

Study Report

On

Weakness of Grade Three Students in Bangla: Causes and Remedies

Overall Direction

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List of Acronyms

AUEO	Assistant Upazila Education Officer
C-in-Ed	Certificate in Education
DPE	Directorate of Primary Education
DPEd	Diploma in Primary Education
DPEO	District Primary Education Officer
ESD	Education for Sustainable Development
FGD	Focus Group Discussion
GOB	Government of Bangladesh
HDR	Human Development Resource
MoPME	Ministry of Primary and Mass Education
NAPE	National Academy for Primary Education
NCTB	National Curriculum and textbook Board
NEP	National Education Policy
NGO	Non-Government Organization
NSA	National Student Assessment
OECD	Organisation for Economic Co-operation and Development
PEDP III	Third Primary Education Development Programme
PEDPII	Second Primary Education Development Programme
PISA	Programme for International Student Assessment
SMC	School Management Committee
TG	Teacher's Guide
UEO	Upazila Education Officer
UNDP	United Nation Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children Emergency Fund

Executive Summary

There is an increasing concern among the national as well as international development policymakers that the standard of children's primary education in Bangladesh is less than optimal. Bangladesh faces many other challenges in ensuring satisfactory achievement for all students in the primary education sector. In this situation, many argue that the students in government primary schools are not adequately competent in their native language subject (Bangla).

The aim of this study is to explore the weaknesses and remedies for achieving four language skills of grade III students in Bangladesh's primary education sector. The specific objectives of this study are to examine:

- a) to what extent the students achieved four language skills.
- b) to find out the gaps in achieving four language skills.
- c) to identify the causes of gaps in achieving four language skills, and
- d) to find out the remedies for minimizing the gaps in achieving four language skills.

To meet these research objectives, the researcher used explanatory sequential mixed methods design with multistage cluster sampling strategies. In the first phase, researchers used an achievement test to identify the students' learning level on some predetermined competencies of Bangla language skills for grade III students. In the follow-up stage, students' level of learning and areas of gaps were ascertained from the quantitative analysis. These analyses helped to determine the activities of phase-2. In the final phase, the researchers interviewed the teachers to find out the causes of students' learning deficiencies and gaps in language learning. In addition, the researchers conducted a focus group discussing with the students to meet the research objectives. The uses of multiple methods allowed the researchers to triangulate among data and add rigor, breadth and depth to explore the real-life situations of both urban and rural students in Bangladeshi primary schools.

Through the achievement test, we found that:

- The overall seen text listening achievement score is on an average 68.20 percent and unseen text listening achievement score is on an average 66 percent.
- The mean score of one to one communication is on an average 89.2 percent and the mean score is on an average 88.4 percent (picture based).
- The mean achievement score of silent reading (seen text) is 46.8 per cent and silent

reading (unseen text) is 43 per cent.

- Students' reading fluency is assessed through loud reading text. The students' reading fluency is 48 (wpm).
- Most of the teachers identified that students are not mainly able to identify the alphabet, not able to make words with the help of alphabet, not able to make/break the compound letter and not able to make sentences with the help of words.
- The mean score of writing on an average is 58 percent and the mean score (with the help of picture) on an average is 70 percent.

The above presented data helped the researchers to explore the gaps in achieving four language skills through t-test and Pearson's correlation. Data show that

- Students' listening skill is moderately correlated with reading and writing skills with a high level of significance.
- Students' speaking skills have no significant correlation with reading skills while their writing skills have a partial correlation with strong significant level.
- In reading skills, the achievement gap higher at the unseen text (57.0%) than the seen text (44.5%). However, in writing skills, the achievement gap is higher in picture-based writing (42.0%) than the form fill up (30.0%).
- Students' performed better in listening and speaking skills than reading and writing skills as listening and speaking skills are practiced during Bangla lesson.

These findings helped the researchers to explore the causes of gaps in achieving four language skills. The major causes are:

- Teachers do not fully follow the Teacher's Guid (TG) and National Curriculum and textbook Board (NCTB) suggested language teaching techniques (activity and practice-based) for listening and speaking skills.
- Teachers did not follow interactive and participatory approaches like, group reading pair reading, silent reading, use of flashcard, word card, reading out of the textbook, etc. Teachers did not scaffold to write and brainstorming for creative writing.
- Teachers assess the students' reading skill by asking to read and writing skill by asking to write beautifully. But speaking and listening skills are not evaluated during the Bangla lesson.
- Students' achievement score is poor in the unseen text due to inadequate supplementary reading materials like storybooks, rhymes or any other kind of reading

resources in school. In addition, there is no book corner inthe classroom.

- Schools do not have sufficient physical facilities related to language teaching and learning environment in the classroom like light, fan, soundbox, audio player, etc.
- Most of the students are absent from class for required days in a month. A few students are engaged with different activities during school time to earn money.
- Most of the teachers who teach Bangla have no subject-based training. In addition, the duration of subject-based training is insufficient and training conducting appropriateness is not unquestionable.
- Teachers are not capable of teaching Bangla language as per proper guideline of the national primary curriculum. In addition, teachers use the local language as well as the local accent of language during the lesson.
- Teachers pass busy time with other activities (official work, stipend activities, survey, voter list update etc).
- Teachers are willing to teach the students for getting a good number at examinations not for achieving learning competencies and learning need. They measure the students learning needs and capacity through exams result (paper-pencil test).
- The large number of students in classroom is a big problem for a teacher to manage and teach the Bangla language appropriately in a participatory approach.
- Parents of rural areas are unconscious about their children's education.

Finally, the research team recommended

- Identifying the weakness of students through baseline survey at the beginning of the academic year and scaffold them continuously to reach up to the mark.
- Practicing four language skills during the lesson for achieving learning outcomes especially listening and reading.
- Introducing an assessment policy for ensuring four language skills at primary level specially for listening and speaking skills.
- Recruitment of subject-based teachers to fulfill the learning needs of primary students. In addition, the government has to appoint one teacher for each subject from grade one to five.
- Teachers' have to follow NCTB suggested methods and techniques in Bangla language teaching. In addition, he or she can follow the annual and daily lesson plan provide by the National Academy for Primary Education (NAPE).

- Ensuring physical facilities for conducting Bangla language classes as prescribed in the national curriculum.
- The government can take initiatives to ensure 100 percent attendance of students through confirming the regular guardians' meeting, teachers' home visit or inquiring over phone and providing mid day meal. In addition, SMC members have to play their role actively for ensuring students' regular attendance.
- Government has to ensure subject-based training for teachers in a proper manner and duration of training should be increased.
- Taking motivational initiatives for teachers like handsome salary structure, promotion, training at home and abroad, etc.
- Ensuring teacher students ratio in a logical manner as mentioned in National Education Policy- 2010.
- Schools can arrange various programs for developing parents' awareness regarding students' performance.
- Teachers have to retrain from using local language and also local accent in classroom teaching.
- Teachers have to ensure formative assessment especially to assess four language skills in the classroom. In addition, each and every learning outcome should be assessed through the terminal and annual examination.
- Teachers' workload must be reasonable which is necessary for teaching.
- Government has to ensure making a book corner in every classroom and provide supplementary reading materials (SRM) for each school.

Chapter- 1: Introduction

1.1 Background of the study

Bangladesh has enshrined the right to education for all according to its constitution. Moreover, the National Education Policy (Directorate of Primary Education, 2011) re-affirms compulsory free education for all children, at least, at the primary education level. Since its independence in 1971, Bangladesh has been struggling to establish an efficient, inclusive and equitable primary education system for all children. In addition, Bangladesh faces many other challenges in ensuring sufficient achievement for all students in the primary education sector. In this situation, many arguments have been made that the students in government primary schools are not sufficiently competent in their native language subject. For example, the report of National Student Assessment (NSA) for grade three shows that students with sufficient reading ability were 75 percent in 2013, 68 percent in 2015 and 74 percent in 2017 (Directorate of Primary Education, 2018). In fact, understanding of the national situation in this area through research is important for the primary education department in this country. Therefore, the study on “Students Weaknesses of Grade Three in Bangla Language: Cases and Remedies” is a very relevant issue at present time.

According to theory, language teaching in a primary school classroom is highly systematic which the needed professional development for teachers so that they can arrange an effective language teaching approach. In this respect, the government has been implementing both long and short term professional development for all newly recruited school teachers. However, the implementation of language teaching has been encountering a huge number of difficulties in government primary schools in Bangladesh. These difficulties vary widely in different ways reflecting geographical regions, socio-cultural situations of parents and education system in the country. Teachers who are in the implementation process of this teaching approach face different situations and most of them have training and some have no training in language teaching.

The purpose of teaching native language at primary level is to help students to develop competence in all four language skills through meaningful and enjoyable activities (National Curriculum and Textbook Board [NCTB], 2012). Listening, speaking, reading and writing skills are crucial for a child to succeed in their study life. According to Richards (2006), it is the age as the communication age and effective communication is one of the most important

skills that every student should have. Receptive and expressive language abilities are directly related to listening and speaking skills. The key to successful communication is speaking nicely, efficiently and articulately, as well as using effective voice projection. Furthermore, speaking is linked to success in life, as it occupies an important position both individually and socially.

As is the case with many basic skills, one of the important periods to improve four skills is during primary education period for all students. Therefore, it is essential that efficient and effective teaching methods are employed in order to improve four skills during primary education.

However, students with difficulties of these skills have to face a big problem in their study lives. They never overcome the problem when they felt understanding of their own problems. Achieving four skills of the native language is a sequential process; each new skill builds on the mastery of previously learned skills. Therefore, organizing pedagogical professional development can help the class teachers the better process of achieving language skills.

The ability to use various skills is one of the important issues of students. Primarily, it is needed to know the student's achievement in different language skills. It is an important ground to know the performance of students which is helpful for preparing national education policy; there is an effective impact on instruction for teaching-learning system.

The goal of this research is to investigate the teachers' perceptions about the students' weakness in Bangla language in Bangladesh. Another outstanding goal of this study is to identify the discrepancies between the teachers' perceptions and the real classroom practices by observing classrooms.

1.2 Rationale of the study

Bangladesh, a developing country with a high density of population aspires to develop through the use of human resources. To build quality human resources, it is essential to have in place a quality education system. However, education is a comprehensive mission and there are numerous factors which affect education policy, management, curriculum development and its' implementation at school level. So far, in Bangladesh, many educational researchers have traditionally concentrated on looking at inputs in education. For example, childrens' enrolment, attendance, achievement, management of schools, teachers' qualifications, and training have been the focus of most research in primary education.

Reviews of literature show that only some Non-Government Organizations (NGOs) and donor agencies have conducted a few studies. But most of these donor agency reports depended on only secondary data. However, in-depth research with primary data on children's weakness in native language subject is a deeply felt necessity.

As the insider researchers, NAPE researchers of this study have noticed that many of the objectives of Primary Education Development Programs (PEDP2 and PEDP3) undertaken by the government for the development of children performance remained unachieved. This phenomenon influenced us to select the topic as an important research area for NAPE regular research activities.

Given that no significant empirical research has so far been conducted to explore and understand the nature of problems regarding the weaknesses of students' achievement in primary education in Bangladesh, the present research aims to fill the gap by undertaking a qualitative research approach. This research has both explorative and evaluative purposes. Moreover, the research will put forward some recommendations with policy implications that will contribute to the improvement of primary education in the context of Bangladesh. Moreover, this research project has filled an important gap in the research literature by undertaking an empirical research approach.

1.3 The context of the education system in Bangladesh

- Primary education in Bangladesh**

The primary education sector is the biggest national enterprise with more than 17 million students attending 133,901 educational institutions served by more than 5,74,000 teachers (Directorate of Primary Education , 2017). Currently, six years of free, compulsory primary education are available for all children including one-year pre-primary education. Most children study in government primary schools, especially in rural and remote areas. In urban areas, a large portion of children enroll in private schools and high schools attached to primary schools. Besides this, religious education and NGO's non-formal education for children exist in the country. Generally, 5+ to 10+ age groups of children are studying in the primary schools.

In recent years, the primary education sector has made remarkable progress in increasing gross enrolment excluding some disadvantaged groups of children. This success in the quantitative expansion is attributed to various government programs. As regards the quality in primary education various survey findings provide a discouraging scenario. The quality of

primary education is not up to the mark. The government and the donor agencies are now concerned and taking steps to revert the trend through development programmes.

- **Primary Education Development Programme (PEDP)**

As a developing country, Bangladesh has different sector-wise development programmes. Since 1997, Primary education sector took First Primary Education Development Programme (PEDP1) for five years (1997- 2003). The duration of Second Primary Education Development Programme (PEDP2) was 2004 -2011 and Third Primary Education Development Programme (PEDP3) was 2012 -2017. Ongoing PEDP4 is working since 2017-18.

The main funding authorities are development partners and the Bangladesh government. In order to implement the programme, the government and development partners agreed to introduce principles of a sector-wise approach to achieve excellent primary education in future (Directorate of Primary Education, 2011).

- **Curriculum and Teaching Materials (Textbooks)**

The Primary education sector introduced a competency-based curriculum in 1992 and the last revision was held in 2010 (Directorate of Primary Education, 2011). The curriculum has specified grade-wise and subject-wise learning outcomes and terminal competencies. Most primary schools in Bangladesh are under the direct management of the government and follow the government curriculum. The medium of instruction of these schools is Bangla except for second language English textbooks that are in the English language. Besides this, a small number of urban elite schools follow the British-determined curriculum and assessment.

Based on curriculum, National Curriculum and textbook Board (NCTB) has been producing and distributing textbooks for more than a decade. A single set of approved textbooks by subject and class is published centrally by the NCTB. These textbooks are delivered by the department of education without any cost at the beginning of every New Year. There is no provision to supply any other supplementary books for the students at the primary school level.

- **Professional development for teachers**

There is compulsory provision for every primary school teacher to participate in the one and a half year duration Diploma in Primary Education (DPed) professional development course

within two years after recruitment. Previously (before 2013), it was a one year certificate in Education(C-in-Ed) course. Most district levels have a Primary Teachers Training Institute (PTI) and every year, many newly recruited teachers have been enrolling in programs offered at those institutes.

1.4 Objectives of the study

The aim of this study is to explore the weaknesses and remedies for achieving four language skills of grade III students. The specific objectives of this study are:

- to what extent the students achieved four language skills
- to find out the gaps in achieving four language skills
- to identify the causes of gaps in achieving four language skills
- to find out the remedies to minimize the gaps in achieving four language skills

Bangladesh faces many other challenges in ensuring quality primary education. In fact, understanding and practices of the global situation in these areas have created stresses and gaps between the situation of operational principles and practicalities in primary schools in this country. In Bangladesh, as in many other developing countries, children in high poverty areas are commonly considered less literate than other areas.

1.5 Linking between objectives and curriculum

To meet the above mentioned research objectives, the researchers tried to explore a link between research objectives and attainable grade-wise learning outcomes.

Table 1: Class-wise achievable competencies

	Language skills	Grade-wise achievable competencies
1	Listening	1.2 Will be able to understand by hearing sentences formed by words which are known and used in lessons. 2.2 Will be able to understand the main subject of stories and legends. 3.1 Will be able to understand by hearing the conversation and description of known subjects
2	Speaking	2.3 Will be able to tell the story by seeing the picture. 3.1 Will be able to introduce oneself & one's classmates in standard colloquial pronunciation in the class.
3	Reading	1.4 Will be able to read the words and sentences in the textbook and from other books of the same standard with an audible voice and standard pronunciation. 2.4. Will be able to understand by reading stories and legends 3.3 Will be able to read books which give pleasure to children and other books of the same standard as that of the textbook.
4	Writing	3.1 Will be able to write a simple description of the event seen in a picture. 4.2 Will be able to fill in simple forms. (National Curriculum and Text Book Board, 2012)

This guidelines (table-1) helps the researchers of developing an achievement test to assess the students learning level and measure the learning gaps.

1.6 Limitation of the study

This study has some limitations:

- A big limitation of this study is that the number of sample school is only 16 out of more than 66,000 government primary schools. While qualitative part of mix methods is undercombined 16 schools is enough for methodological demand.
- The school number is really a limitation of this research. It was planned to collect data from 30 students from each school but the researchers did not cover this figure from every sample school due to shortage of students in grade three in those schools.

Chapter- 2: Review of Literature

2.1 Introduction

Topic related literature review is extremely important for conducting fruitful research, that is a constructive activity for research. This type of literature review raises the level of difficulty in similar research areas. The researchers reviewed various relevant research papers and they are described in this part.

2.2 Achievement level of students in the native language

The main foundation of achieving the success of any nation is to practice their mother tongue. Despite the fact that Bengali is our mother tongue, the level of reading ability of the students is not sufficient (Directorate of Primary Education, 2011). A strong argument is made by media that many students of government primary school cannot achieve fully four language skills; listening, speaking, reading and writing in Bangla after finishing their fifth grade (Prothom Alo, 20 January 2018).

However, by introducing qualification based education in primary school since 1992, the government has taken various necessary steps to implement it. Our primary level textbooks have been designed to achieve four skills of the language. After analyzing textbooks, it can be seen what is to be done at the beginning of each lesson, which will result in a skill. That is a guide for the teacher, how to deal with the lesson. A lesson is to be heard. What to read and what to write are also understand. If a teacher follows the instructions properly, then a student can achieve four skills at the same level (Rahman, 2014).

Moreover, successful methods and techniques have been taught in Bangla to teach basic four skills during the long and short term professional development at Primary teachers' Training Institutes (PTIs) and Upazila Resources Centres (URCs). However, many critics argued that most of language teaching in our government schools have been done through traditional ways and the results of students are not enough satisfactory yet.

Penu (2014) argued on the quality of mother language teaching in primary education in Bangladesh and explored the Bengali language is being dragged into neglected corner. This author also pointed out that creating a weird environment helped to conflicts between Bengali and English at the primary level of education.

2.3 Teaching techniques for language learners in classrooms

From the pedagogical point of view, the majority of language teachers give emphasis on communicative teaching techniques in their classrooms. Ulas (2008) defines that communicative language teaching means conversation or an emphasis on the open-ended discussion as the main feature in the classrooms activities. Similarly, Richards (2006) described that communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom.

In the same way, Ulas, (2008) explained that the role-playing activities are valuable classroom techniques that encourage students to participate actively in the learning process. It is important to note that role activity takes several different forms and that the teacher can provide students with a variety of learning experiences by deploying different methodologies according to individual needs, interests and learning levels . In addition, these role-playing activities enable the teacher to create a supportive, enjoyable classroom environment in which students are encouraged and motivated to effectively learn the target language (Ulas, 2008).

However, Begum (2018) et al, pointed out that the majority of language class teachers follow traditional teaching techniques in their classrooms in government primary schools in Bangladesh. Richards (2006) gave an explanation that the traditional approach to language teaching makes a priority to grammatical competence as the basis of language proficiency. This is based on the belief that grammar could be learned through direct instruction and through a methodology that made much use of repetitive practice and drilling.

According to Richards (2006), it was assumed that language learning meant building up a large range of sentence and grammatical pattern and learning to produce these accurately and quickly in the appropriate situation. Once a basic command of the language was established through oral drilling and controlled practice, the four skills were introduced, usually in the sequence of speaking, listening, reading and writing. Techniques that were often employed included memorization of dialogs, question-and-answer practice, substitution drills, and various forms of guided speaking and writing practice; great attention to accurate pronunciation and accurate mastery of grammar was stressed from the very beginning stages (Richards, 2006).

UNESCO (2019) reports that the linguists, academics, and physical scientists have tried many

tests and agreed that the mother tongue should be the only vehicle for education at the primary level. At the same time, teaching in mother language is advisable in Planning in the Primary School Curriculum' (UNESCO, 2019). If the children get fluent in mother-tongue in primary level education, then it is possible to learn other languages well. Before learning another language, there is no alternative to widening the way for the necessary skills in the mother language.

2.4 The roles of teachers and learners in the classroom

Richards (2006) gave explanation of the type of classroom activities for language teaching has indirect roles in the classrooms for teachers and learners. Learners need to participate in classroom activities that are based on a cooperative rather than individualistic approach to learning. Students have to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model; at the same time, teachers need to play the role of a facilitator and monitor (Richards, 2006).

2.5 National policy concern on mother language teaching

Education policymakers in Bangladesh pointed out a number of aims and objects for proper implementation of education policy in the country. One aim is to ensure that the Bengali language should be taught with correct pronunciation and in a standardized way (Rahman, 2014). In order to do this, Bangla is taught from the primary level as a major subject. So it's really important to do more research to develop the language skills of primary level students about Bangla subject.

Moreover, Bangla is also the state language of Bangladesh. Bangla is not just a subject, it is the medium of learning all things. It is essential to learn the skills of listening, speaking, reading and writing in Bangla at the primary education level (Rahman, 2014).

2.6 Causes of weakness in the native language

In order to become a competent communicator, every student in primary schools needs to be proficient in each of the four language skills with confidence. Our constitution clearly suggests the establishment of a uniform system of education extending it to all children (Article-17). Our National Education Policy 2010 guides us to create equal opportunities to ensure access of all children to primary education without making any sort of discrimination. Unfortunately, our education system has been divided into many streams (English medium, Bangla medium, Madrasa education, etc.), which is dividing the nation and gradually the gap is getting wider (Biswas, 2019).

At the government initiative, the Primary Education Completion Examination is held every year with the grade five students of primary education in our country. More than 95 percent of students are getting pass marks per year in that examination. For example, according to result the passing rate in 2017 was 95.18 percent (Directorate of Primary Education , 2017).

On the other hand, under the National Student Assessment (NSA) program, conducted by DPE after every two years, third and fifth-grade students were assessed on a nationwide basis in Bangla subject. In the year 2017, the fifth-grade students with band-5, their passing rate was only 12 percent (DPE, 2018) and the students of grade 3 who got band 3 to 5, their passing rate was 74 percent (DPE, 2018). That is, this two evaluation (PECE and NSA) tests differ in the results of evaluating student achievement. Therefore, it is important to conduct further research on students' achievement of Bangla subject in order to obtain more accurate information and find out the gaps between two results.

The report published on 15 November, 2011 in The Daily Education Magazine stated that 75 per cent of the primary level students are not able to achieve the eligibility requirements and most students from 3rd to 5th grade cannot read Bengali. Similarly, the report published on December 11, 2017 in the Daily Alokito Bangladesh newspaper stated that, under the 3rd Primary Education Development Program (PEDP-3), a baseline survey was conducted by Directorate of Primary Education (DPE) in 2015. It can be seen in the survey that less than 25 percent of the students of 3rd grade can read Bengali fluently (the Daily Alokito Bangladesh, 11December, 2015).

In the report published on June 1, 2015, in the Daily Janakantha newspaper titled "Success in the examination, quality questioned", Mr. Bhabash Baroi, has said that in 2014, the World Bank said in a report that with the primary education standards, though the enrolment rate of primary education has been increased the standard of education has decreased. About 75 percent of the candidates who pass the Primary Education Completion Examination are not proficient in Bengali (the Daily Janakantha, 1 June 2015).

It is seen from the information that though the passing rate of grade three students is satisfactory, national level test and the skills of the mother tongue are very much frustrating. So, knowing the real information through research, we don't take proper initiative to achieve the skills of mother tongue, it will not be possible to achieve SDG by 2030.

So far, however, there have been a small number of studies related to the problem of low achievement of Bangla language focusing primary schools in Bangladesh. Most studies

concerning the educational situation of children have focused on mapping only numerical expressions based on secondary sources data such as the Annual Report of various organizations. A few international organizational reports have focused on the fact that the primary education in Bangladesh has shifted from partial segregation, moving towards mainstreaming, to the current situation of quality primary education for children. Against this background, an in-depth analysis through research at the school levels is needed in order to understand the causes of low performance of Bangla language in primary schools in the country and that's why more research studies should be conducted on Bangla.

Chapter 3: Methodology of the study

3.1 Introduction

This chapter presents the methodology of the study in detail. Methodology includes the research context, research design, study area, population, sample and sampling design, sample selection strategy, data collection tools, development and description of tools, piloting, data gathering process and data analysis procedures. In addition, the study team also includes the ethical consideration issues of this study in brief.

3.2 Research context

The government is trying to ensure world-class education to form the basic level of students through primary education. They took different initiatives for tracking its development in the last few decades. For example, the National Education Policy 2010 and National Curriculum 2012 set a different benchmark for developing language skills of primary students from curriculum to textbooks where reading is treated as an emphasized area. Developed countries like OECD countries are assessing their students' performance through the PISA exam. Similarly, in Bangladesh, students' performance on reading in Bangla is assessed through the National Students Assessment (NSA). Bangla is a compulsory subject at primary level and every exam including PECE assesses the students' two skills (reading and writing) out of four basic skills of language through the paper-pencil test. Students scored well in PECE exam while they achieved a poor score in the NSA.

Regarding these aspects, the Ministry of Primary and Mass Education (MoPME) feels the need to know the causes of learning gaps in between two assessment process. After that National Academy for Primary Education (NAPE) conducted a study to identify the reading ability of class four students of government primary schools. It is assumed by the government, that most students of class three and five can't read Bangla at an expected level that is cited in National Curriculum 2012. Learning English by the students of government primary schools might be worse than that of Bangla. The government is keen to learn the causes behind this situation. That's why the Ministry of Primary and Mass Education asked the National Academy for Primary Education to study Primary School Bangla Subject in order to find out the causes of weakness in Bangla of the students of class four students of government primary school.

3.3 Research design

The nature of the study is descriptive research approach. This study follows the mixed-method approach with sequential explanatory strategy.

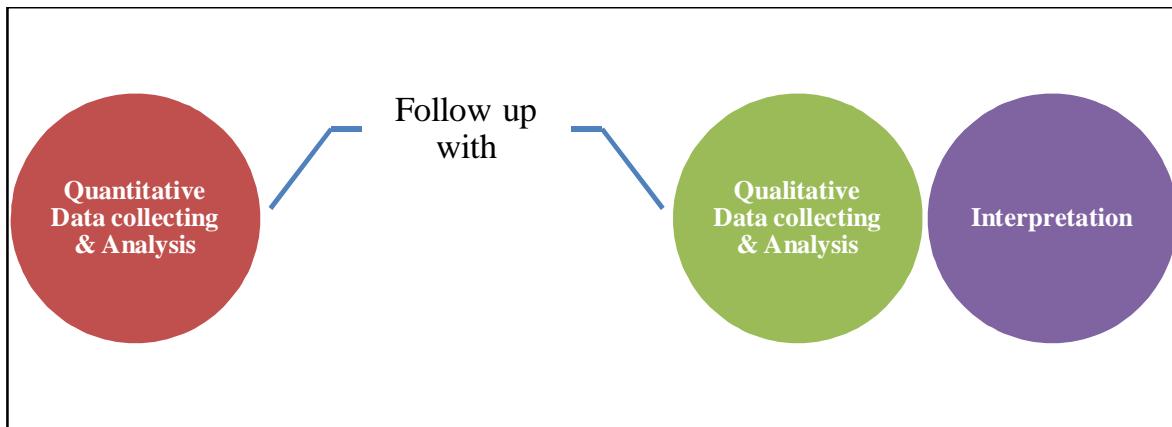


Figure 1: Sequential explanatory model

According to Creswell, (2012),

'an explanatory sequential mixed methods design (also called a two-phase model; Creswell & Plano Clark, 2011) consists of first collecting quantitative data and then collecting qualitative data to help explain or elaborate on the quantitative results. The rationale for this approach is that the quantitative data and results provide a general picture of the research problem'. (p.542)

Phase-1

To identify the causes and remedies of weakness in Bangla, at first it needs to discover the areas of weaknesses. And to do so, individual achievement test was used to identify the students' learning level on some predetermined competencies of Bangla language skills for class 3 students in phase-1. Also, Bangla classroom of respected schools was observed for the same purpose. Quantitative analysis was done from the achievement scores of the achievement test and classroom observation checklist. Descriptive analysis and few inferential analyses were performed to fulfill the purpose of the study.

Follow-up (Findings of achievement test)

In the follow-up stage, students' level of learning and areas of gaps were ascertained from the quantitative analysis. These analyses results helped to determine the activities of phase-2. Considering the findings from quantitative analysis, respondents were selected and tools were prepared for the next phase.

Phase-2

On the basis of findings from the follow-up stage, respected Bangla subject teachers of the schools selected in phase-1 were interviewed to find out the causes of students' learning deficiencies and gaps in language learning. Also, focus group discussions (FGDs) were administered in two groups of each schools putting the advanced 5/6 students in one group and the weaker 5/6 students in another group to know the causes of their achievement results.

3.4 Study area

This study was covered in eight districts of eight divisions taking one from each division in Bangladesh. The researchers wanted to cover the overall geographic location in-combination with urban and rural, costal-main land- hill and haor areas.

3.5 Population

The main population of this study is:

Students of grade III.

All of the students of grade III (2,924,975) have been selected as the population of this study. The study team had administered the test to class III students at the first third of the year 2019. At that time, the team conducted the achievement test by using the grade 3 level items on class 3 students.

Bangla Teacher

Bangla class teachers were also considered as a population of the study. Data were also collected from those teachers who had conducted the Bangla class in class three in this academic year, 2019.

Bangla classroom

To accomplish the study, teaching-learning activities of Bangla classrooms were observed to gather data. The study team observed the Bangla classes of grade 3.

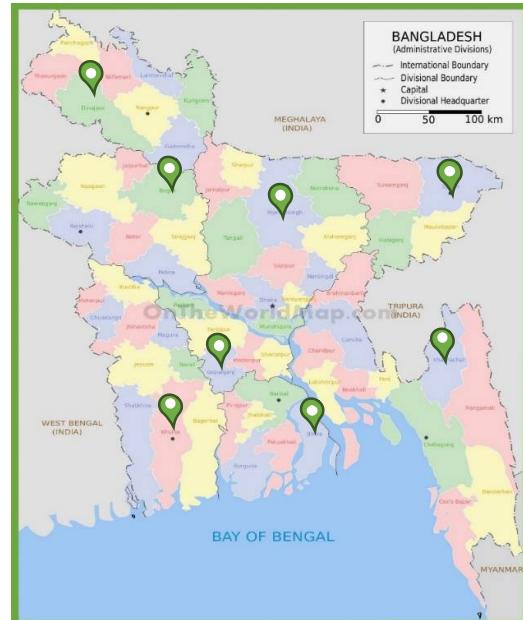


Figure 2: Study area

3.6 Sample and sampling strategy

The study covered all the educational divisions considering the geographical locations in Bangladesh. In the 1st phase, sampling was mainly done following the Multistage Cluster Sampling strategies and in the 2nd phase, samples were selected purposively. The sample categories are as follows:

Sample in phase-1: Students

At first to select class 3 students for administering achievement test, the representative sample size was determined. As the population size is large (greater than 20,000), the following formula was used to determine the representative sample size:

$$\text{Sample size} = \frac{Z^2 \times P(1-P)}{e^2} \dots \dots \dots \quad (\text{Cochran, 1963})$$

Z=1.96 (for 95% confidence level)

e=0.05

P=0.5

By solving the above equation sample size was found to be 384.

So, the required sample size was 384 and the study targeted 400 students. After collecting data, a total of 403 students were found for the administration of the test.

In the 1st phase, to select the sample students, multistage cluster sampling procedure was followed. A total of 8 districts were selected, one from each division considering various geographical locations. From each selected district, one upazila was selected from the upazila list randomly. A total of 16 schools were selected, two from each Upazila where one was located in an urban area and one was in a rural area and these selection was done through a random sampling technique. From those selected schools, a total number of 394 class three students were selected where 24-26 students of class 3 were selected randomly from each school.

Sample for Phase-2: Students

In the 2nd phase, two FGD were scheduled in each school which was selected in the 1st phase. Where one FGD was done with 5/6 advanced students and another one was done with 5/6 weaker students who were selected purposively.

Sample for Phase-2: Teachers

A total number of 16 teachers were selected using purposive sampling techniques. In particular, one Bangla teacher was selected from each school who was teaching Bangla in

class three from the beginning of the year to the time of interviewing.

Sample for Phase-2: Classroom observation

A total number of 16 Bangla classrooms were selected purposively to oversee the real classroom practice. Particularly, one classroom was selected from each school except.

Table 2: Sample distribution at a glance

				Phase-1	Phase-2	
Division	District	Upazila	Number of Schools	Students for achievement test	Students for FGD (2 per school)	Interview with Teachers
Dhaka	1	1	2	25 x 2=50	6 x 2 x 2=24	2
Chattogram	1	1	2	25 x 2=50	6 x 2 x 2=24	2
Rajshahi	1	1	2	25 x 2=50	6 x 2 x 2=24	2
Khulna	1	1	2	25 x 2=50	6 x 2 x 2=24	2
Barisal	1	1	2	25 x 2=50	6 x 2 x 2=24	2
Sylhet	1	1	2	25 x 2=50	6 x 2 x 2=24	2
Rangpur	1	1	2	25 x 2=50	6 x 2 x 2=24	2
Mymensingh	1	1	2	25 x 2=50	6 x 2 x 2=24	2
Total	8	8	16	400	192	16

3.7 Data collection tools

Different kinds of data collection tools were used to meet the research objectives of this study. An achievement test was developed for class three students to get a clear idea about students' learning achievement on four language skills-listening, speaking, reading and writing from the taught lessons. Three types of questionnaires were used to meet the research goal. A classroom observation checklist was also used for supporting data to meet the research objective. Moreover, an interview questionnaire and focus group discussion guidelines were administered to get the causes of learning gaps of the student-respondents. The instruments of this study are:

Achievement test:

An achievement test tool was developed considering the attainable competencies for class three. The study team wanted to find out the gaps between the attained learning outcomes and the expected learning continua. That's why the study team developed tools considering the class-wise attainable competencies. The researchers considered grade-wise attainable competencies 1.2, 2.2 and 3.1 for listening skills; 2.3 and 3.1 for speaking skills; 1.4, 2.4 and 3.3 for reading skills and 3.1 and 4.2 for writing skills.

Interview schedule

An interview schedule was developed for Bangla teachers to collect information about the causes of learning difficulties of class three students. Particularly, this tool was used to identify the learning gaps between what was expected to learn and what was learnt by the students. It includes teaching technique, assessment strategy, challenges of teaching, how to overcome the challenges and what the teachers need to develop for their professional skills so that they can deliver the classes more effectively and interestingly. In addition, reasons for learning difficulties in terms of students were aimed at.

Classroom observation

A classroom observation checklist was developed to recognize the real classroom situation about the presentation strategies and techniques, providing an opportunity the students for practicing the lesson in terms of skills, way of assessing the learning achievements. This tool was administrated in class three by the NAPE faculty members. In addition, the teacher's preparation for conducting a Bangla class in class three, use of teaching aid, instruction, motivation, a technique to teach words, students' participation were included in the observation checklist.

3.8 Piloting

The study team first prepared the draft tools of this study for piloting. The team went to a government primary school in Mymensingh Sadar Upazila for testing the reliability, validity and objectivity of the research tools. The researchers also measured its wording, sentence structure and content to know whether those were suitable for the targeted group of students or not. The team also estimated the total time for answering the questions.

3.9 Data gathering process

It was not possible to collect all data from different regions within a short time. So, it needed to deploy some enumerators to collect data from different parts of the country within this stipulated time. To maintain the standard of the study, the key researcher trained some NAPE personnel to act as enumerators to collect data effectively. To meet the research objectives data were collected from grade three students through the achievement test. Besides, the students were asked to read aloud different types of texts by following one to one approach to check their fluency and accuracy. Students also participated in a focused group discussion to share their learning experiences in the Bangla classroom. Few Bangla classroom activities were observed intensively to identify the teaching-learning strategies that influence

improvement of students' language skills. To complete the study, respected Bangla teachers were interviewed to explore their ability to conduct class as well as to identify the limitations in enhancing students' language learning skills.

3.10 Coding

As the respondents of this research were assured that their identity would be disclosed, their code has been used in the case of citing their opinions, suggestions and learned experience in this research report. The schools have been numbered numerically. The urban and rural schools have been symbolized using U and R respectively. The focus group discussion is symbolized by FGD along with school number. A brief coding strategy is described below:

Table 3: Qualitative data coding

For Teacher Interview		For FGD	
Code	Description	Code	Description
TIU _n	Teachers Interview from Urban (school code)		
TIR _n	Teachers Interview from Rural (school code)	FGD _n	Focus group discussion (school code)

3.11 Data analysis

Quantitative data were analyzed through descriptive statistics. The descriptive data were analyzed in qualitative approach focusing on the objectives of the study and the emerged themes and concepts from the field data. The raw data that were collected were processed under proper supervision of the study team and analyzed by applying computer software like SPSS. Descriptive statistics like mean, percentage distribution, correlations etc. were applied where found appropriate. On the other hand, the qualitative data were analyzed thematically based on research objectives.

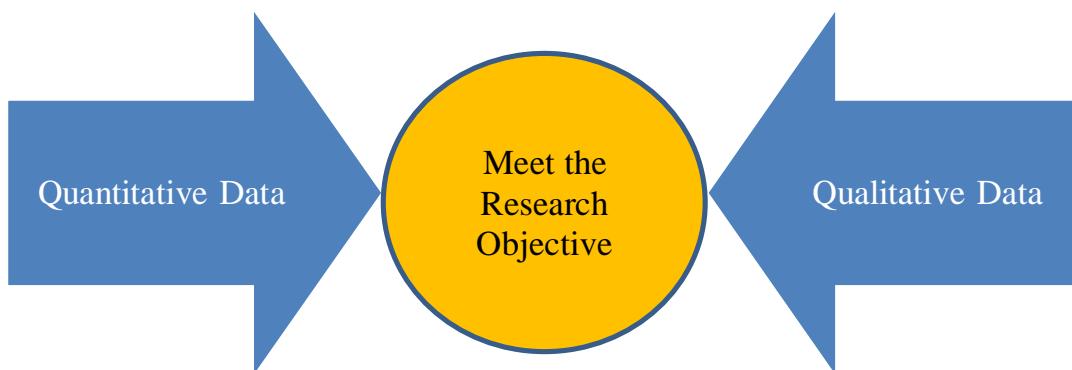


Figure 3: Data analysis process

3.12 Ethical considerations

To conduct this study the researchers followed some ethical issues:

- The researchers first explained the purpose of this study to the headteachers as well as the subject teacher of the government primary schools to collect information from Bangla teachers and students. They assured the respondents that the data would only be used for academic research purpose and their identity would be kept confidential.
- At the time of the literature review, the researchers gave more attention to avoid plagiarism. The researchers used direct coding or paraphrasing or summing documents used in text and end text citations.
- During data collection, the researchers have taken consent from every institution for collecting data and also has taken consent from teachers and students.
- The researchers have taken proper action to ensure the anonymity of respondents. They want to ensure that anonymity is maintained.

Chapter 4: Data Analysis and Presentation

4.1 Introduction

This chapter includes the information about four language skills (listening, speaking, reading and writing) of students through achievement test. Through this achievement test, the researchers tried to explore the achievement gap of students in Bangla language skills. In addition, the researchers triangulated data through teachers' interview, classroom observation and students focus group discussion.

4.2 Students achievements in four language skills

The achievements of the students of class three in listening, speaking, reading and writing skills are assessed through achievement test.

4.2.1 Listening achievements of students

A text was adapted from class three Bangla textbook “**Augyi eṣj veB** [Amar Bangla Boi]” for assessing listening skills which include 72 words. A total number of 5 items were included considering blooms taxonomy especially knowledge and understanding.

Table 4: Overall performance of listening skills (seen text)

Area	Score
Mean	3.41 (out of 5)
SD	1.694
Minimum	0 (9.9%)
Maximum	5 (38.0%)

The above table presents the overall listening skills of class three students which were taken from the textbook. A total of 5 numbers were given through 5 items. The mean score was 3.41 whereas the standard deviation was 1.694. Data shows that near at 38.0% students scored 5 out of 5 while about 9.9% students scored 0.

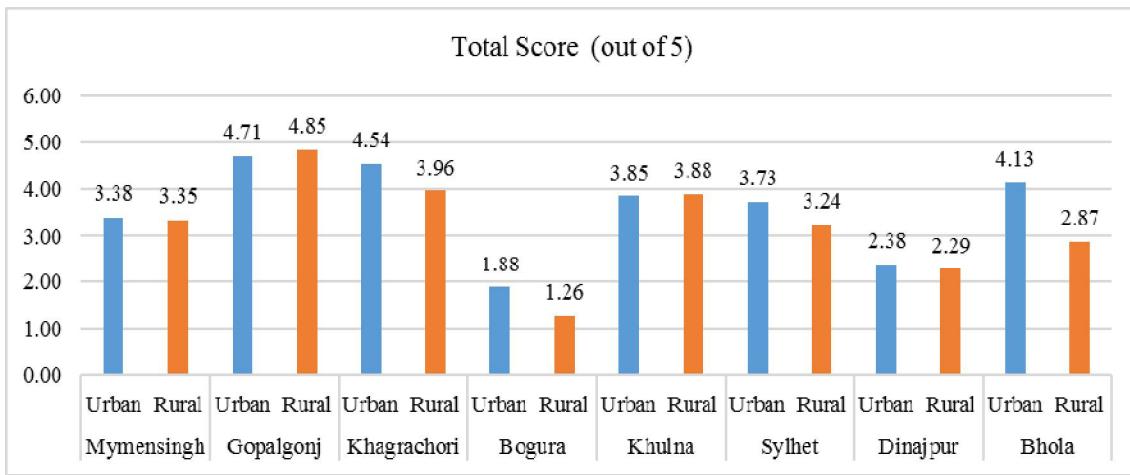


Figure 4: District wise performance of listening skills (seen text)

This figure presents the district wise listening skills of seen text in comparison with urban and rural areas. The students of urban areas scored higher than the students of rural areas in and around the country except *Gopalgonj* and *Khulna*. Moreover, the students of *Gopalgonj* scored the highest marks among the students of other districts while the students of *Bogura* scored the lowest among them.

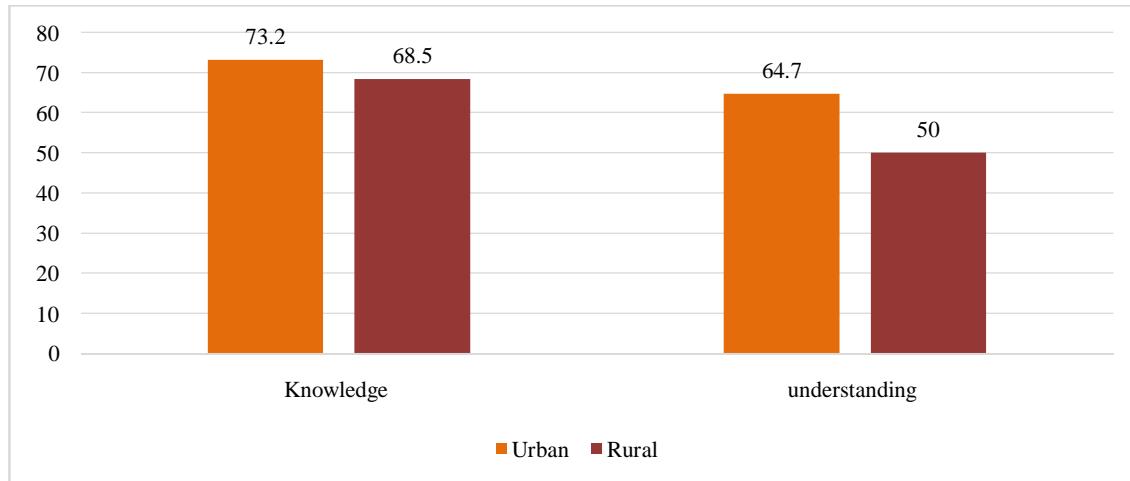


Figure 5: Skill-wise listening performance (seen text)

Data shows that 73.2 per cent students of urban areas responded correctly in knowledge-based items while 68.5 per cent students of rural areas answered similar items. In addition, 64.7 per cent students of urban areas responded correctly at understanding level based items while 50.0 per cent students of rural areas answered in similar items correctly.

Another text was adapted from supplementary reading materials containing 108 words. A total number of 5 items were included considering blooms taxonomy especially knowledge and understanding.

Table 5: Overall performance of listening skills (unseen text)

Area	Score
Mean	3.30 (out of 5)
SD	1.535
Minimum	0 (4.7%)
Maximum	5 (28.6%)

The above table presents the overall listening skills of class three students which was adapted from supplementary reading materials. A total of 5 marks were given through 5 items. The mean score was 3.30 whereas the standard deviation was 1.535. Data show that about 28.6 per cent students scored 5 out of 5 while about 4.7 per cent students scored 0.

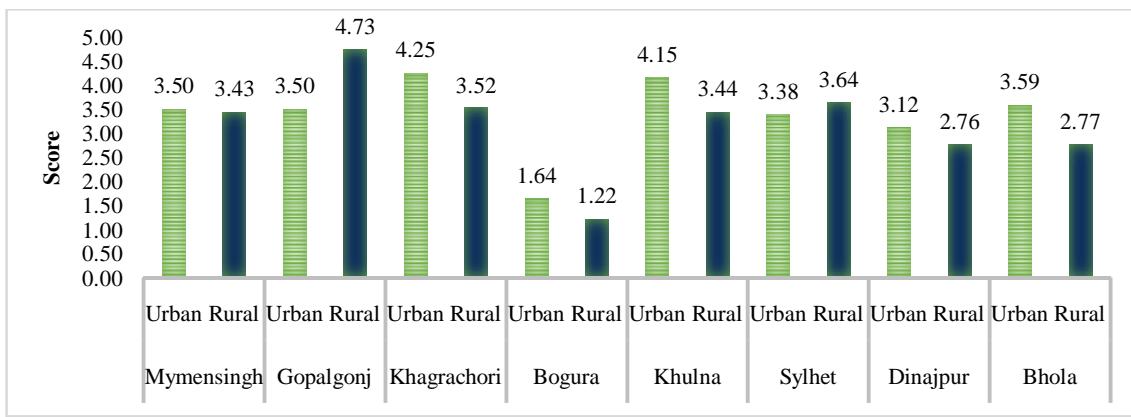


Figure 6: District-wise performance of listening skills (unseen text)

This figure presents the district wise listening skills of unseen text in comparison with urban and rural areas. The students of urban areas scored higher than the students of rural areas in and around the country except *Gopalgonj* and *Sylhet*. Moreover, the students of *Gopalgonj* scored the highest marks among the students of other districts while the students of *Bogura* scored the lowest among them.

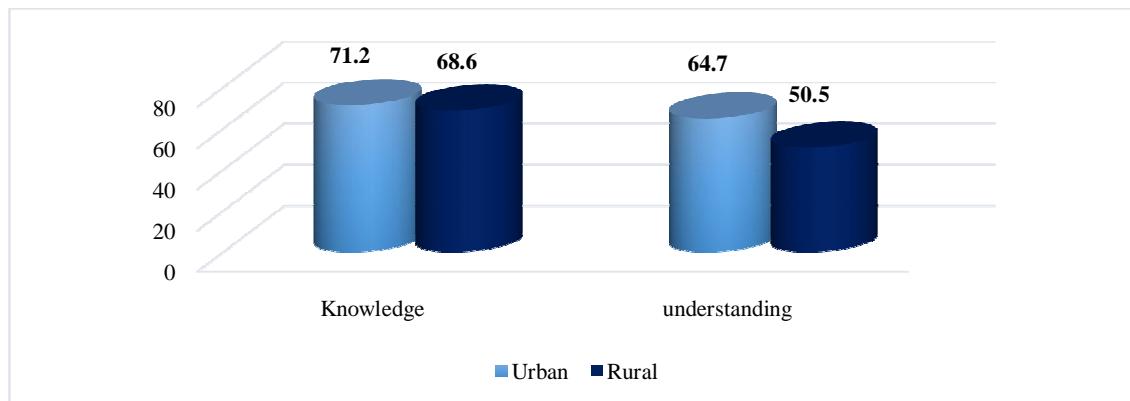


Figure 7: Skill-wise listening performance (unseen text)

Data show that 71.2% students of urban areas responded correctly in knowledge-based items while 68.6% students of rural areas answered in similar items. In addition, 64.7% students of urban areas responded correctly in understanding level-based items while 50.5% students of rural areas answered in similar items correctly.

4.2.2 Speaking achievements of students

One to one communication guideline was used to measure the students' achievement on speaking skills. In addition, a picture adapted from textbook was also used to assess the students' speaking skills.

Table 6: Overall performance of speaking skills (one to one)

Area	Score
Mean	4.46 (out of 5)
SD	0.884
Minimum	0 (1.7%)
Maximum	5 (61.0%)

The students of grade III were assessed by a researcher for tracking their speaking skills in one to one manner. The mean score of one to one communication was 4.46 (out of 5) whereas the standard deviation was 0.884. Data show that nearly at 61.0% students scored 5 out of 5 while about 1.7% students scored minimum.

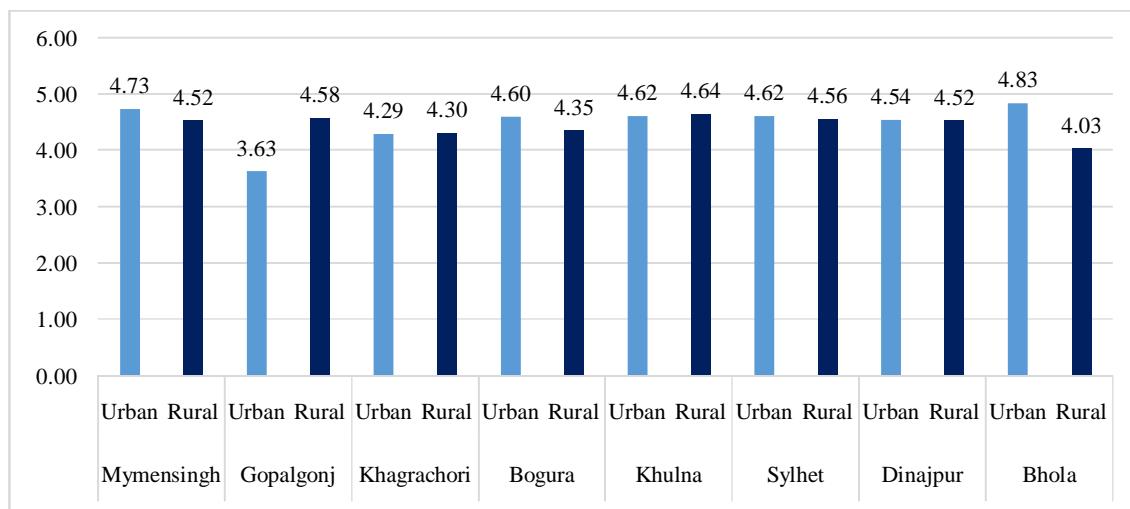


Figure 8: District-wise performance of speaking skills (one to one)

The students of urban areas scored higher than the students of rural areas in and around the country except *Gopalganj*, *Khagrachori* and *Khulna*. Moreover, the students of *Bhola* scored (4.83) the highest marks among the students of other districts while the students of *Gopalganj* scored (3.63) the lowest among them.

Table 7: Overall performance of speaking skills (with the help of picture)

Area	Score
Mean	4.42 (out of 5)
SD	1.086
Minimum	0 (2.5%)
Maximum	5 (67.9%)

The students of grade III were assessed by a researcher for tracking their speaking skills with the help of a picture. The mean score of one to one communication was 4.42 (out of 5) whereas the standard deviation was 1.086. Data show that nearly 67.9% students scored 5 out of 5 while only 2.5% students scored minimum.

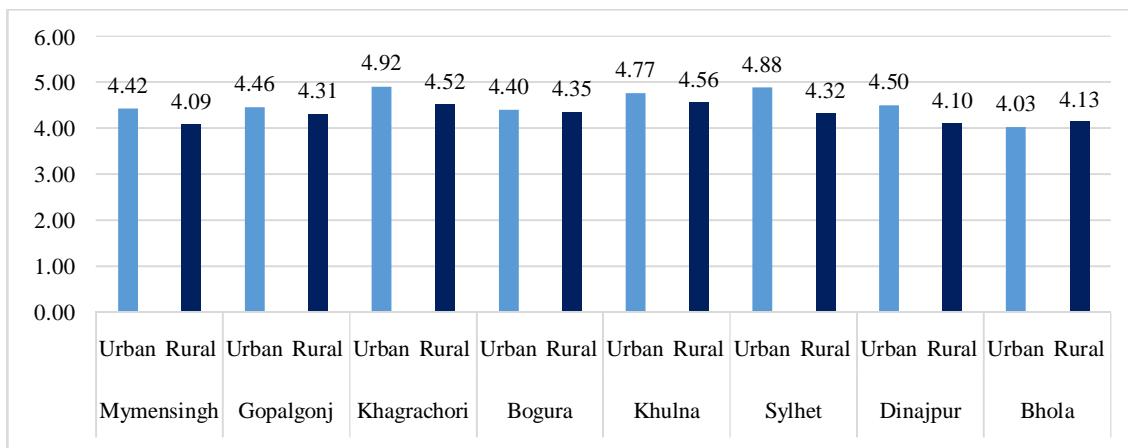


Figure 9: District-wise performance of speaking skills (with the help of picture)

The students of urban areas scored higher than the students of rural areas in and around the country except *Bhola*. Moreover, the students of *Khagrachori* scored (4.92) the highest marks among the students of other districts while the students of *Bhola* scored (4.03) the lowest among them.

4.2.3 Reading achievements of students

Students are assessed through seen text and unseen text. A poem “**Pj & Pj & Pj & [Chal Chal Chal]**” was adopted from textbook whereas another text was adopted from supplementary reading materials to measure the students’ reading skills through loud reading, silent reading with understanding.

Table 8: Overall performance of reading (seen text)

Area	Score
Mean	2.34 (out of 4)
SD	1.224
Minimum	0 (6.2%)
Maximum	4 (21.6%)

The researchers were assessed the students' reading with understanding through a seen text (poem) which was adopted from grade III textbook. Data show that the mean score of silent reading (seen text) was 2.34 (out of 4) whereas the standard deviation was 1.224. Data show that 21.6% students scored 4 out of 4 while about only 6.2% students scored 0.

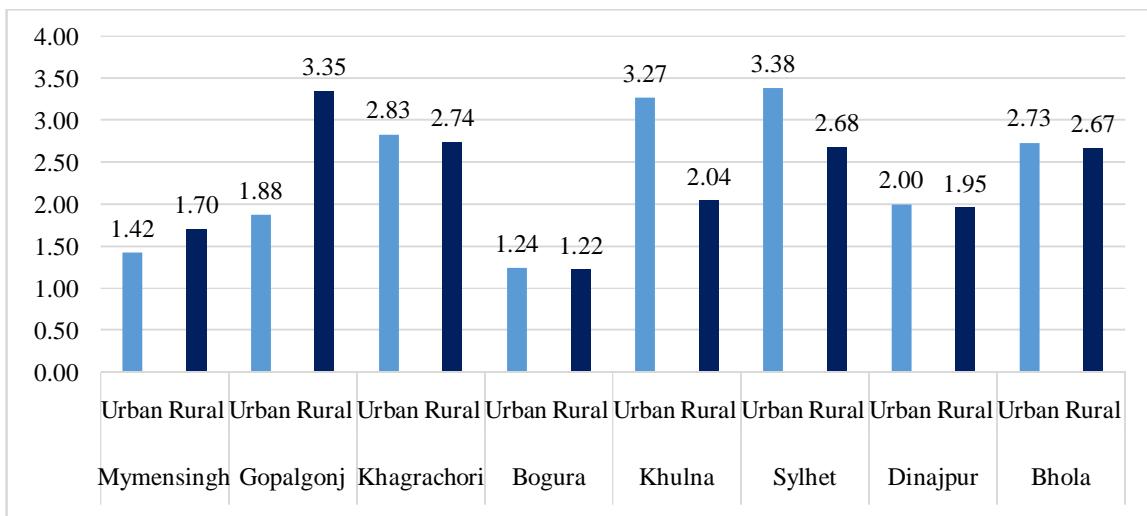


Figure 10: District-wise performance of reading achievement (seen text)

The students of urban areas scored higher than the students of rural areas in and around the country except *Mymensingh* and *Gopalganj*. Moreover, the students of *Sylhet* scored (3.38) the highest marks among the students of other districts while the students of *Bogra* scored (1.24) the lowest among them.

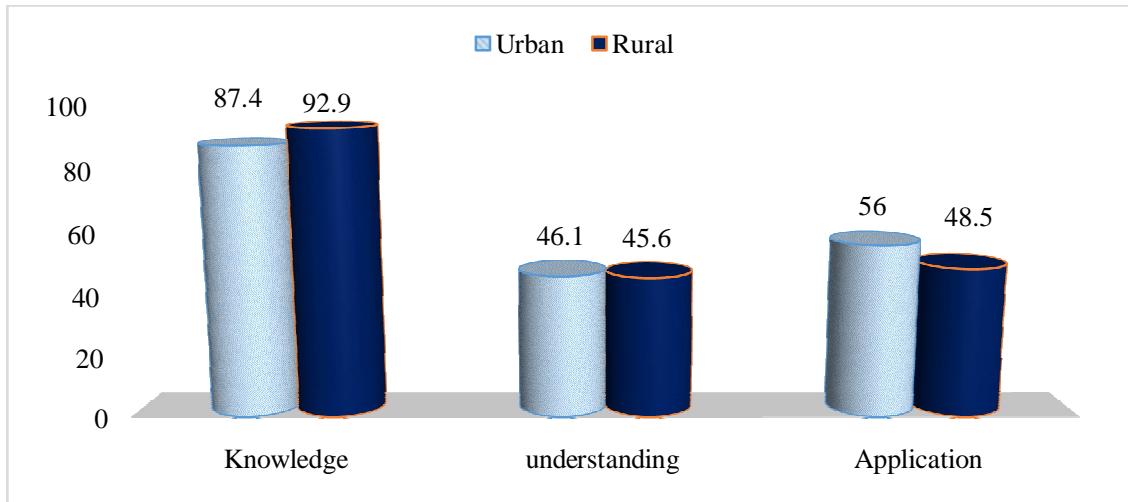


Figure 11: Skill-wise reading performance (seen text)

Data show that students scored better in knowledge areas better than understanding and application. 87.4% students of urban areas responded correctly knowledge-based items while 92.9% students of rural areas answered similar items. In addition, 46.1% students of urban areas response correctly in understanding level based items while 45.6% students of rural areas answer in similar items correctly. Moreover, 56% students of urban areas responded correctly application level-based items while 48.5% students of rural areas answered in similar items correctly.

Table 9: Overall performance of reading (unseen text)

Area	Score
Mean	1.29 (out of 3)
SD	0.876
Minimum	0 (18.6%)
Maximum	3 (9.4%)

The researchers assessed the students' reading with understanding through an unseen text which adapted from supplementary reading materials of grade III. Data show that the mean score of silent reading (unseen text) was 1.29 (out of 3) whereas the standard deviation was 0.876. Data show that 9.4% students scored 3 out of 3 while about only 18.6% students scored 0.

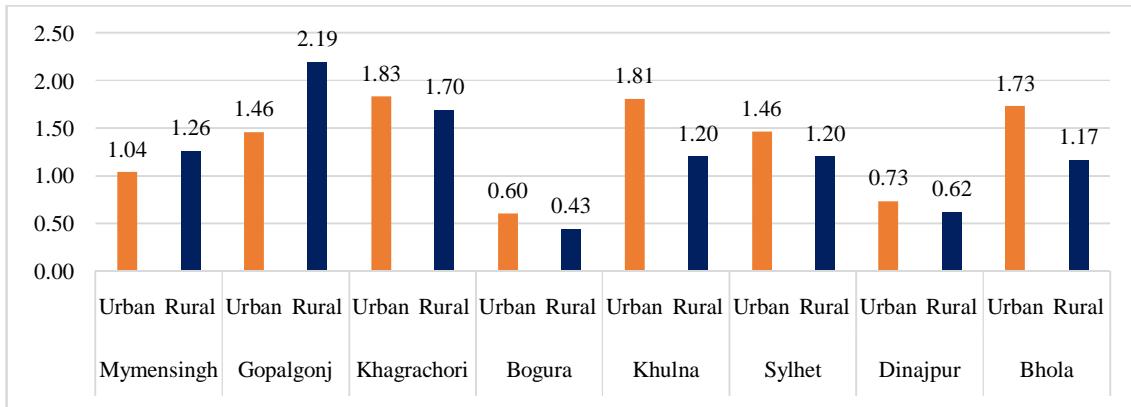


Figure 12: District-wise performance of reading achievement (unseen text)

The students of urban areas scored higher than the students of rural areas around the country except *Mymensingh* and *Gopalganj*. Moreover, the students of *Gopalganj* scored (2.19) the highest marks among the students of other districts while the students of *Bogra* scored (0.43) the lowest among them.

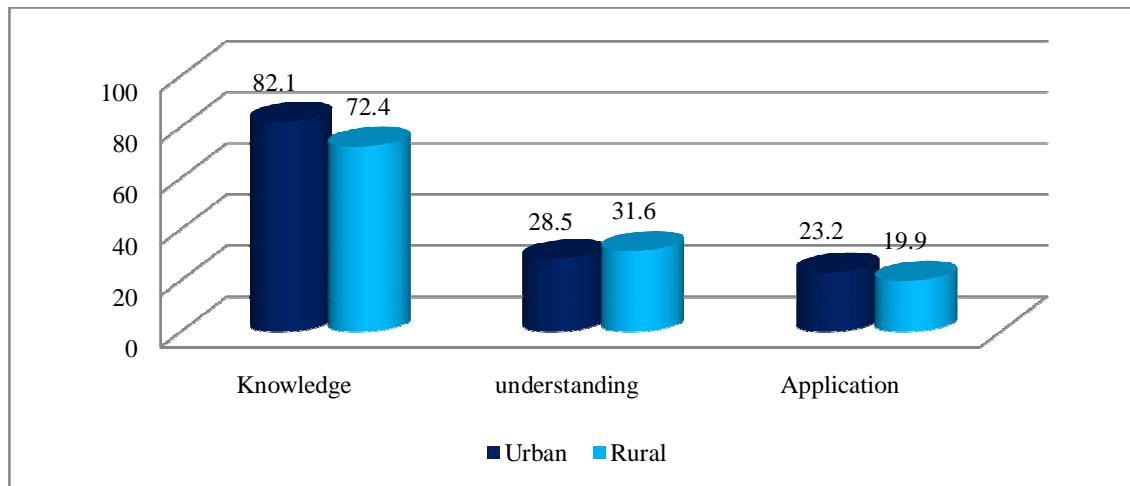


Figure 13: Skill-wise reading performance (unseen text)

Data show that students scored better in knowledge areas better than understanding and application. 82.1% students of urban areas responded correctly in knowledge-based items while 72.4% students of rural areas answered similar items. In addition, 28.5% students of urban areas responded correctly in understanding level based items while 31.6% students of rural areas answered in similar items correctly. Moreover, 23.2% students of urban areas responded correctly in application-level based items while 19.9% students of rural areas answered similar items correctly.

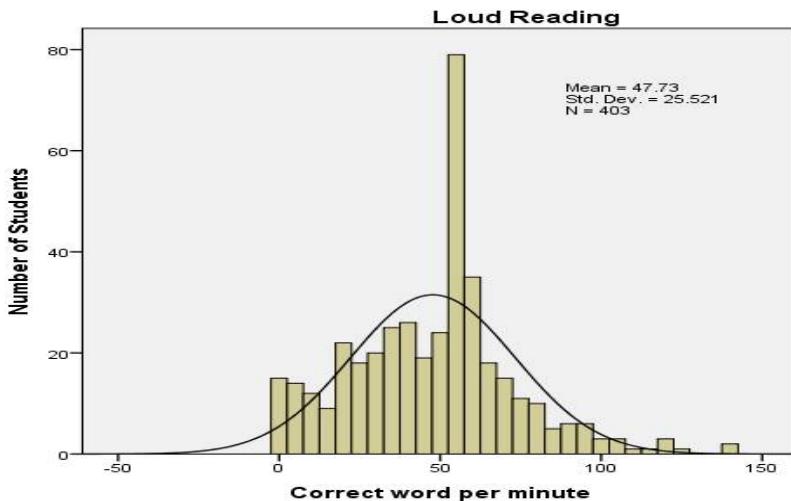


Figure 14: Reading fluency

The above figure shows the students' reading fluency. Data show that students' average word per minute (wpm) of the provided text was about 48. The standard deviation for reading fluency is 25.521 which means that variation of students' performance was high in reading fluency.

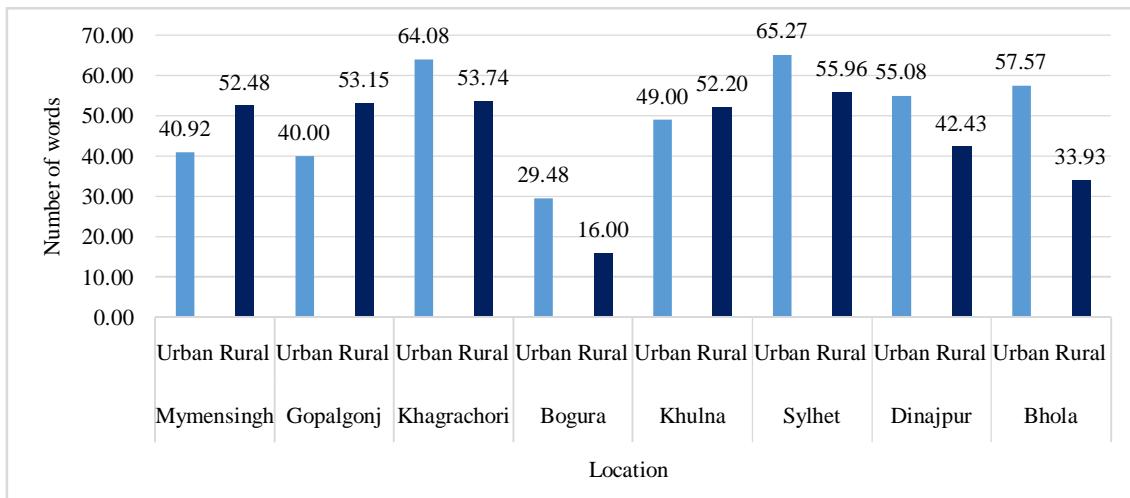


Figure 15: District-wise performance of reading fluency

The above figure shows the reading fluency of grade III students'. The students of urban areas performed better than rural students except *Mymensingh*, *Gopalganj* and *Khulna* areas. On the one hand, the students of *Sylhet* areas performed comparatively well than the students of other areas. On the other hand, the students of *Bogura* areas performed lower than others.

Through teachers interview, the researchers wanted to explore why students' performance is poor in reading. Most of the teachers identified that mainly students are not able to identify

the alphabet, not able to make words with the help of alphabet, not able to make the compound letter and not able to make sentences with the help of words. For example, a teacher stated that “*mainly students are poor in reading due to lack of proper guideline at grade one and two. In addition, I tried to teach the students from the beginning while they cannot adapt themseves to my lecture*” (TIR₃₁). Moreover, one of the teachers stated:

I think the problem comes from grade one and two. Students get a promotion without achieving learning outcomes of the previous grade like identifying the alphabet, making words, braking compound letters and making sentences. The teachers of grade one and two might not identify the students’ weakness in Bangla what is why we faced such kind of challenges in upper grade (TIU_{21, 51, 71, 81}).

4.2.4 Writing achievements of students

Students’ writing skills were assessed through two different types of tasks. Firstly, a picture was adapted from a grade III textbook and given to the students for writing five sentences about the picture. Secondly, a form was developed with some basic information and supplied the students for filling the form.

Table 10: Overall performance of writing (with help of picture)

Area	Score
Mean	2.90 (out of 5)
SD	2.009
Minimum	0 (24.1%)
Maximum	5 (35.0%)

The researchers have assessed the students’ writing skills with help of pictures which adapted from the grade III textbook. Data show that the mean score was 2.90 (out of 5) whereas the standard deviation was 2.009. In addition, 35.0% students scored 5 out of 5 while about only 24.1% students scored 0.

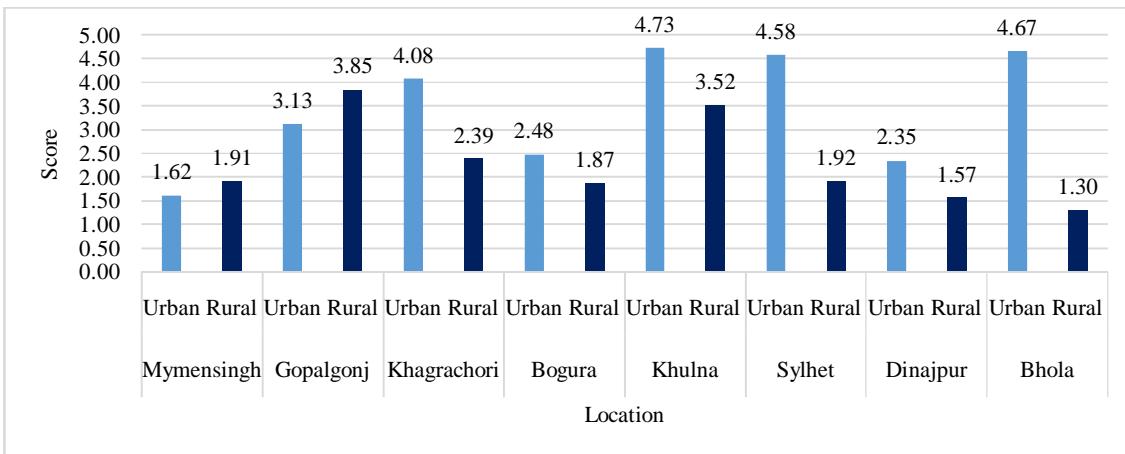


Figure 16: District-wise performance of writing skills (with the help of picture)

The above figure shows the writing performance of grade III students' as per district. The students of urban areas performed better than rural students except *Mymensingh* and *Gopalganj* areas. On the one hand, the students of *Khulna* areas performed comparatively well than the students of other areas. On the other hand, the students of *Bhola* areas performed lower than others.

Table 11: Overall performance of writing (form fill up)

Area	Score
Mean	5.6 (out of 8)
SD	2.164
Minimum	0 (4.7%)
Maximum	8 (18.4%)

The researchers assessed students' writing skills with the help of filling a form which developed with some basic information of students. Data show that the mean score was 5.6 (out of 8) whereas the standard deviation was 2.164. In addition, 18.4% students scored 8 out of 8 while only 4.7% students scored 0.

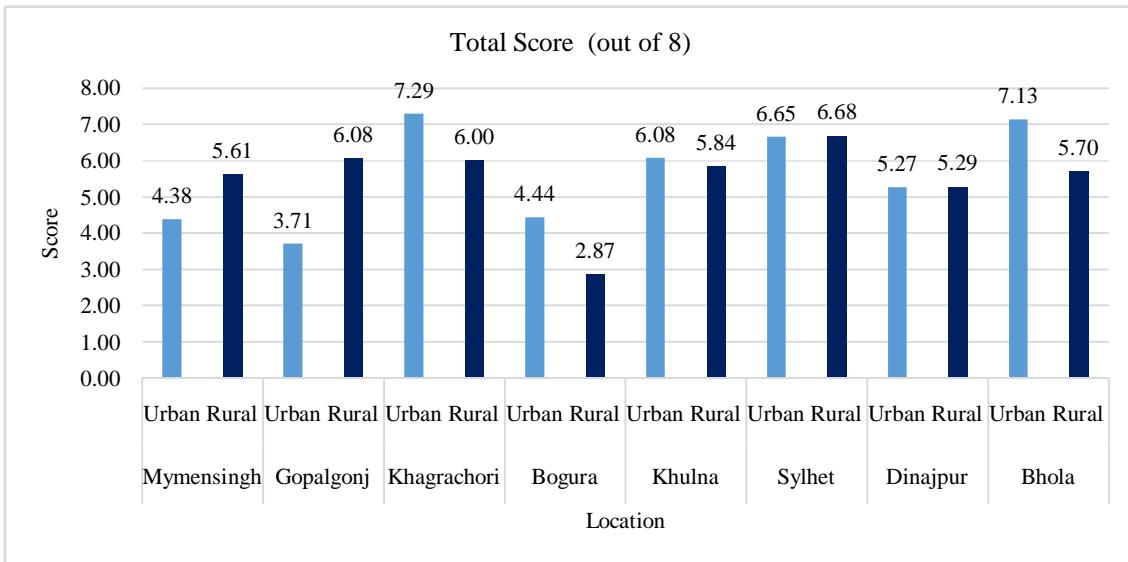


Figure 17: District-wise performance of writing skills (form fill-up)

The above figure shows the writing performance through a form fill-up grade III students' as per district. The students of rural areas performed better than urban students except *Khagrachori*, *Bogura*, *Khulna* and *Bhola* areas. On the one hand, the students of *Khagrachori* areas performed comparatively better than the students of other areas. On the other hand, the students of *Bogura* areas performed lower than others.

4.3 Find out the gaps in achieving four language skills

Through the achievement test, the researchers tried to explore the gaps in achieving four language skills. Firstly, the researchers conducted a location-based t-test for measuring students' achievement compare urban and rural combinations. In addition, the researchers also conducted Pearson correlation for assessing students' achievement correlation among the four language skills.

Table 12: Location-based t-test for four language skills

Skills	t	df	Sig. (2-tailed)	Mean Difference	Level of significance
Listening	1.737	400	0.083	.52189	Not quite statistically significant
Speaking	1.934	400	0.054	.30464	Not quite statistically significant
Reading	0.706	401	0.480	.12933	Not statistically significant
Writing	3.706	401	0.000	1.29853	Extremely statistically significant.

This table presents the location-based t-test score for four language skills. The t-score of listening skill is 1.737 and the significant level is 0.083 that means it is not quite statistically significant. In addition, the t-score of speaking skill is 1.934 and the significant level is 0.054 that means it is not quite statistically significant. Moreover, the t-score of reading skill is

0.706 and the significant level is 0.480 that means it is not statistically significant. Furthermore, the t-score of listening skill is 3.706 and the significant level is 0.000 that means it is extremely statistically significant.

Table 13: Correlation between four language skills

Pearson Correlation				
Skills	Listening	Speaking	Reading	Writing
Listening	1	.169 **	.634 **	.582 **
Speaking	.169 **	1	.094	.263 **
Reading	.634 **	.094	1	.541 **
Writing	.582 **	.263 **	.541 **	1

**. Correlation is significant at the 0.01 level (2-tailed).

It is revealed from the Pearson Correlation that students' listening skill is moderately correlated with reading and writing skills with a high level of significance. Students' speaking skills have no significant correlation with reading skills while their writing skills have a partial correlation with strong significant level.

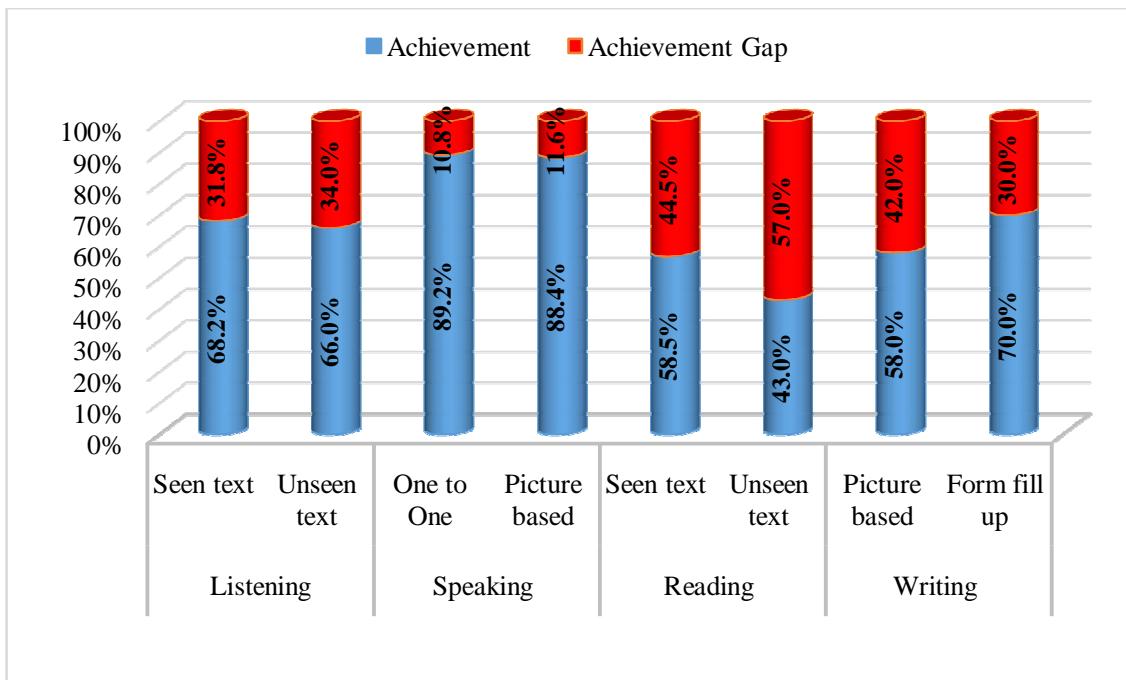


Figure 18: Achievement gap in four language skills

This figure presents the achievement gap of grade three students on four language skills in government primary schools. Data show that in reading skill, the achievement gap is higher in the unseen text (57.0%) than the seen text (44.5%). In writing skill, the achievement gap is higher at picture-based writing (42.0%) than the form fill-up (30.0%). In addition, students performed better in listening and speaking skills than reading and writing skills.

4.4 Causes of gaps in achieving four language skills

After analyzing the quantitative data, the researchers wanted to explore the achievement gaps of four language skills through teacher interviews, focus group discussion of students and Bangla class observation. The major causes of learning gaps are lack of appropriate concept about four language skills, scarcity of teachers' knowledge of teaching techniques and their proper practice in Bangla language classroom. Inadequate planning and preparation by the teachers affect practice of language skills in the classroom. In addition, the assessment process of Bangla language is not done by following proper techniques. Students have do not enough opportunity to use supplementary Bangla reading materials. Moreover, the researchers wanted to know the related causes of students' weakness in language skills through teachers' opinion.

4.4.1 Concept of language skills

The researchers wanted to know the teachers' concept about language skills through the question "*What is your concept about language skills?*". Through teachers' interview, the researchers realized that most of the teachers (13 out of 16) have not enough clear concepts of language skills. In addition, a small numbers of teachers (3 out of 16) have partial concept about language skills. During teachers' interview, a teacher from rural area stated about listening skills that "*I think, when students are able to memorize by listening it is called listening skill*" (TIR₂₁). Another teacher from urban area said that "*I believe that if a student able to speak and understand by listening it is listening skill*" (TIU₂₂).

Similarly, teachers talked about speaking skill during the interview. Teachers of urban primary school stated "*I mean speaking is speak something when I asked. If I describe it like as speaking refers to the ability to speak with proper sound and pronunciation*" (TIU₂₂). Moreover, teachers expressed their opinion on reading and writing issues. For example, a teacher form urban GPS said: "*I think, reading skill is when a student able to read lines without obstacles*" (TIU₂₂"). Similarly, teachers from rural school mentioned "*reading skill is the ability to understand by proper reading*" (TIR₂₁). Finally, a teacher from rural area said in answer to what is writing skill "*If a student is able to write the alphabet in proper shape and size, I think that is writing skill*" (TIR₂₁).

4.4.2 Language teaching method and techniques

The language teaching methods and techniques are different from other subjects. In language teaching, teachers have to focus on four language skills like listening, speaking, reading and

writing. Through teachers interview, the researchers explored the scarcity of teachers' knowledge on teaching techniques and their proper practice in Bangla language classroom. Similar findings came from Bangla class observation and students' focus group discussion.

- **Listening and Speaking**

Listening and speaking are interrelated language skills. These two language skills happen at a time and the methods and techniques for the development of these skills are mostly the same. A researcher wanted to know through interview about teachers teaching methods for listening and speaking skills development of students.

The teachers expressed their opinion in different ways. A teacher from a rural primary school said "*I speak loudly in classroom for ensuring the development of listening and speaking skills. I think, its' a good technique to teach Bangla language at primary level*" (TIR₂₁). Another teacher from an urban primary school stated "*I am following different methods and techniques to teach Bangla language to grade three students. Especially, I read clearly and loudly and students listen carefully*" (TIR₁₁).

Different teachers followed different strategies to ensure students' learning. For example, a teacher from an urban GPS said:

As a teacher of language, I followed various techniques to teach language subject in the primary classroom. When I wanted to ensure the learning of listening and speaking skills, I read loudly and gave students instruction to matching with textbook and student match the words with those in a textbook. I think such kind of technique helps the students' better understanding of that part (TIU₆₁).

Teachers talked about teaching style, teaching materials and delivery style in the classroom teaching. For example, a teacher from the rural primary school said:

I showed various pictures which related with the text for language teaching. I show picture and give chance to observe or think and then students speak about picture I inspired them to talk. In addition, I read text, and then asked students some simple questions related to text and students answer the questions (TIU₂₂).

During FGD, the researchers wanted to explore students' opinion about teaching methods and techniques for listening and speaking skills, which are used by the teacher in the classroom. Most of the students specified that teachers read and students repeated after teacher. As some students mentioned "*we repeated after the teacher and teachers ask to listen to teacher reading*" (FGD_{11, 41, 51}). Some of the students also mentioned "*Teacher reads and asks to listen*" (FGD_{32, 71}).

Through achievement test, we found that students achieved poor score in picture based items. For that reason, the researchers wanted to know the teachers' techniques about picture related text by showing *Amar Bangla Boi*, page 4. During teachers' interview, the teachers ensured that they taught this text in a proper way while students disagreed with teachers statements (FGD_{11, 41, 62, 61, 22}). For example, some students from primary school stated

Our Bangla teacher didn't teach picture related text. Mainly, he came to classroom and read loudly and we matched with the textbook. Some times, he wrote word meaning on the black board. He couldnot show this picture (p.4) during classroom activity. Even he didn't talk anything about this picture. That is why we couldnot answer properly. (FGD_{72, 21, 82})

During classroom observation, the researchers wanted to explore the real classroom practice with five level linear scale observation checklist. Observation data show that, teachers used different methods for listening and speaking skills Development is mostly at moderately satisfactory, unsatisfactory level and some teachers' performance were at very unsatisfactory level.

- **Reading and writing**

Reading and writing are interrelated language skills. These two language skills happen at a time and the methods and techniques for the development of these skills are mostly the same. Through teachers' interviews, student FGDs and classroom observation, we tried to explore the achievement gaps of grade III students especially in reading and writing.

In Bangla class at GPS, mostly teachers conducted lessons with emphasis on reading and writing skills. Teacher's activities are based on reading and writing skills mainly. For example, to present a story or essay or description type literature, teachers read loudly at first then teach word meaning, braking compound letters, making sentences and writing summary. During teachers' interview, a teacher from urban GPS mentioned "*I make student attentive at class, then read loudly with proper pronunciation and student match the words after listening to me. I call 3/4 student in front of class to read as I read and other students listen*" (TIU₈₁).

Teachers do different activities during lesson time for developing writing skill at Bangla classroom. Mainly, teachers are ask student to write words, compound letter, making sentences and simple questions. For example, a teacher from rural stated

I tried to practice different activities for developing students' reading and writing skills. For clean and beautiful handwriting I write one demonstration line to follow. In addition, I give homework to write one page and at classroom sometimes I ask to write the answer to a simple question. (TIR₈₂)

During students FGD, the researchers explored the data about teaching methods and techniques for reading and writing skills, which are used by the teacher at classroom. Students pointed out some issues, which are closely related with teaching methods and techniques for reading and writing skills:

- *Teacher reads and asks to listen* (FGD₁₁)
- *Students repeated the text after teacher read* (FGD_{11,41,82})
- *Teacher asks to read* (FGD₁₁)
- *Teacher gives exercise after reading* (FGD₆₂)
- *Teacher teaches new words, spelling and word meaning* (FGD₄₂)
- *Teacher recites the poem and asks to repeat after teacher* (FGD₄₂)
- *Asks to memorize the poem* (FGD₈₂)
- *Asks to write by showing pictures* (FGD 51, 81, 32)
- *Didn't teach picture related text* (FGD 11, 22, 72, 82)
- *Asks to write the story from text* (FGD 62)

Through class observation of Bangla, the researchers identified that about 25 percent teachers' performance in students reading and writing skills development at the classroom is at satisfactory and very satisfactory level. The rest 75 percent teachers' performance was at unsatisfactory and very unsatisfactory level of teaching in Bangla classes.

4.4.3. Assessment of four language skills in the classroom

Assessment techniques of language skills are an important part of language skill development process. For ensuring the development of students' four language skills, the formative assessment should be practiced in the classroom. However, the assessment process is not working properly at the government primary schools. Especially, the listening and speaking skills are not practiced at GPS and teachers are not willing to practice it in primary classroom.

• Listening and speaking

Listening and speaking skills are not assessed properly at GPS whereas these skills help students to understand better reading and writing skills. For example a teacher mentioned “*Language teaching is mostly conducted with the concern of reading and writing skills so specifically. Listening and speaking skills are not evaluated in classroom*”(TIU₂₂). Most of the teachers pointed out that, they assess students' listening skills by questioning and

answering. For example a teacher from urban primary school pointed out

“I assess how much the students understand my reading by simple questions related to reading content. I tried to assess them through formative assessment but it is not possible in every class. In addition, due to lack of equipment, we are not able to assess the students’ listening and speaking skills” (TIU₈₁).

Teachers assess the students listening and speaking skills by following a different strategy. For example, one teacher mentioned “*I assess students listening skill by asking them to read*” (TIU₆₁). In addition, some of the teachers mentioned that they evaluated students speaking skill by showing pictures and the rest of them evaluated their students by question and answer. A teacher said “*I assess the students’ speaking skills through showing pictures at classroom*” (TIU₈₁).

During students’ FGD, the researchers tried to explore the students opening regarding the assessment of listening and speaking skills. For example, students mentioned in FGD “*the teacher asks them to read one by one*” (FGD₁₁). Another teacher stated “*I ask a simple question to assess the students speaking skills. However, listening skills are not assessed properly at rural level primary schools*” (FGD_{41, 32}). In addition, another teacher said “*I assess the students speaking skills through asking them to say sentences about the picture*” (FGD_{12, 42, 82}).

Through classroom observation, the researchers revealed that *one-fourth* teachers’ performance in students listening and speaking skills assessment at the classroom was *at a satisfactory level*. In addition, most of the teachers’ performance was not at a satisfactory level regarding students listening and speaking skills.

- **Reading and writing**

Teachers assess the students reading and writing skills following different strategies. Almost all teachers mentioned that they assess students reading skill by asking to read. Most of the teachers mentioned that they generally ask the student to read the content which is a part of the textbook already taught at the classroom. A small number of teachers ask student to read one by one (TIU₆₁) and ask simple questions from reading as teacher mentioned that I ask simple question related to the reading materials to evaluate students reading skill at classroom (TIU₈₁). Most of the teachers assess the writing skill of student by asking them to write from exercise (question, fill in the gaps). A teacher mentioned “*I ask students to write answers to simple questions, fill in the gaps, making the sentence*” (TIR₂₂). Another teacher stated “*I put emphasis on seven “s”(sapta sa), appropriate size and shape of Bangla letters*” (TIR₅₂)

Mainly teachers have given emphasize on students' reading and writing skills. For example, the teacher from rural primary school stated

I tried to ensure students' learning needs especially in reading and writing. I assessed the students reading and writing skills through writing tasks at classroom. In addition, I also assessed the students during lesson time through asking short questions. I think, writing is the key assessment process which helps the students to prepare for final exam. (TIR₈₂)

During FGD, students explore different issues regarding assessment process of reading and writing skills. For example, students stated:

- *The teacher asks to read one by one* (FGD_{11, 82})
- *The teacher asks to write without opening the textbook* (FGD₆₁)
- *The teacher asks to write the poem* (FGD₈₂)
- *The teacher Asks to speak by memorizing* (FGD₂₁)
- *The teacher Asks to write from the related text* (FGD₄₁)
- *The teacher writes on the board and asks to follow* (FGD₅₁)
- *The teacher gives homework to do* (FGD_{62,82})
- *The teacher asks to check sentences with guide book (Popi lecture guide)* (FGD₃₂)

Through classroom observation data revealed that one-fourth teachers' performance in students reading and writing skills assessment at the classroom is at a satisfactory level, three fourth teachers performance at unsatisfactory and very unsatisfactory level.

4.4.4 Book corner and use of SRM

All classrooms have no book corner while teachers claimed that they have sufficient books for students at the library. That is why students cannot collect easily. For example, a teacher said, “*we have a bookshelf at the office room and they provide books to the student every Wednesday*” (TIU₁₁). Another teacher claimed “*schools have sufficient books for students. If students need any book for reading, we provide them from our bookshelf*” (TIU₈₂). Conversely, students pointed out that they have no opportunity to read other books except textbooks. During FGD, most of the students mentioned “*There is no book corner and supplementary book at their classroom*” (FGD₂₂)

Most of the schools have supplementary reading materials (SRM) while at the teachers' room students have no opportunity to receive this SRM. During teachers interview, similar opinion came from a teacher. He mentioned “*We have SRM in the school and provide the students supplementary reading materials when students want*” (TIU₈₁). Another teacher said

SRM is needed for teachers to conduct the class in an effective way. Students are busy with their textbook related reading and home work. They have not enough time to read supplementary materials without a textbook. That is why I encourage them to read textbooks for getting good marks in final exam (TIU₅₁).

During FGD, students identified different issues regarding book corner and supplementary reading materials (SRM) like:

- *No reading corner at our classroom (FGD_{61, 81, 62, 91, 92, 51, 32, 82})*
- *We did not receive any other book except textbooks from our teachers (FGD₈₂)*
- *Mainly, we read textbooks at home, not other books (FGD_{21, 31})*
- *We love to read textbooks and teachers inspired us to read textbooks (FGD₄₁)*
- *Our schools have story books at teachers room (FGD_{51, 82})*

4.4.5 Preparation and planning

All sixteen teachers mentioned that they used a self-constructed lesson plan and also followed the teachers guide. For example, a teacher stated “*I followed the lesson plan to fulfill my lesson at grade three. In addition, I followed the teachers' guide accordingly(TIU₈₁).*”

But the researcher observed that, most of the teachers conducted their class traditionally and teachers guide was not followed appropriately.

4.4.6 Teachers view on student weakness in Bangla language

Teachers identified some common obstacles of students' weakness of Bangla language at grade three. Teachers are exploring a different dimension of students' weakness during the in-depth interview.

- **Absence in class:** Most of the teachers stated “*irregularity of student is a major problem*” (TIR/U_{22, 81, 82, 32, 21, 41, 52}).
- **Inadequate opportunity to practice:** Teachers are facing challenges to practice or exercise four language skills at a class. For example, a teacher from the rural primary school said “*There is no opportunity to practice or exercise four language skills at a class in a day*” (TIR₈₂). On the other hand, a teacher from urban primary school mentioned “*I am facing challenges to practice or exercise four language skills at a class in a day*” (TIU₂₁)
- **Lack of physical facilities:** There is no adequate physical facilities related to learning environment and language teaching at classroom. As a teacher stated “*our school*

building is vulnerable so we conduct classes at tin shades" (TIR₂₁) another teachers mentioned "*It will be good for language teaching if we have soundbox, whiteboard and sufficient electric fans and lights*" (TIR₄₁).

- **Lack of subject-based training:** Teachers are facing challenges regarding receiving subject-based training. During teachers' interview, a teacher stated "*I have no training on Bangla*" (TRI₂₁). On the other hand, some of the teachers have subject-based training which was not up to the mark. For example, a teacher pointed out that "*The duration of training is not sufficient*" (TIR₂₁). In addition, teachers give expressed their opinion regarding the existing training. A teacher said "*subject-based training is not conducted properly*" (TIR₂₁).
- **Parents' unconsciousness:** Most of the parents of rural primary schools are unconscious about their children education mention by the teachers during the interview. For example, a teacher from the rural primary school said that "*Lack of consciousness of parents about students learning is a great problem for language weakness*" (TIR-82).
- **Lack of teachers' capacity:** Teachers are not capable of teaching Bangla language as per proper guideline of the curriculum. Some of the teachers mentioned that they are not capable following the proper guideline of teachers' guide. For example, a teacher stated "*Our teachers are not appropriately skilled in language teaching*" (TIR₈₂).
- **Use of local language:** Teachers use the local language and accent of language during lesson. Although the government instructed them to use standard Bangla language while teaching. Teachers from rural school said "*we are using local language at the classroom for students' better understanding. In addition, students also use local language at classroom*" (TIR_{72, 41}).
- **Large classroom:** The large classroom is a big problem for a teacher to manage and teach appropriately. The teacher-students ration was a problem at urban areas while it was not identified at rural areas. For example, a teacher from an urban primary school stated

I am facing challenges at classroom to achieve language skills due to the large classroom size. I am not able to assess the students' properly in four language skills and cannot provide feedback in a proper manner. I think, big classroom size is not suitable to ensuring four language skills. (TIU₂₁)

- **Examination centered teaching:** Teachers are willing to teach the students for getting good marks at examinations. They measure the students learning needs and

capacity through exams marks. In addition, the guardians also want good GPA at exam while learning is less important. For example a teacher mentioned “*We conduct our class not to achieve language skills but to achieve good number in examination*” (TIU₂₂).

- **Workload:** Teachers pass busy time with other work like activities (official work, stipend activities, survey, and voter list update). In some cases, the higher authority engaged them in different works alongside with teaching activities. For example, a teacher stated “*Extra activities (official work, stipend activities, survey, and voter list update) hamper my classroom activities*” (TIR₂₁).

4.5 Possible solution to overcome the weakness

During teachers’ interview, the researchers wanted to know from teachers the possible solution to overcome these challenges. As the teachers mentioned some problems behind the weakness of students Bangla language skills they also suggested some actions to overcome the problems.

- **Ensure physical facilities:** Teachers wanted ensuring physical facilities for conducting Bangla language classes as prescribed in national curriculum. They need some equipment to fulfill the learning needs of grade three students. For example, a teacher from a rural primary school said “*we need to develop physical facilities of classroom (fan, light, soundbox, whiteboard, etc.)*” (TIR₂₁).
- **Ensure regular attendance:** Students’ regular attendance is important to fulfill their learning need. During teacher interview a teacher mentioned

If I wanted to ensure our students’ learning needs, firstly we have to ensure their regular attendance. If a student is absent at class for two-three days continuously, s/he will miss the flow of language learning. Because one lesson is connected with others (TIU₈₂).

- **Need subject training:** Most of the teachers mentioned that they needed subject-based training in a proper manner. Some them feet emphasize on the duration of training which should be increased. For example, a teacher for rural primary school stated “*Duration of subject-based training has to be increased to 15 days or more and should be ensured for all teachers who are engaging with Bangla subject*” (TIR₂₁). In addition, a teacher pointed out “*subject-based training has to be conducted properly with sincerity*” (TIU₇₂).
- **Motivation of teachers:** Motivation is important for better teaching and learning. Continuous common activities make a man tedious. That is why sometimes they need

variation in their activities like, quality development training, increment etc. Similarly a teacher said “*For better achievement of language skills, teacher have to qualify as sincere, heartly and cordial*” (TIR₂₂).

- **Subject-based teacher:** In general, a teacher conduct various classes in different subjects from grade one to five. A teacher is not strong in all subjects. A demand comes from the school is that “*For these upgraded curriculum, it is a national demand to recruit subject-based teacher for betterment to fulfil learning needs*” (TIR₃₂). Correspondingly another teacher mentioned “*We have to ensure a dedicated teacher for each subject and one teacher will teach Bangla from class one to class five*” (TIR₂₂).
- **Concise class size:** Due to large class size, none of the activities can be conducted appropriately. It is impossible to conduct language class with modern language teaching methods and techniques because of high ratio of teacher and students. Similarly a teacher pointed out that “*we have to ensure teacher students ratioa in logical manner*” (TIU₈₂).
- **Parents' awareness:** Parents' awareness is essential to ensure students' better performance. Schools can arrange various programs for developing parents' awareness regarding students' performance. For example, a teacher said “*We have to arrange parents meeting in a month as we need some program for developing parents' awareness regarding students' performance*” (TIR₆₁). Similarly, another teacher stated “*Parents have to feel concerned about their child's education*” (TIR₅₁).
- **Assessment policy:** Government have to introduce an assessment policy for primary schools especially for language-related subjects. Mainly, teachers are assessing the students' four language skills through a paper-pencil test although it is not possible to measure it. Similarly, a teacher pointed out:
we need an assessment policy for measuring four language skills at primary level. Now we are not capable to assess listening and speaking skills through the paper-pencil test. That is why we avoid these two skills from our assessment strategy. I think, the government have to give positive attention regarding this issue (TUI 82)

Chapter 5: Major Findings and Recommendations

5.1 Introduction

This chapter summarizes the major findings of the study, addressing each research objective in turn, and provides recommendations for policymakers and programme planners in their efforts towards improving school practices and outcomes for primary school students in Bangladesh. As well, the chapter considers future directions for research in the field and addresses the strengths of the study.

5.2 Students achievements in four language skills

The achievements of listening, speaking, reading and writing skills in Bangla are assessed through an achievement test of students of class three at government primary schools in Bangladesh.

Listening

- The overall seen text listening achievement score is on an average 68.20 percent. Data show that nearly 38.0 percent students scored 5 out of 5 (mastery learning) while about 9.9 percent of students scored 0.
- The overall unseen text listening achievement score is on an average 66 percent. Data shows that nearly 28.6 percent students scored 5 out of 5 (mastery learning) while about 4.7 percent of students scored 0.

Speaking

- The mean score of one to one communication is on an average 89.2 percent. Data show that nearly 61.0 percent students scored 5 out of 5 (masterly learning) while about 1.7 percent of students scored a minimum level.
- The students of grade III are assessed by a researcher for tracking their speaking skills with the help of a picture. The mean score is on an average 88.4percent. Data show that nearly 67.9 percent students scored 5 out of 5 (mastery learning) while about only 2.5 percent of students scored minimum level.

Reading

- The mean achievement score of silent reading (seen text) is 46.8 percent. Data show that 21.6 percent of students scored 4 out of 4 (mastery learning) while about only 6.2 percent of students scored 0. Students scored better in knowledge areas than

understanding and application.

- The mean score of silent reading (unseen text) is 43 per cent. Data show that 9.4 per cent students scored 3 out of 3 (mastery learning) while about 18.6 per cent students scored 0. Students scored better in knowledge areas than understanding and application.
- Students reading fluency is assessed through loud reading text. The students' reading fluency is 48 (wpm). The students of urban areas performed better than rural students except *Mymensingh*, *Gopalganj* and *Khulna* areas.
- Most of the teachers identified that mainly students are not able to identify the alphabet, not able to make words with the help of alphabet, not able to make/break the compound letter and not able to make sentences with the help of words.

Writing

- The researchers assessed the students' writing skills with help of pictures adapted from the grade III textbook. The mean score on an average is 58 percent. In addition, 35.0 percent students scored 5 out of 5 (mastery learning) while about only 24.1% students scored 0.
- The researchers assessed students' writing skills with the help of filling a form which was developed with some basic information of students. The mean score on an average is 70 percent. In addition, 18.4 percent students scored 8 out of 8 (mastery learning) while about only 4.7 percent students scored 0.

5.3 Finding out the gaps in achieving four language skills

Researchers tried to explore the gaps in achieving four language skills through t-test and Pearson correlation.

- It is revealed from the Pearson Correlation that students' listening skill is moderately correlated with reading and writing skills at a high level of significance.
- Students' speaking skills have no significant correlation with reading skills while their writing skills have partial correlation with strong significant level.
- In reading skills, the achievement gap is higher in unseen text (57.0%) than the seen text (44.5%). However in writing skills, the achievement gap is higher in picture-based writing (42.0%) than the form fill up (30.0%).
- Students' performed better in listening and speaking skills than reading and writing skills. While the listening and speaking skills are not practiced during Bangla lesson.

5.4 Causes of gaps in achieving four language skills

Through teacher interviews, focus group discussion of students and Bangla class observation researchers explored the causes of gaps in achieving four language skills. The major causes are:

- Teachers do not fully follow the TG and NCTB suggested language teaching techniques (activity & practice-based) for listening and speaking skills.
- Teachers did not follow interactive and participatory approaches like, group reading pair reading, silent reading, use of flashcard, word card, reading out of textbook, etc. Teachers did not scaffold to write and brainstorming for creative writing.
- Teachers assess the students' reading skill by asking to read and write beautifully. But the speaking and listening skills are not evaluated during the Bangla lesson.
- Students' achievement score is poor in the unseen text due to inadequate supplementary reading materials like storybooks, rhymes or any other kind of reading resource in school. In addition, there is no book corner in the classroom.
- Schools do not have sufficient physical facilities related to language teaching and learning environment at classroom like light, fan, sound box, audio player etc.
- Most of the students are absent from class room on statable days in a month. A few students are engaged with different activities during school time to earn money.
- Most of the teachers who teach Bangla have no subject-based training. In addition, the duration of subject-based training is insufficient and training conducting appropriateness is not unquestionable.
- Teachers are not capable of teaching Bangla language as per proper guideline of national primary curriculum. In addition, teachers use the local language as well as local accent of language during a lesson.
- Teachers pass busy time with other work like activities (official work, stipend activities, survey, and voter list update).
- Teachers are willing to teach the students for getting good number at examinations not for achieving learning competencies and learning need. They measure the students learning needs and capacity through exams marks (paper-pencil test).
- The large classroom is a big problem for a teacher to manage and teach Bangla language appropriately in a participatory approach.
- Parents of rural primary schools are unconscious about their children education.

5.5 Remedies to minimize the gaps in achieving four language skills

During teachers' interview, the researchers wanted to know from teachers the possible solution to overcome these challenges. These are:

- Need to ensure physical facilities, regular attendance and subject-based training.
- The duration of training should be increased and the subject-based training has to be conducted properly with sincerity.
- Need to appoint subject-based teachers for Bangla.
- Take different initiatives for improving teachers' motivation and parents' awareness regarding four language skills.
- Need to introduce assessment policy for ensuring four language skills in Bangla classroom.
- The class size should be appropriate as mentioned in the national education policy-2010.

5.6 Discussion

Teachers' answer at interview about Bangla language teaching methods and techniques used at classroom activities are very much scientific though observation and students opinion in FGD show that the situation is something different. Here we compare teachers' claimed language skill-based teaching methods with TG suggested methods and triangulate with students FGD and Bangla class observation.

5.6.1 Language teaching method and techniques

- Listening and speaking

According to Sadiku (2015) "*listening and speaking skills are highly interrelated and work simultaneously in real-life situations. So, the integration of the two aims at fostering effective oral communication*"(p.29).

In this study, the researchers explored that teachers follow some techniques for listening and speaking skills development as they mentioned, speaking and reading loudly in the classroom, asking simple questions to answer and commands to follow, asking to match the words with the text, showing pictures and giving chance to observe or think and then students speak about the picture and ask student to tell about themselves.

Although the TG suggested methods and techniques are- speaking in standard native language, asking thought-provoking questions, encouraging students to ask, thinking and

speaking, Using audio, giving scope to tell stories, speech and about themselves, asking description by showing picture, asking to repeat after teacher(Alam, Begum , Zibran, & Ahsan , 2016).

It was explored that, teachers claimed methods and TG suggested methods are mostly similar except use of native language, encouraging students to ask and speaking, and use of audio(Alam, Haque, Haque, & Begum , 2018).

Student opinion in FGD mentioned that, most of the teachers does not teach picture related text (thought-provoking content) and mostly teachers read and ask student to listen or repeat after teacher. Bangla class observation data revealed that, teachers' performance in students listening and speaking skills development at classroom is mostly at moderately satisfactory and unsatisfactory level.

Another study (Report card survey-2016) illustrated that 59% respondents level of satisfaction on teaching techniques and methods are either satisfactory or very satisfactory level and the rest 41 percent's response was either moderately satisfactory or dissatisfactory level(CAMPE, 2017). Finally, it can be said that teachers have some weakness in listening and speaking skills teaching techniques especially in student's classroom practice and active participation.

- Reading and writing

According to Sadiku (2015),

Reading and writing have a strong relationship with each other as skills. Students need opportunities to develop their reading and writing skills. Developing students' competencies in reading and writing require exposing students to gradually challenging reading materials and writing tasks. The aim is making students read and write effectively. (p.29)

This study explores that in primary class Bangla class's mostly conducted with the emphasis of reading and writing skills. Teacher's activities are based on reading and writing skills. In Bangla class the teacher reads loudly with proper pronunciation and students match the words while reading, students repeat and read after teacher then teach word meaning, braking compound letters, making sentence and asking students to write summary, asking students to write words, compound letters, making sentences and simple questions, the teacher writes one demo line to follow. Give home work to write (one page) hand writing; ask to write answer of simple questions.

The TG suggested conducting methods and techniques for the development of reading and

writing skills are-

Use top-down method, Scaffold student in shared reading guided reading and independent reading (1 Minute reading), Read loudly, clearly and with standard pronunciation, Read words with correct pronunciation, follow appropriate speed and punctuation marks in reading. Arrange group reading pair reading, Practice reading-related exercise, Read compound letters clearly and correctly, Exercise silent reading for understanding, use flashcard, word card for vocabulary resource development, Ask to read out of textbook, newspaper, magazine, Write new words at blackboard and ask student to write and read, Scaffold to write with proper shape and size, Ask to write new words, Use brainstorming techniques to exercise creative writing , Exercise writing-related task at classroom(Alam, Begum , Zibran, & Ahsan , 2016).

During FDG students specified that teacher read and asks to listen and repeat after teacher, ask to read , teach exercise after reading ,teach new word, spelling and word meaning, ask to memorize the poem. Most of the teachers didn't teach picture related text, ask to write after showing picture, ask to write from text.

Finally, we conclude that after comparison among the teachers stated strategies with TG and NCTB TIT (Teachers' instructions in textbook) suggested strategies, students FGD and class observation that, teachers follow some common techniques in their Bangla class presentation. But interactive and participatory approaches like, group reading pair reading, silent reading, use of flashcard, word card, reading out of textbook, newspaper, magazine, scaffolding writing and brainstorming for creative writing are not followed by the teacher.

5.6.2 Language skills assessment

Here the researchers tried to explore the policy and practice gaps of four language skills assessment through first hand research findings and other related research documents.

- Listening and speaking

Language teaching mostly conducted with the concern of reading and writing skills so specifically that listening and speaking skills are not evaluated in the classroom. Most of the teachers assess listening and speaking skills by question and answer, asking them to read, asks to speak about pictures. Although the TG suggested method and techniques for the evaluation of listening and speaking skills are- ask to write short answer after listening audio, ask to tell a story after listening, ask to follow simple command and instructions, engage student in group discussion, Ask to tell about them(Alam, Begum , Zibran, & Ahsan , 2016).

In classroom teaching it hardly displays activity-based language teaching like pair work, group work, and use of audio. In this comparison also explore lack of group work and pair work, listening from audio and ask to tell about them. Though a small number of students and teacher mentioned that they assess listening and speaking skills by asking about picture but most of the students are cited that the teacher doesn't present picture related content (Amar Bangla Boi, p.4).

- **Reading and writing**

Almost all teachers assess students' reading skill by asking to read, generally asking students to read the content which is a part of textbook already taught in classroom, ask student to read one by one and ask simple question from reading. Teachers assess the writing skill of students by asking them to write from exercise (question, fill in the gaps). A teacher specially mentioned that he emphasised seven "s" (sapta sa *mB* "m"), appropriate size and shape of Bangla letters. During FGD students indicated that the teacher asked to read one by one, ask to write without open up the textbook, ask to write the poem, ask to speak by memorization, teacher write at board and ask to follow, give homework bring to write, ask to check sentences with guide book(Popi lecture guide). Though the TG suggested method and techniques for the evaluation of listening and speaking skills are-Observe and evaluate with fortnightly/monthly worksheet, ask to write or speak the understanding and summery of reading text, ask to write about himself, write view after discuss in group, show a picture and ask to think and write about picture(Alam, Begum , Zibran, & Ahsan , 2016).

Finally the researchers perceived that teachers' perception about reading skill is students can read with or without understanding. So reading skill mostly evaluate by asking to read. And writing means can write with proper shape and size so writing skill evaluate by asking write beautifully. Researcher find out that, to know how much students understand the reading text and to know how many students can explore his/her idea or understanding by writing is not evaluate by teacher.

5.6.3 Use of SRM in language class

This study explores that most of the schools have supplementary reading materials (SRM) which are preserved in the teachers' room and students have no opportunity to receive this SRM. Although a teacher mentioned that SRM is needed by teachers to conduct the class in an effective way. Students are busy with their textbook related reading and home work. They have no enough time to read supplementary materials without textbook.

Report Card Survey- 2016 found similar findings. Data show that SRM facilities are decreasing gradually. 65% respondents replied negatively in the question of whether the school has SRM or not whether it was 71% in 2015 and half of the respondents claimed that their schools have no library facilities(CAMPE, 2017).

5.7 Recommendations

Finally the research team recommended

- Identify the weakness of students through baseline survey at the begining of the academic year and scaffold them continuously to reach up to the mark.
- Practice four language skills during the lesson for achieving learning outcomes especially listening and reading.
- Introduce an assessment policy for ensuring four language skills at primary levelespecially for listening and speaking skills.
- Recruit subject-based teacher to fulfill learning needs of primary students. In addition, the government has to appoint one teacher for each subject of grade one to five.
- Teachers' have to follow NCTB suggested methods and techniques at Bangla language teaching. In addition, s/he can follow the annual and daily lesson plan which provides by the National Academy for Primary Education (NAPE).
- Ensure physical facilities for conducting Bangla language classes as prescribe in the national curriculum.
- The government can take initiatives to ensure 100% attendance of students through confirming the regular guardians meeting, teachers' home visit or inquiring over phone. In addition, SMC members have to play their role actively for ensuring students' regular attendance.
- Government has to ensure subject-based training for teachers in proper manner and duration training should be increased.
- Take motivational initiatives for teachers like increment, promotion,training in home and abroad, etc.
- Ensure teacher students ratio in the logical manner as mentioned in National Education Policy- 2010 and teachers' workload (out of teaching) have to reduce gradually.

- Schools can arrange various programs for developing parents' awareness regarding students' performance.
- Teachers have to prevent themselves from using local language and accent at classroom teaching.
- Ensure formative assessment especially to assess four language skills at classroom. In addition, each and every learning outcomes should assess through terminal and annual examination.
- Government has to ensure making book corner in every classroom and providing supplementary reading materials (SRM) for each school.

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Appendix- Research Tools



RiZaq c̄_ugK ik̄yv GKutWgk (tbc)
gqgbuasn/

ik̄yv_PKic: ZZaq tk̄ö

MteIK KZK c̄_Yaq:
ik̄yv_AvBm:

KuZZjAfixyv: Ask-1: tk̄bv
mgq: 20 ugibU cYgb: 10 bxt

ik̄yv_A bug:	
tk̄bv:	tiij bs:
ue`ij tqi bvg:	tQtj / tgjq
DctRj v:	trj v:

1. MÍW Mfxi gtbvthuMi m̄t_ tk̄bv Ges m̄NK D̄̄ti d̄K (✓) ip̄y `vI / 1×5=5

D`vniY: M̄tí KZ m̄tj i K_v ejv n̄qtQ?
 K) 1950 অথ) ১৯৫২ M) 1970 N) 1971

**1. tdeqmi gvtmi 21 ZwiL / 1952 mvj | dv̄ely ggm | tk̄bv tk̄bv MvQ t_ tK crZv Sti cotQ | K0zK0zM̄tQ bZb
 crZv MMRqtQ | cjq v k d̄tQ |**

**XvKv wekje`ij q Gj vKv | Priw tK _g_tg fve | cij k ugQj KitZ ibtla KitZ itQ | evsj vtK ivófvlv Kivi `we
 Qv̄t`i | cWk`ib miKvi Pvq D`SK ivófvlv KitZ | evomj i gLi fvIvtK tKto ibtZ Pvq | K̄S Qv̄t-RbZv Zv
 gvtbe bv | Zviv ugQj KitZ | UMeTM ZiaXv tectivqv | cjq Rtb Zviv Rxeb t`te | gvtqi fvIvi `we Qvotc bv |**

1.1 tdeqmi gvtmi 21 ZwiL evsj v m̄tj i tk̄bv ggm?

K) %kvL L) AvIvp M) dv̄ely N) %B̄T

1.2 cij k tk̄v ugQj KitZ ibtla KitZ itQ?

K) XvKv wekje`ij tq L) ivRkvnx wekje`ij tq
 M) PÆMog wekje`ij tq N) Rvnvxi bMi wekje`ij tq

1.3 Qv̄t`i `we Kv̄Qj?

K) Bst i RxK ivófvlv Kiv L) D`SK ivófvlv Kiv
 M) dwmFK ivófvlv Kiv N) evsj vtK ivófvlv Kiv

1.4 cWk`ib miKvi tk̄bv fvIvtK ivófvlv KitZ tP̄quj?

K) Bst i RxK L) D`SK
 M) dwmFK N) evsj vtK

1.5 evsj v fvIv mevi KdQ uC̄ tk̄b?

K) evsj v fvIv K_v ejv mnR L) evsj v fvIv eYqek AvtQ
 M) evsj v fvIv evomj t`i gVZfvIv N) evsj v fvIv w`tq M̄b MvI qv hvq

2. MÍ W Mfxi gtbvthut Mi mtf_ tkutbv Ges mtfK DÉti wtk (✓) ipy `vl |

$$1 \times 5 = 5$$

nvZ `y tq `y tq Lyk gtb nvUQj nvmy KQyGKUv cotZ t`Lj gWz PvPvi ctkU t_tK| GUv wK? I gv GtZv t`wL
100 UvKv| UvKvUvZv gwZ PvPvi | ZtZ wK! UvKvUv tZv GLb Avgvi, fvej nvmy Kr gRv! KZ wKQyKbv hte G UvKv
w tq| tLj bv, Lveri, eB, tej y| KZ Kr! wKs Zv Kv wK nte? bvn Zv Kv wK nte bv| UvKvUv gwZ PvPvi
KZ KvR jwMz| AtbK wKQyveri cti nvmy UvKvUv tdiZ t`lqri wmxvSf tbq| gwZ PvPvi ewo tZ hvq nvmy NUbnu
ewStq etj gwZ PvPviK| UvKvUv tdiZ t`q| Lyk ntq nvmy gv_vq nvZ ti tL t`vqv Ktib wZib| nvmtZ nvmtZ ewo
wdti hvq nvmy

2.1 *numyKZ UvKv cto _WtZ t`tLwQj?*

- K) 10 $U\sqrt{K}\nu$ L) 20 $U\sqrt{K}\nu$ M) 100 $U\sqrt{K}\nu$ N) 1000 $U\sqrt{K}\nu$

2.2 *nmyUvKv w tq Kx uKbtZ tq qDj?*

- K) $\nexists L j \text{ br}, L \text{ veri } I \text{ eB}$ L) $\exists B, M \text{ mo } I \text{ PK} \nexists j U$

- M) we ~~the~~, Syj gyp I gjvj vB N) tci j vI, tiv ÷ I wNg

2.3 *UwKv tdiZ tc tq g w Z Pv Pv nwm y Rb* „Kx

- K) *Rwotqaitjb* L) *t`vqvKitjb*

- M) *Kvbm Kitjb* N) *titM titjb*

2.4 nomytKb UvKvUv gwZ PvPvtK wdwi tq w j ?

- K) Kvṭiv wK0zbl qv DWPZ bq L) qv Rvbṭj iM Kitēb

- M) *mncvVki v Rvbſj nvmvnwm Kite* N) *UvKv mbſj cij tk aite*

2.5 *nimyKxfite emd idti tmj?*

- K) *Kvbe* Ki‡Z Ki‡Z L) nwm‡Z nwm‡Z

- M) $t^{\wedge} \check{S}m o \check{t}q$ $t^{\wedge} \check{S}m o \check{t}q$ N) $n \vee U \check{t}Z$ $n \vee U \check{t}Z$

KuZZiA fñýr: Ask-2: cov I tj Lv

mgq: 40igibU cYgb: 25 bxt

3. **mbPi KneZwU gtbvthM w tq co /**

Pj &Pj &Pj &

KvRx bRiaj Bmjw

Pj &Pj &Pj &

EaÝMMtb evR gr`j ,

mbtæDZj v ai Yx -Zj ,

Aiæ c@Zi Ziæ Zj

Pj &ti Pj &ti Pj &

Pj &Pj &Pj &

Dlvi `g@i nwb AwNz

Argiv Ambe ivOr cñvZ,

Argiv Uðve nZigi ivZ,

eravi weÜvPj |

Gevi mbPi cñg@jvi mWk DËti i cñk Wk (v) ipy `vI /

1× 5=5

3.1 gr`j tKv_wq evR ?

K) MMtb

L) cvnito

M) mgj@

N) nvl ti

3.2 Ziæ `j tKb ivOr cñvZ Awte ?

K) AÜKv@i i erav AwZug Kivi Rb

L) mKv@ tej v ~@j hvI qvi Rb

M) gr`j evRytbi Rb

N) Mvb MvI qvi Rb

3.3 bebt` i ewtZ ej _kv `iKvi tKb ?

K) t`tki Dbqt@b KvR Kivi Rb

L) tLj vajv Kivi Rb

M) mñvi KvUvi Rb

N) MñQ DñV dj Lvl qvi Rb

3.4 Zg Krfte gnk@kub mRie Kite ?

K) be bektbi Mvb tMtq

L) gr`j emRtq

M) ebvqb Kti

N) b@P Kti

4. ***mbtPi AbjyQ` wgtbuthwM w tq co:***

j vj gjm

GKw`b GK tQuU j vj giMi Qvbr Lvgti i DVtb nWtZ nWtZ wKQzMgi `vbr gWtZ LjR cvq/ ØAwg GB Mtgi `vbr gWtZ PvI KieØ tm wK Kti / tm Avevi etj ØKš Zv KitZ tMtj tZv Avgvi Atb`i mwnh PvBØj tQuU j vj giMi Qvbr Lvgti i Ab Rst i tWtK etj, ØGB Mtgi `vbr, tj v PvI Kieri Rb Avgvq wK tZvgiv tKD mwnh KitZ cvi ?Ó weorj, KKž, nsmx mevB etj, ØAvgiv LgB e^-^AmQ/Ó tQuU gjm Mi Qvbr ZLb mbtRB Mtgi `vbr, tj v mbtq gWtZ cijZ tdtj | ewó Avi tiv `igtj Mtgi MwQ, tj v k³ tcv³, j aAvi tmvbjx ntj v| GKw`b t`Lv tMj Mg tcK tMjQ/ Gevi G, tj v KvUvi Rb j vj giMi Qvbr Avevi mevBtK wRtAm Kij, ØGB Mtgi MwQ, tj v KvUevi Rb tZvgiv wK Avgvq mwnh KitZ cvi ?Ó mevB Zv i e^-^Zvi K_v Rvbuj | GBfite Mg t_tK cvDiaw Zwi Kiv chSj tQuU j vj gjm Mi Qvbr mevBtK wevfbekvRi K_v ejj | wKš tKD GwMq Gtj v bv | wKš tQuU j vj gjm Mi Qvbr huzv-Kj I qv j v Avi cvDiaw qv j vK tbgsbaKti Lvl qv j v| Avi tmB wZb Rš`Rj -Rj Kti iayzvKtq iBj |

Gevi mbtPi cliketjvi mWk DÉti i cik wK (v) wPý `vI |

1×5=5

4.1 tK Mtgi `vbr LjR tctqoj?

- | | |
|---------|----------------|
| K) nsmx | L) weorj |
| M) KKž | N) gjm Mi Qvbr |

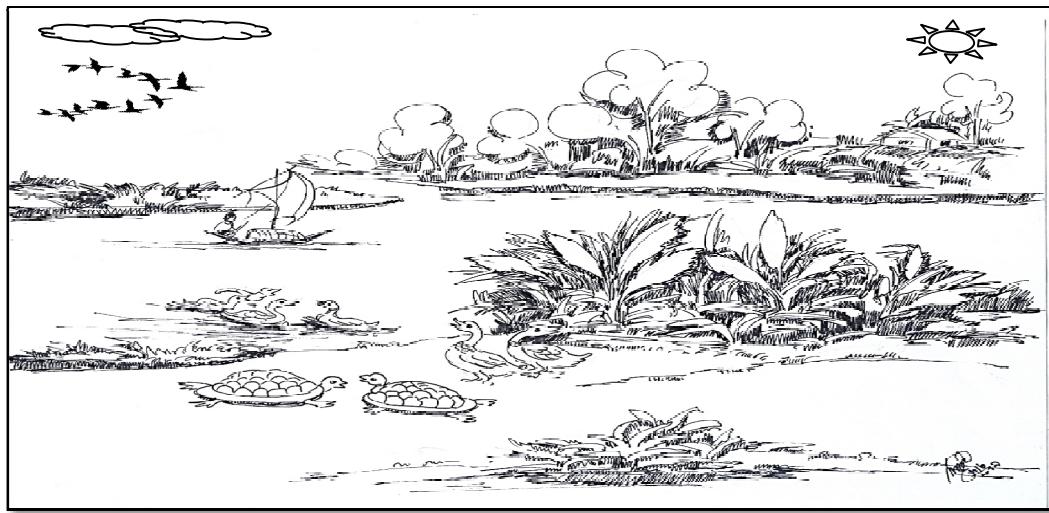
4.2 gjm Mi Qvbr GKb me KvR Kitjv, KvYñ

- | | |
|-------------------------------------|--|
| K) mbtRi KvR mbtR KitZB fijj veritm | L) Ab Ršiv Avj tm wQj |
| M) Ab Ršiv tKD ZvK mwnh Kiti w | N) Atb`i v mWkfite KvRiU KitZ cvi te tm wekjm KitZv bv |

4.3 Míwli wkyv tZvgi Rætb Krfite KvR j wite?

- | | |
|---|----------------------------------|
| K) mbtRi KvR bv Kti I Ab tK mwnh Kiterv | L) cikvRb gZ Ab tK mwnh Kiterv |
| M) Ab tK memgq Dct`k t`ter | N) memgq mbtRi Lveri Ab tK t`ter |

5. *mbtPi QneU füjvfüte t`L:*



Dctii QneU məułKcıl(5)u evK' tjL:

5

6. *mbtPi digU ciY Ki:*

8

<i>bvг:</i>	
<i>mcZvi bvг:</i>	
<i>gvZvi bvг:</i>	
<i>Mbg:</i>	<i>DctRj v:</i>
<i>tRj v:</i>	<i>mfvM:</i>
<i>tZvgvi mcđ tLj v Kx:</i>	

KuZZi Afşır Ask-3: cov I ej v Ask

ibtPi AbfjQ`wU wki i coZ w b/ GK wgbtU GKRb wki KqU kā coZ cti tmltb `vM () w tq gVKKi ab/
ibtP wntme wj Ljy/ cZwU erK i tkI tKb kā, tjv fjtfe wkyv_Rv D`Pvi Y Kti tQ Zvi KtqKwU D`vni Y wj tL
iLjy/

Mt̄i evK"	kā	mWKfute cWZ kā	fjtfe cWZ k̄ai wKoz D`vniY
GKw b GK tQwU jvj gjMi Qwbv Lvgti i DVtb nwltZ nwltZ wKQz Mtgi `vbw gwUtz LjR cvq/	16		
ØAvg GB Mtgi `vbw gwUtz Pvl Kieñ tm wK Kti/	10		
tm Averi ej ØKšZv KiZ tMj tZv Avgvi Atb i mnvh Pvl/	12		
tQwU jvj gjMi Qwbv Lvgti i Ab Ršt i tWtK ej, ØGB Mtgi `vbw, tjv Pvl Kiewi Rb Avgq wK tZgiv tKD mnvh KiZ cri?0	22		
weojj, Kkž, nsmx mevB ej, ØAvgiv LyB e"-Awoj/0	9		
tQwU gjMi Qwbv ZLb ibtRB Mtgi `vbw, tjv ibtq gwUtz ctz tdj/	11		
ej Ávi tiv wgtj Mtgi MwQ, tjv k³ tci³, j Ávi tmwbyj x njv/	12		
GKw b tLw tMj Mg tcK tMj/	6		
Gevi G, tjv KvUvi Rb jvj gjMi Qwbv Averi mevBtK wRtAm Kij, ØGB Mtgi MwQ, tjv KvUevi Rb tZgiv wK Avgq mnvh KiZ cri?0	22		
mevB Zv i e"-Zvi K_v Rvbj/	5		
GBfvte Mg t_tK cDiaw Zwi Kiv chsí tQwU jvj gjMi Qwbv mevBtK mevfbokvRi K_v ejj/	16		
wKš' tKD GwMj Gtj v bv/	5		
wKš' tb gRvi wvukr cDiaw Lvi qv Rb tm mevBtK `vI qvZ wj, ZLb mevB mwbt` i wR njv/	16		
wKš' tQwU jvj gjMi Qwbv Rvz-Kj lqj v Avi cDiaw qv vK tbgsba Kti Lvi qv jv/	12		
Avi tmB wZb Rš-Rj Kti i ayZwKtq i Bj/	9		
tgwU kā	183		
GK wgbtU cWZ kā			
GK wgbtU mWKfute cWZ kā			

3. Mt̄eIK I wki i gta" Kt_vcK_b:

	ej tZ tcitQ	AvisK ej tZ tcitQ	ej tZ cti bB
tZgvi bvg Kj?			
tZgvi ewevi bvg Kj?			
tZgvi gvtqi bvg Kj?			
tZgvi Mtgi/Gj vKvi bvg Kj?			
tZgvi tRj vi bvg Kj?			

4. *ibtPi QneiU ikitit i t' uL tq G m=uitK©cB(5)u evK" ej tZ ej ly/*



RvZxq c~~l~~lgK lkÿv GKuWgx (tbc)

gqgbuimsn |

Weaknesses of Grade Three Students in Bangla: Cases and Remedies

İkýKt`i Rb⁺ myvZKvicî

(lik yKt i mi^t m^vyvZKvi cwiPij bvi Rb^wb^tPi c^kq^tj v Avcbi^tK m^vnh^w Ki te/ Avci^b c^kki^e
ll^wK ti^tL b^tRi gZ Kti c^kki^tZ cwi^teb/ eBtqi c^v, t^j v t^wl^tq mnR fvi^w q c^kki^ab/
me^whi Z Z^w b^tq Avm^b/ GKiiU c^kki^ti tmLvb t^tK wj sK Kti cieZ^wc^kq^tj v Ki^ab)

<i>W̥y̥tKi bvg:</i>	
<i>W̥e` w̥j tqi bvg:</i>	
<i>DctRj v:</i>	<i>tRj v:</i>
<i>m̥teP W̥y̥MZ thM̥Zv:</i>	<i>cW̥Z weIq:</i>
<i>Aw̥fÁZv:</i>	<i>eQi</i>

tkibv (c., 16 t` uLtg cökia)

1. **Wkýv-~~l~~-i tkvbvi** `ýZv AR~~b~~i Rb` tkÖKtý Kx Kx KvR Ktib?
 2. **tkÖKtý tkvbvi** `ýZv Kxvítę gj-vqb Ktib?

ejv(c,A\in L\# K)

3. ej vi `ŷZv AR̥bi Rb" tk̥NtZ Kx Kx tKškj Aej x̥b Ktib?
 4. tk̥Nktj̥ ej vi `ŷZv Kxfvte gj̥vq Ktib?
 5. eBtq ðt̥'L I ei' ai̥tYi cV. t̥j v Kxfvte Dc"vcb Ktib? (c,4 t̥'Ltq c̥kñj Kiab)

cov (c,,22 t`Ltg ckaKiab)

6. Mí, KtvcK_b, eYdgj-K mnwZ tklvZ iki t`i gvtS Krfvte Dc`vcb Kti b? (c., 16 t`vL tq cikakia)
 7. Qor I KneZv Dc`vctb tKvb tKvb tKskj Aeja b Kti b? (c., 22 t`vL tq cikakia)
 8. covi `yZv ARfb Krfvte tklvZ Kvhfug ciwPvj bv Kti b?
 9. ciw eBtqi evBti Ab` tKvb mnwqK eB iki t`i cotz t`qv nq Kbv? ciw eBtqi evBti Ab` tKvb mnwqK eB t_kK tKvb Mí iki t`i cto i bvtbv nq Kbv?
 10. iki t`i Rb` tklvZ ek KYA AifQ K? iki t`i we`yj q Pj vKv jxb mgfq eB covi mthvM t`qv nq K?
 11. ciVb `yZv gj`vqb Krfvte Kti b? KtqKvU D`vn i Y w`b/

tj Lv (c, A t` uL tq c kia Ki ab)

12. tj Lv ` ýZv ARøbi Rb " tköYtZ tKvb ai tYi Kvhøig ciw Pij bvr Ktib? (c, A t` uL tq c kia Ki ab)
13. ciWeBtq tj Lv ` ýZv Dbøtb tKvb ciw Ašlfc AvtQ MK?
14. tköYtZ Kxfvte tj Lv ` ýZv gj"vqb Ktib?

Ab'ib:

15. fwl K ` ýZv ARøb Ki vtbvi Rb " ci_igK lkÿvµtg tKvb wb`Rbvr AvtQ MKbvr? _vKtj MKfite AvtQ?
16. GeQi ZZxq tköYtZ evsj v weI tqi Dci KqU ciw Pij Z ntqtQ?
17. fwl K ` ýZv wfE K Avj r`v Avj r`v tköY Kvhøig AvtQ MK? _vKtj MKfite AvtQ?
18. ZZxq tköYtZ tkvbr I ej vi ` ýZv ARøbi j tÿ" KqU ciw Dc -mcZ ntqtQ? h" bvr nq tKb nqib /
19. tköY Kvhøig ciw Pij bvr Rb " Avcib ciw ciw Kíbvr Ktib MK?
20. lkÿvµg, lkÿK ms"i Y I lkÿK wb`Rkv Abym i Y Kti ciw ciw Pij bvr Ktib MK? Gme DcKi Y AvcbvMK Kxfvte mvvh" Kti? we -hi Z ej ly /
21. lkÿt`i fwl K ` ýZvi ` gyvZvi Kvi Y, tj v Kx Kx (dj vdj chøj vPbvr Kti wb`θ Kti c kæ Ki ab)
22. lkÿt`i fwl K ` ýZvi ` gyvZvi tgvKvtej vq Kx Ki Yq? we -hi Z ej ly /

RiZiq c̄igK ikyv GKutWgx (tbc)

gqgbimsn/

Weaknesses of Grade Three Students in Bangla: Cases and Remedies

ikyv_i Rb tdkm M̄c Aitj Pbv

(tdkM̄c Aitj Pbv c̄i Pij bv Rb ibtP i k̄q̄tj v AvcbtK mnvh Ki te/ Avcib c̄ik̄i g W/K ti tL ibtRi gZ Kti ikyv_i DcthMx Kti c̄kaKitZ cvi teb/ eBtqi c̄ov̄tj v t̄L̄tq mnR fvl̄q c̄kaKiab/ wēhi Z Z_ ibtq Avmly/ GKU c̄kaKiti tmLvb t̄K ij sK Kti cieZPc̄k̄tj v Kiab)

	1	2	3	4	5	6	7
ikyv_i bv							
ti ij bs							
icZvi ikyvMZ thwMZv							
icZvi tckv							
giZvi ikyvMZ thwMZv							
icZvi tckv							

tkibv (c,, 16 t̄L̄tq c̄kaKiab)

- Øfvl v knx t̄i K_w̄M̄U ikyK Kfite cov̄tq̄tQb?
- Zig comU (M̄i w̄U) ejStQv Kbv
- Zig comU ikL̄tZ tc̄ti t̄Qv Kbv Zv ikyK Kfite hvPvB Kti t̄Qb
- IKfite cov̄tj tZvgv̄t̄i Rb fvtj v ntZv ej tZvgi v ḡtb Kti v/

ejv (c,, 4 t̄L̄tq c̄kaKiab)

- QewU t̄L̄tq Kfite cov̄t bv ntq̄tQ Zv Rvb t̄Z PvB... (Qew t̄L̄tq ej t̄Z w̄tq̄tQb IK?)
- Zig comU ikL̄tZ tc̄ti t̄Qv Kbv Zv ikyK Kfite hvPvB Kti t̄Qb?
- IKfite cov̄tj tZvgv̄t̄i Rb fvtj v ntZv ej tZvgi v ḡtb Kti v/

cov (c,, 22 t̄L̄tq c̄kaKiab)

- ØPj Pj Pj QowU IKfite cov̄t bv ntq̄tQ?
- Zig comU ikL̄tZ tc̄ti t̄Qv Kbv Zv ikyK Kfite hvPvB Kti t̄Qb?
10. cW eBtqi evBti tZvgv̄t̄i Ab tKib M̄i i eB cov̄tZ t̄q̄v nq Kx? tZvgv̄t̄i Rb t̄k̄M̄tZ ej K KYA AitQ IK? wēij q Pj vKy xb mḡtq tZvgv̄t̄i eB cov̄i m̄hM t̄q̄v nq IK?

tj Lv (c, A t` L tq c k b K i b)

11. QmeU t` L tq Zt` i ej y, G ait Yi Qme t` tL Zt` i yj L tZ t` qv nq K?
12. Zg Qme t` tL m K fite yj L tZ tc ti tQv Kbv Zv K y K K fite hvPvB Kti tQb?
13. t Zvg t` i tj Lv Dbqb K y K tKvb ci v gk Q` b Kbv?