a Health Complex and he the chief nurse there. In fact she's his mother's She's not as a doctor but she's Please go with him and don't nervous.

Lesson 4

Mrs Masuda Mahmud

A Talk about the picture and read the passage.

Masuda Mahmud comes from a village near Rangpur. At secondary school she was an excellent student and did very well in her SSC examination. Then she studied at the Nurse's Training Centre in Rangpur, because she wanted to become a nurse. She is a kind person and very hard-working too. During her three years at the training centre she was one of the top student nurses. Then, when she was twenty years old, Masuda went to Dhaka to study for her BSc in nursing at the Medical College Hospital.



Now Masuda works very hard in the Sonapur Health Complex. The people of Sonapur feel very happy to have Mrs Masuda Mahmud with them. She came to Sonapur five years after she returned to her village and got married. Now she has lived there for eight years. Her husband is the manager of the Agrani Bank and is related to Mina's father, Mr Amin. They have two children, Kamrul and Khalil. Kamrul is in the same class as Karim and they are good friends. They live near each other and often play together.

B Choose the correct statement

- 1 **Masuda was an excellent student because she**
 - a wanted to become a nurse.
 - b did well in her SSC examination.
 - c worked very hard.
- 2 **She studied for her BSc in**
 - a Rangpur.
 - b Dhaka.
 - c Sonapur.
- 3 **The people of Sonapur are lucky to have Masuda because she**
 - a works very hard.
 - b has studied a long time.
 - c has a BSc degree in nursing.

4 Masuda came to Sonapur

- a three years ago.
- b five years ago.
- c eight years ago.

5 Masuda and Kamrul are

- a cousins.
- b relatives.
- c just good friends.

C Ask and answer questions.

1 Use the clues to ask and answer the questions :

What did	Mrs Amin Li Jing Mrs Mahmud	want to become ?
----------	-----------------------------------	------------------

gymnast

nurse

teacher

2 Now ask and answer questions about yourselves like this :

- A What do you want to become?
- B I want to become a (name of occupation)
- A Why do you want to become a (name of occupation)?
- B Because it's What do you want to become?

D Fill in the gaps with the correct form of 'become'.

The poor woman is talking to Mrs Masuda Mahmud.

"My husband was a farmer, but we lost our land. So my husband a day labourer. He tried to find work, but it's difficult. So then we..... very poor. We couldn't buy good food and I didn't eat much for a long time. So I have very weak and I can't feed my baby properly. Now my baby has sick. I feel very sad, but what can I do? If my baby very sick, it will die."

Lessons of Class VIII

Talking About Things

Lesson 1

Introducing Aesop

A Talk about the pictures and look at the questions. Then listen to the passage and answer them.

- 1 Why was Mrs Amin very happy?
- 2 Why were the students happy?
- 3 Who helped to make many people happy?



B Complete the statements.

- 1 Look at picture 1 and complete these statements. You can use one or more words in each blank.
 - 1 I can see a on Mrs Amin's desk.
 - 2 They came from the
 - 3 Mrs Amin is showing her class a
 - 4 She is her class about
- 2 Look at Picture 2 and complete these statements.
 - 5 I can see
 - 6 He lived about
 - 7 He came from
 - 8 He was a
- 3 Now check your statement by asking and answering questions like this.
 Student 1 : What can you see on Mrs Amin's desk?
 Student 2 : A

C Make sentences.

Use the table to write 5 true and correct sentences in your exercise book.

The students		her students		happy
Aesop		Mrs Ayesha Amin		beautiful.
Mrs Ayesha Amin	helped to make	the school garden	(look)	fresh.
		their classroom		
		many people		

Lesson 2

Fables**A Talk about the picture and read the passage.**

Continued from Lesson 1.

Mrs Ayesha Amin liked to tell stories to her students every month. She told them from memory, because she didn't like to read to her students from story books. "Did Aesop read the stories from books?" asked Kishan. "Oh no", replied Mrs Amin. "If you stand in front of people and read from a book, it's boring!" she exclaimed.



All the students liked Mrs Amin's stories. "What kind of stories did Aesop tell?" asked Anwar. "Fables," replied Mrs Amin. "Do you know what fables are?" Nobody replied because nobody knew. "Well", continued Mrs Amin. "Fables are stories with a message, or a moral." They help to teach a lesson, like, 'Work hard, don't be lazy.' In fact, that's the moral of my story this morning. You've all helped to make our school better and worked very hard in the school garden. Now we can see the result. My story's about that."

"Was Aesop like a teacher then?" asked Sarah. "Well, yes," replied Mrs Amin. "He liked to teach people, but he also liked to entertain them. People like being entertained. "They learn better when they enjoy themselves." Aesop thought, and I agree with him. Stories with a moral help to make us wiser!"

B Choose the best statement.

- 1 Mrs Ayesha Amin liked to tell stories to her students from
 - (a) a story book.
 - (b) her memory.
 - (c) books.
- 2 A moral is the same as a
 - (a) message.
 - (b) fable.
 - (c) story

- 3 'Work hard and don't be lazy' is a
 (a) story.
 (b) fable.
 (c) moral.
- 4 Mrs Amin's students aren't lazy because they have helped to make a
 (a) school.
 (b) garden.
 (c) moral.
- 5 Stories with a moral help to make us wiser, because
 (a) we can learn better when we are enjoying ourselves.
 (b) they can make our school better.
 (c) we can be entertained by them.

C Make sentences.

Read lists A & B.

List A	List B
tell stories with a moral	her students
tell fables	people in Greece
teach	his friends
read from a book	her class.
teach and entertain	

Now join Lists A & B to make meaningful and correct sentences about Mrs Amin and Aesop. Begin each sentence with :
 either "Mrs Amin/Aesop liked to"
 or "Mrs Amin/Aesop didn't like to"
 If necessary, join Lists A & B with 'to.'

Example : Mrs Amin liked to tell stories with a moral to her students.

D Write about yourselves.

What do you like to do (a) after school and (b) during your holidays?

- 1 First make a list like List A in Section C. Then ask and answer each other, like this :

Student 1 : What do you like to do (after school/during your holidays)

Student 2 : I like to How about you?

Students 3 : I like to Do you like to do anything else?

- 2 Then use your list to write two paragraphs about yourself¹ :

Paragraph 1 : after school.

Paragraph 2 : during the holidays.

Give your paragraphs a title, like this.

What I like to do after school and during my holidays.

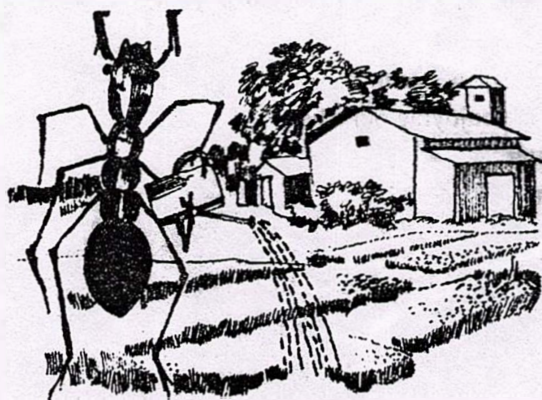
1. The Paragraphs can be finished for homework

Lesson 3

The Ant And The Grasshopper : Part 1

A Talk about the pictures. Then read the story.

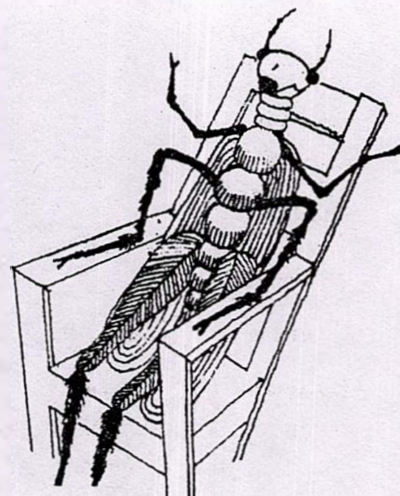
Continued from Lesson 2. Mrs Ayesha Amin starts telling her class a story.



Once upon a time, two farmers, Mr Ant and Mr Grasshopper, lived in the same village near the sea in Greece. They were very good friends, but as you will see, they were very different people. Mr Ant was a very serious, hard-working person. He got up very early in the morning, ate a small breakfast, and then started working on his farm. He worked very hard all day under the hot summer sun. He planted many crops and looked after them carefully. "I like to water my crops

everyday," he told his friend, Mr Grasshopper. "And as soon as they're ready, I like to collect them quickly and put them safely in my house." "Don't you ever stop working?" asked Mr Grasshopper. "When do you eat?"

Oh, I just stop working, eat very quickly, and then start working again," Mr Ant replied. "I don't like to waste any time!" But there's plenty of time!" exclaimed Mr Grasshopper. "What's the hurry? Look at me. Sometimes it's sunny. Sometimes it rains. Let the sun and the rain take care of your crops. Why work? Take a holiday! Enjoy yourself, my friend!"



B True or false? If false, give the correct information.

- 1 Mr Ant and Mr Grasshopper were farmers.
- 2 Mr Ant got up early because he was lazy.
- 3 Mr Ant watered his crops every day because he liked to look after them carefully.
- 4 Mr Ant never stopped eating, because he didn't like to waste time.
- 5 Mr Grasshopper had plenty of time, because he was hard-working.
- 6 Mr Grasshopper liked to enjoy himself.

C Make a list.

Read the story again and then complete the list of everything Mr Ant does. Begin like this :

- 1 Gets up early in the morning.
- 2 Eats a small breakfast.
- 3 Starts working

D Read the paragraph. The sentences are in the wrong order.

People also like to have a holiday then and enjoy themselves. But in the winter, it is very cold. In the summer, the weather is sunny and hot there. Colder than in Bangladesh. Many crops grow then and the country side looks green and beautiful. The cold makes the soil as hard as iron, so it is difficult to grow anything. Greece is a country in the south of Europe.

Now write them in the correct order in your exercise book.

Lesson 4

The Ant And The Grasshopper : Part 2

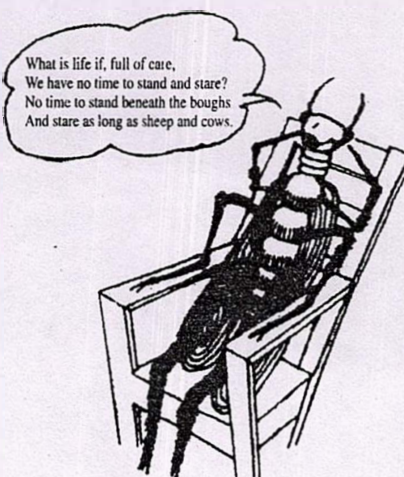
A Look at the questions and talk about the picture. Then continue reading the story and ask and answer the questions.

- 1 Who can you see in the picture?
- 2 What is he doing ?
- 3 What kind of things does he like to do?
- 4 What kind of person is he?

Mrs Ayesha Amin continues her story.

Mr Grasshopper didn't like to work during the lovely hot summer days. "It's really not necessary," he told Mr Ant. "Why do you work so hard when there's plenty of food to eat?", Mr Grasshopper asked him. "There's plenty of food now," agreed Mr Ant. "But what about the future?"

"Oh, the future!" exclaimed Mr Grasshopper. "Why do you care about the future, Mr Ant?" It really doesn't exist! Only the present exists!" Mr Grasshopper laughed. Then he started to sing a song. Mr Grasshopper sang very well and Mr Ant stood and listened to him.



"Would you like to sing a song with me?" Mr Grasshopper asked. "Oh, thank you," replied Mr Ant politely. "But I'm afraid I don't know it. What's it called?" "Well, really it's a poem," explained Mr Grasshopper. "It's called 'Leisure', and it's my favourite, because I'm very fond of leisure." Mr Ant laughed loudly.

"But I do work sometimes, you know, Mr Ant," continued Mr Grasshopper more seriously.

"Guess, who wrote the music! Would you like me to tell you?" "Yes, I would," replied Mr Ant. "Was it written by someone famous?" "Yes, that's right," laughed Mr Grasshopper. "It was written by me! And now I'll sing it to you again!"

B Ask and answer more questions.

First complete the questions and answers . Then ask and answer them.

- 1 didn't Mr Grasshopper like to work? During
- 2 didn't he work during the summer? Because
- 3 did Mr Ant care about? The
- 4 did Mr Grasshopper sing? Very
- 5 didn't Mr Ant sing with Mr Grasshopper? Because
- 6 was Mr Grasshopper very fond of? (One word only)
- 7 did he think was famous? (One word only)
- 8 is he going to sing again to Mr Ant? He is

C Make sentences.

Find these sentences in the story.

Would you like to sing my song with me? Would you like to know?

Now match Lists A & B to make 5 similar meaningful questions, like this:

"Would you like (List A)?" asked (List B)

Example : 1. "Would you like to hear one of Aesop's fables?" asked Mrs Amin.

List A	List B
to hear one of Aesop's fables	the blacksmith
to sit down and look at these pictures	Anwar's father
to hear a poem about a blacksmith	Mr Ahmed
us to help you, sir	Mr Salam
to visit a smithy	Mrs Amin

Lessons of Class IX - X
Buildings and Monuments
Lesson 1

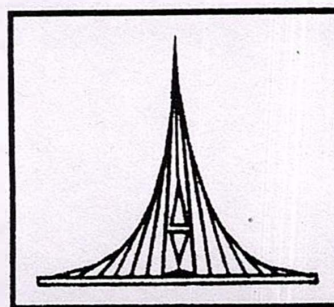
The National Memorial

Objectives : By the end of this lesson you will have

- looked at a picture and asked and answered questions
 - read a text and completed a table
 - completed a conversation
 - answered questions
-

A Look at the picture.

Ask and answer in pairs what you know about it.



B Read about the National Memorial at Savar and complete the table.

The National Memorial at Savar is a symbol of the nation's respect for the martyrs of the War of Liberation.

It is built with concrete, but made of blood. It stands 150 feet tall, but every martyr it stands for stands so much taller. It is an achievement the dimensions of which can be measured, but it stands for an achievement, which is immeasurable. It stands upright for the millions of martyrs who laid down their lives so that we may stand upright, in honour and dignity, amongst the nations of the world.

Most prominently visible is the 150 feet tower that stands on a base measuring 130 feet wide. There is actually a series of 7 towers that rise by stages to a height of 150 feet. The foundation was laid on the first anniversary of the Victory Day. There is actually a plan to build a huge complex in several phases. The entire complex will cover an area of 126 acres. The plan of this complex includes a mosque, a library and a museum. The relics of the liberation war will be kept in the museum. They will ever remind our countrymen and all who would come to visit the museum of the valiant struggle and supreme sacrifices of a freedom loving people. Here also will be a clear warning to all oppressors that the weapons of freedom need not be very big, and that oppression will always be defeated. The will of people prevails, for man is born to be free.

The most moving sight of the complex is the several graves of the martyred freedom fighters: close to the tower. Standing in front of the graves we bow down our heads in respect, as the towers soar up symbolizing the loftiness of their spirit.

Area	Height	Width	Towers

- C** Imagine you have taken your foreign friend to visit the National Memorial. Fill in the gaps in the following conversation.

represent, incomplete, library, mosque, museum, area

John : This is fantastic! but what do the 7 towers stand for?

Shibli : Well, they _____ the 7 War Heroes.

John : Right. The complex looks _____. What are they constructing over there?

Shibli : Well, there will be a _____, a _____, and a _____ in this area.

John : Ok! Then it will be a complete memorial. What is the total _____?

Shibli : About 126 acres.

John : A monumental feat for your war heroes indeed!

- D** Write answers to the following questions.

- 1 What will the memorial remind its visitors of?
- 2 Why is the museum built near the monument?
- 3 What does the author mean when he says that the national memorial was built with concrete but made of blood?

Lesson 2

The Shat Gambuj Mosque

Objectives : By the end of this lesson you will have

- asked questions
- read a text and defined some words
- read a text and ticked correct expressions
- completed table
- written a paragraph comparing the two mosques

A Ask the questions to your partner.

- 1 Do you pray?
- 2 Where do you pray?
- 3 Have you seen/heard about the Shat Gambuj Mosque in Bagerhat?
- 4 Can you tell how old it is?
- 5 Do you have any mosque near your house?

B Read the text and tell your partner what the words below refer to in it. The Shat Gambuj Mosque, Bagerhat

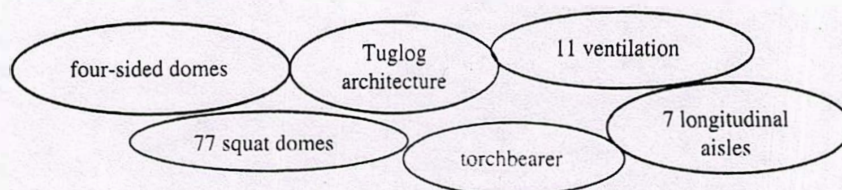
In mid-15th century, a Muslim colony was founded in the inhospitable mangrove forest of the Sundarbans near the seacoast in Bagerhat district by a saint Ulugh Khan Jahan. He was the earliest torchbearer of Islam in the South who laid the nucleus of an affluent city during the reign of Sultan Nasiruddin Mahmud Shah (1442-59), then known as 'Khalifatabad' (present Bagerhat). Khan Jahan



adorned his city with numerous mosques, tanks, roads and public buildings. The most spectacular of which is the imposing multidomed mosque in Bangladesh, known as the Shat Gambuj Masjid. The stately fabric of the monument stands on the eastern bank of a vast sweet- water tank, clustered around by the heavy foliage of a low-lying countryside characteristic of a seacoast landscape.

The mosque is roofed over with 77 squat domes, including 7 chauchala or four-sided domes in the middle row. The vast prayer hall is provided with 11 arched doorways on east and 7 each on north and south for ventilation and light. It has 7 longitudinal aisles and 1 Ideep bays by a forest of slender stones columns. From these columns spring rows of endless arches, supporting the domes. The arches are six feet in thickness, have slightly tapering hollow and round walls. The interior and the exterior of the mosque give a view of rather plain architecture but the interior western wall of the mosque is beautifully decorated with terracotta flowers and foliage.

Besides being used as a prayer nail the mosque was also used as the court of Khan Jahan Ali. Now it is one of the greatest tourist attractions and best architectural beauties of Bangladesh.



C Read about another mosque and tick the correct expressions.

The Star Mosque is a very beautiful mosque situated at Mahuttuly on Abdul Khairat Road in Dhaka. Architecturally faultless, this Mughal style mosque exhibits five-domes with hundreds of big and small twinkling stars on walls. The stars have been created by setting pieces of chinaware on white cement. Seen from the front and from far it looks as if shining above the surface of the earth. The inside of it is even more beautiful than the outside. Lovely mosaic floor and excellent tiles with many floral patterns set on the walls are all in complete harmony. Mirza Ghulam Pir, a highly respectable Zamindar of Dhaka, built the Star Masjid in early 18th century.

The Star Mosque is as old as the Shat Gambuj Mosque.

The stars on the walls of the Star Mosque are painted with permanent colour.

The interior of the Star Mosque is as beautiful as the exterior.

D Fill in the following table with information about the mosques.

Star Mosque	Domes	Year	Location	Decoration
Shat Gambuj Mosque				

E Write a paragraph comparing and contrasting the Shat-Gambuj Mosque with the Star Mosque.

Lesson 3

The Statue of Liberty

Objectives: By the end of this lesson you will have

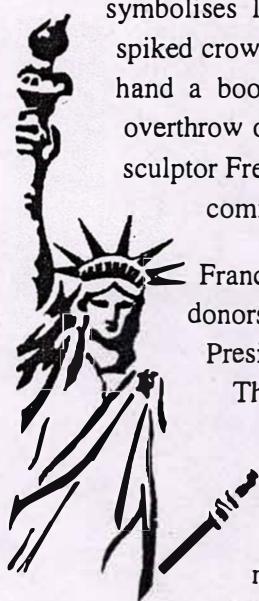
- asked and answered question about statues
- read a text on the Statue of Liberty and labelled the picture
- answered questions
- discussed a poem

A Work in pairs. Ask and answer these questions.

- 1 What do you understand by a statue?
- 2 Have you seen any statue? If you have where, when? What was it?

B Read the text and label the picture showing the correct measurements.

The Statue of Liberty, originally called Liberty Enlightening the World is a statue on Liberty Island, formerly Bedloe's Island, in the harbour of New York. The statue symbolises liberty in the form of a woman wearing flowing robes and a spiked crown. She holds a torch aloft in her right hand and carries in her left hand a book inscribed "July 4, 1776". Broken chains, symbolizing the overthrow of tyranny, lie at her feet. The statue was designed by the French sculptor Frederic Bartholdi and was given by France to the United States to commemorate the centennial of US independence in 1876.



France raised funds by popular subscription to pay for the statue; US donors financed the pedestal and installation of the monument. President Grover Cleveland dedicated the work on October 28, 1886. The statue, the island, and nearby Ellis Island were declared a national monument in 1924.

The statue formed of copper sheets riveted to an iron framework, is one of the largest in the world. It measures 93.5 m (306 ft 8 in) from the bottom of the pedestal to the tip of the torch. The figure itself is 46.4m (152 ft 2 in) high; the right arm is 12.8 m (42 ft) long; the hand is 5.03 m (16 ft 5 in) long; and the head, which is reachable staircase or emergency lift, measures 8.5 m (28 ft) from neck to diadem and 3.05 m (10 ft) from ear to ear. The statue weighs 254 tonnes (250 tons).

Originally conceived as a gesture of international friendship, the statue has become a global symbol of freedom, marking the arrival of millions of immigrants to the United States.

C Answer the following questions.

- 1 What does the statue symbolise?
- 2 What do the torch and the book in the hand of the statue symbolise?
- 3 Do we have any symbolic monuments in our country?

D The following lines are inscribed at the main entrance to the pedestal of the Statue of Liberty. Read the lines and discuss the following points with your partner.

Give me your tired, your poor
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tossed to me,
I lift my lamp beside the golden door!

The New Colossus (1903) Emma Lazarus

Who is saying these?

To whom are the lines said?

Do you think the lines express what
the statue symbolises?