

Weakness of Grade Three Students in English: Causes and Remedies



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Weakness of Grade Three Students in English: Causes and Remedies

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The Research Team

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LIST OF ACRONYMS

ASPR	:	Annual Sector Performance Report
AT	:	Assistant Teacher
AUEO	:	Assistant Upazila Education Officer
C-in-Ed	:	Certificate in Education
CLT	:	Communicative Language Teaching
DG	:	Director General
DM	:	Direct Method
DM	:	Direct Method
DPE	:	Directorate of Primary Education
DPEd	:	Diploma in Primary Education
EFT	:	English For Today
EFL	:	English for Foreign Language
EIA	:	English in Action
FGD	:	Focus Group Discussion
FYP	:	Five Year Plan
GDP	:	Gross Domestic Product
GoB	:	Government of Bangladesh
GTM	:	Grammar Translation Method
HT	:	Head Teacher
MDG	:	Millennium Development Goals
MoE	:	Ministry of Education
MoPME	:	Ministry of Primary and Mass Education
NAPE	:	National Academy for Primary Education
NCTB	:	National Curriculum and Textbook Board
NCTE	:	National Council of Teachers of English
NEP	:	National Education Policy
NEP	:	National Education Policy
NICHHD	:	National Institute of Child health and Human Development
NNGPS	:	Newley Nationalized Government Primary School
NRPR	:	National Reading Panel Report
NSA:	:	National Students Assessment
OECD	:	Organization of Economic Co-operation and Development
PECE	:	Primary Education Completion Examination
PEDP	:	Primary Education Development Program
PTI	:	Primary Teachers Training Institutes
SBA	:	School Based Assessment
SD	:	Standard Deviation
SDG	:	Sustainable Development Goal
SPSS	:	Statistical Package for Social Science
TEO	:	Thana Education Officer
UEO	:	Upazila Education Officer
UK	:	United Kingdom
UNICEF	:	United Nations International Children's Emergency Fund
URC	:	Upazila Resource Center
USA	:	United States of America
USD	:	United States Dollar
WB	:	World Bank

CHAPTER ONE: PERSPECTIVE OF THE STUDY

1.1 BACKGROUND OF THE STUDY

Bangladesh is a developing country with a per capita income of 1909 USD (dhakatribune.com) and GDP rate of 7.90 percent (trainingeconomics.com). It has a population of 16.47 crore people (ASPR-2017). Recently Bangladesh has reached as a lower middle-income country. It has a vision to reach as a middle-income country by 2021 and a developed country by 2041 (Bangladesh's visions of 2021 and 2041). For achieving the goal this country needs to develop its human resources, which depend on its education system. The present literacy rate of this country is 72.76% (www.dhakatribune.com/bangladesh/.../2018).

The education system of Bangladesh has three major stages- Pre-primary and primary, secondary and higher education, and finally higher education. Pre-primary education is a preparatory stage for school readiness and holistic development of the children of 5+ years. Government is committed to provide one year free pre-primary education (PPE) to all children aged 5+ at government primary schools. Nearly 100% of government primary Schools (GPS) and 99% of Newly Nationalized Primary schools (NNGPS) now offer one year pre-primary education. In 2016, there were 3,12 million pre-primary children enrolled, three times more than the enrollment of the PEDP-3 baseline year in 2010. The percentage of Grade One students who have attended PPE increased from 50% in 2012 to 87% in 2016 (ASPR-2017).

The Primary education is a 5-year cycle of free and compulsory education between the age limit of 6+ to 10+ years. The current education vision of the government is articulated in the National Education Policy of 2010, which provides strategic guidance to achieve universal primary education and includes introduction of one year of pre-primary education, nationalization, inclusiveness, raising the level of teachers' qualification, strengthening recruitment procedures and increasing the proportion of female teachers, the creation of child friendly environments and promotion of interactive teaching methods (PEDP4).

Following the remarkable success of MDGs, Bangladesh embraced the Sustainable Development Goals (SDGs) with great enthusiasm and is committed to achieving the adopted SDGs by 2030, including SDG4 related to education. The overarching SDG4 goal is to ensure inclusive and equitable quality education and promote life-long learning opportunities for all (PEDP4).

Chapter One: Perspective of the Study

The government's 7th FYP embraces the SDG goals and seeks to establish the following priorities for the period 2016 to 2021:

- Continue bringing out-of-school children and disadvantaged children into pre-primary and primary education and improve teaching-learning practices in schools;
- Focus on quality improvement in secondary education, systematic monitoring of learning outcomes and increased access and equity in disadvantaged areas.
- Continue efforts in the skills sector to reform technical and vocational skills development to form stronger links with industry;
- Encourage innovation and accountability to produce highly skilled professionals.
- Therefore, GoB needs to provide high –quality primary education to all children.

According to ASPR report 2017, approximately 18.6 million students are studying at primary level in Bangladesh and they are being taught English as a compulsory subject from grade one to grade five. However English is taught as a foreign language in Bangladesh. The duration of secondary level is 5 years and higher secondary level is 2 years. Similar to primary sector here English is also taught as a compulsory subject. At the graduation level English is also taught as a compulsory subject, and in honours and Masters level the students have the option to study either in Bangla version or in English version. However most of the books are available in English version.

The National Education Policy-2010 sets 30 aims and objective for our education and in goal no. 12 it emphasized learning English. In addition, this policy also recommended considering English as compulsory in the curriculum (Ministry of Education , 2012).

Following the outline of National Education Policy 2010, the national curriculum in Bangladesh was revised by the National Curriculum and Textbook Board (NCTB) in 2012. The NCTB has defined a total number of 29 terminal competencies for primary education. Out of these terminal competencies, number 10 terminal competency specifically asked *to achieve basic skills of English as a foreign language and use it in daily life* (National Curriculum and Textbook Board [NCTB], 2012). Based on the terminal competency, a total number of 31 subject-based terminal competencies were defined categorically to ensure the students' English learning. Out of the abovementioned total 31 subject-based terminal competencies, a total number of 4 skills are in listening, 8 in speaking, 7 in reading and 12 in writing.

Chapter One: Perspective of the Study

The purpose of teaching English at primary level is to help students to develop competence in all four language skills in English through meaningful and enjoyable activities (National Curriculum and Textbook Board [NCTB], 2012). Out of four main objectives of learning English, number 3 objective stated “*to read and understand different types of text appropriate to the learners’ ability level*” (National Curriculum and Textbook Board, 2012, p.3). The English for Today (EFT) books of primary level were developed following the subject-based terminal competencies. In the EFT books from Grade One to Grade Five, sufficient skill-based contents and activities (Listening, speaking, reading and writing) are included for the learners as they can achieve these skills through studying these books by the help of the teachers. It is also observed that, the National Education Policy, primary curriculum and textbooks emphasizes learning English for communicating locally and globally.

1.2 RATIONALE OF THE STUDY

English is taught as a foreign language in Bangladesh. The main objective of English teaching in Bangladesh is to communicate with the foreign people for different purpose like business, higher studies, sports and games, etc.

English has the position of being the ‘World Language’. It is the official language of 53 countries. English is also spoken as a first language by around 400 million people around the world. According to Crystal (1997) English is emerging as a global language due to the three prolonged developments, namely English a first language, English as a second language and as a foreign language. He further states, “*Nearly a quarter of the worlds’ population is already fluent or competent in English*” (Crystal, 1997:4).

English is the first language of some economic and political powers of the world such as USA, UK, Canada, Australia, New Zealand etc. At the same time English is used as a second/foreign language in many other countries like Bangladesh, India, Pakistan, Sri Lanka etc. According to Phillipson (1992), *English is mainly used in these countries for communicating with speakers from other countries and reading texts in the language in English as Foreign Language (EFL) areas.*

Most of the countries use English to maintain international relations. The rule of the international trade agreements and treaties are also maintained in English. Crystal (1987: 357), cited Penny Cook (1994: 08) state, “*English is the main language of books, newspapers, airports and the traffic control, medicine, diplomacy, sports, international competitions, pop music and advertising*”.

Chapter One: Perspective of the Study

Besides these, English is the most commonly used in the field of academic world. As Dickens and Cumming (1996) found out English is the most popular modern language in academic fields (Cited in Graddol).

From the above discussion it is clear that learning English is very important in modern world and people all over the world want to study it as a second/foreign language. Many countries include English as a second language in their school syllabus and children start learning English at a young age. In Bangladesh English teaching is compulsory for the primary school students. The students have to learn some target competencies in the four main areas of English language- Listening, Speaking, Reading and Writing, but for some reasons the learners are not able to show expected performance in these four areas of English.

Sultana, D. (2010). Teaching English at the primary level in Bangladesh: present status, issues and challenges, BRAC University Journal, Special Issue (01), 102–109 mentioned, *“In the existing situation, teaching and learning of English at the primary level in Bangladesh has a very low standard. Most of the students face difficulties to communicate in English and even competency level of most English teachers is not up to the mark. Besides, classrooms have very poor facilities. Classroom practices emphasize rote learning rather than understanding and use of English in real life situations”*. In her dissertation result she showed that most of the students are weak in speaking (rural 52% & urban 60%) and listening (rural 26% & urban 24%) skills.

In the above circumstances it is important to find out the cause of poor performance of the primary school students in four basic areas of English learning. Otherwise all the initiatives in this regard will go in vain. The learners will not be able to learn the target competencies and the objectives of the curriculum will not be achieved. So, it is very important to find out the causes of poor performance in English by the primary school students of Bangladesh and its’ remedies. So, selection of the topic for the present research is appropriate.

1.3 RESEARCH QUESTIONS

The main of objective of the study are -

1. To what extent do the students of class 3 achieve four languages skills in English?
2. What are the gaps in the achievement of four language skills in English of class 3 students?
3. What are the causes of gaps in learning English language of class 3 students?
4. What are the remedies to minimize the gaps in achieving English language skills?

1.4 OPERATIONAL DEFINITION OF THE STUDY

- **Weakness:** Poor achievement in language learning skills.
- **Grade 3 Students:** The students study in class three in government primary school of Bangladesh.
- **English:** Four basic areas of English language- listening, speaking, reading and writing.
 - *Listening:* It is the skill through which people receive information from others.
 - *Speaking:* Speaking skill is a productive skill, or an active skill, which requires to use our vocal tract and our brains to correctly produce language through sound.
 - *Reading:* It is a receptive skill to comprehend text and is influenced by other skills to process information.
 - *Writing:* It is a productive or active skill which requires us to use our hands and our brains to produce the written symbols that represent our spoken language.
- **Cases:** The factors that effect the learners' performance in four basic areas of English- listening, speaking, reading and writing.
- **Remedies:** The ways of solving the problems.

1.5 LIMITATION OF THE STUDY

To carry out any research work is a comprehensive effort that requires research skills, appropriate time and sufficient fund. Every research work has some limitations. Similarly, this research encountered some limitations which are as follows:

By following 95% confidence level, 5% of margin error and 50% response distribution, the recommended sample size of this study was 384. Targeted sample was 400 and the researchers could collect data from 394 students.

Since the research was confined to a few selected schools it was not possible to compare the broader societal context that shapes the lives of children and their families. It is also difficult due to the available research timeframe to collect possible important data from all types of target groups.

Besides the researchers, some other faculty members of NAPE collected data for this research. However, the researchers provided clear idea to them about the data collection procedure, but personal skill and level of understanding might have an effect on data collection, which can affect as well the research result.

Chapter One: Perspective of the Study

It needed sufficient time, full concentration and enough funds to conduct a research. But sometimes the research members were very busy to perform other academic activities, which also affected the research.

CHAPTER TWO: LITERATURE REVIEW

2.1 INTRODUCTION

Literature reviews are designed to provide an overview of sources we have explored while doing research on a particular topic and demonstrating to our readers how our research fits within a larger field of study. The study team reviewed different literatures and documents and sought relevant areas in the following description to clarify the purpose of the study.

2.2 LITERACY IN LANGUAGE LEARNING

The National Council of Teachers of English (NCTE) argues that literacy is increasingly a collaborative activity, where negotiation, analysis, and awareness of audience are as critical as understanding or creating a message (Literacy in Language Learning, 2018).

The NCTE also demonstrates that the literacy development in mother language supports literacy development in the second or subsequent languages learned. Knowledge and skills from a learner's first language are used and reinforced, deepened, and expanded upon when a learner is engaged in foreign language literacy tasks.

Kern (2000) explained and defined that literacy in a foreign language means much more than the separate abilities to read and write. He also comments that literacy is a complex concept of familiarity with language and its use in context; primarily in written ways but by the extension of spoken communication also.

According to Sadikul M. (2015) language serves many purposes. The four skills-Reading, writing, listening and speaking plays a vital role in any language learning. The four skills are at the pinnacle of language which will take anybody to greater heights. Although they are separate skills but they bound together. Teachers need to set standard for an English classroom. They should work to create the necessary condition for students to learn effectively and reach the desired outcome. For the teaching of English to be successful, the four skills, reading, listening, speaking and writing, should be integrated in an effective way. These skills should be addressed in a way that helps students meet the standards set for them and develop their communicative competence gradually. **Listening and speaking:** these are the two skills which are highly interrelated and work simultaneously in real life situation. So, the integration of the two aims at fostering effective oral communication. This integration assures real-life and purposeful communication. **Reading and writing:** on the other hand form a strong bond with each other as skills. They are tools for achieving an effective written communication. Students need

opportunities to develop their reading and writing skills. Developing students' competencies in reading and writing requires exposing students to gradually challenging reading materials and writing tasks. The aim is making students read and write effectively.

2.3 WHY ARE FOUR SKILL ACTIVITIES USEFUL?

2.3.1 Listening Skill

Listening has an important role both in daily life and in academic contexts as it is crucial for people to sustain effective communication. About the importance of listening skills Guo and Wills (2006) state, "It is the medium through which people gain a large proportion of their education, their information, their understanding of the world and human affairs, their ideals, sense of values" (p. 3).

Emphasizing the importance of listening in language learning, Peterson (2001) states, "No other type of language input is easy to process as spoken language, received through listening ... Through listening, learners can build an awareness of the inter-workings of language systems at various levels and thus establish a base for more fluent productive skills" (p. 87).

2.3.2 Speaking Skill

Speaking skill is one of the most important qualities that a human being needs to learn during their lifetime. It is known as a productive skill, or an active skill, as it requires us to use our vocal tract and our brains to correctly produce language through sound. In a competitive world of today, we need to master the art of public speaking or we can say our speaking skill.

In the context of Bangladeshi primary education, the students are not used to show their performance in speaking skill due to lack of practice inside or outside of the classroom. It is also important to enhance their speaking ability.

A research was conducted by Hossain Md. A. (2018) on the secondary school students in Thakurgaon districts. The participants responded '*students are weak in English Grammar, Vocabulary, and Speaking Skills*'. In his research he found out,

"Teachers have no proper sense of English Grammar, Vocabulary, and above all, four skills of English language. Even many teachers don't know how to speak English at all while they teach English in the class. If this situation is continued, Secondary Level learners fail to learn English properly".

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He also commented “*all four basic skills of English language would be practiced in the classroom in an integrated manner, not in isolation.*”

2.3.3 Reading Skill

Reading is one of the main academic focus areas in the primary grades. It is essential for school subjects, as textbooks and other written supplementary materials convey the majority of information through written font. Reinforcing reading skill at home and at school help children to develop a love of reading. According to National Institute of Child Health and Human development [NICHD] (2000), the main five skills identified for reading are phonological awareness, phonics, reading fluency, vocabulary and reading comprehension. Without achieving basic foundation in reading skill at an early age, it is not possible to read books of different difficulty level later and also be proficient in the text understanding.

Ability of reading acts as a crucial factor in developing confidence and a good self-image among learners. Poor readers often have low opinions of themselves and their abilities. They can perform poorly in other subjects because they cannot read and understand the material. Often the reader tends to give up.

Children need to adapt the skill of processing information about characters, themes, contents and decode words, all of which will help develop their comprehension skill. Once children have mastered the ability to read they will be able to have access to a wider breadth of language that they can use in their oral and written communications.

The ability of reading and comprehending a simple text is one of the important skills a student should achieve. RTI International (2015) stated, “Without basic literacy there is little chance that a child will escape the intergenerational cycle of poverty. Yet in many countries, students enrolled in school for as many as six years are unable to read and understand a simple text. Evidence indicates that learning to read book early and at a sufficient rate (with comprehension) is essential for learning to read well”(p.2).

2.3.4 Writing Skill

Writing is the fourth language skill which might be acquired for learning a language. It is a productive or active skill which requires us to use our hands and our brains to produce the written symbols that represent our spoken language.

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Kellogg (2001) opines that writing is a cognitive process that tests memory, thinking ability and verbal command to successfully express the ideas; because proficient composition of a text indicates successful learning of a second language.

Writing skill is very important in any language learning. The students who are able to master writing skill early struggle less in overall literacy and communicating with any purpose. Writing strategies can benefit the students for the rest of their lives. Writing is the most challenging area in learning second language. It is based on appropriate and strategic use of language with structural accuracy and communicative potential (Dar & Khan, 2015; Hyland 2003; Mahboob, 2014).

During primary education when English learning starts the teachers need to teach their learners how to plan their writing by picking ideas, organizing their notes into a logical sequence, and take the idea and write it down in detail and elaboration so that they can convey their concept via written communication.

Students/writers face various writing problems at different stages of their learning. Generally, these problems can be classified into linguistic, psychological, cognitive, and pedagogical categories (Haider, 2012; Hyland, 2003). They struggle with the structural components of the text, which a reader decipheres through involvement of a mental process (Quintero, 2008; Nik, Hamzha, & Rafidee, 2010)

2.3.5 Learning English and giving the importance in the National curriculum in Bangladesh

In Bangladesh approximately 17.25 million students in primary schools are learning English as their second language (Hamid and Honan, 2012). English has been included in the national primary curriculum of Bangladesh as a compulsory subject from grade one to grade five since 1992. Bangladesh has one of the largest English-learning populations in the world. It has the same curricular status as Bangla and occupies almost 19 percent of curricular time. Like Bangla, English is taught every day in class, between one and two class periods for 35 minutes.

National Curriculum and Text Book Board (NCTB) of Bangladesh also attempted a huge shift in English teaching approaches by introducing new books for English named English for Today which put stress on Communicative Language Teaching (CLT) method to ensure that more communication taking place in the classroom using English language. CLT emphasizes more interactive language teaching where speaking and listening skills are also considered with high

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importance along with writing and reading skills. According to Hasan and Akhand (2009) the implantation of CLT based English for Today faced many difficulties.

The purpose of teaching English at primary level is to help students develop competence in all four language skills in English through meaningful and enjoyable activities. The primary curriculum has been revised in the light of the National Education Policy, 2010, which emphasizes learning English for communicating locally and globally. Based on the aims and objectives of Primary Education, the curriculum has set Terminal Competencies, Class-wise Attainable Competencies and Learning Outcomes for the guidance of teachers, textbook writers and teacher trainers (Primary Curriculum, 2012).

The main objectives of learning English at this level are:

- I. to understand simple commands/ instructions/ requests and carry them out.
- II. to speak English to talk about day to day life and fulfill communicative functions.
- III. to read and understand different types of texts appropriate to the learners' ability level.
- IV. to write English to describe persons, objects, places and events and to express needs and feelings.

Out of 31 English terminal competencies, 4 listening, 8 speaking, 7 reading and 12 writing terminal competencies are the following (Primary Curriculum, 2012):

Listening

5. to recognize basic English sound differences, stress and intonation.
6. to understand simple commands, instructions and requests and carry them out.
7. to understand simple questions and statements.
8. to listen to, understand and enjoy simple rhymes, poems and stories.

Speaking

1. to use English sounds, stress and intonation appropriately.
2. to exchange greetings and farewells and to make introductions.
3. to ask and answer questions.
4. to recite rhymes and poems.
5. to say the names of the days of the week and the months, and to tell the time.
6. to talk about simple things and actions.

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7. to give instructions, commands and to make requests.
8. to take part in conversations on topics related to students' daily life.

Reading

1. to read aloud texts with proper pronunciation, stress and intonation.
2. to recognize and read both cardinal and ordinal numbers.
3. to read the names of the days of the week, the months and the time.
4. to read aloud poems with proper stress and intonation.
5. to read silently with understanding paragraphs, stories and other text materials.
6. to read instructions and carry them out.
7. to recognize punctuation marks and read accordingly.

Writing

1. to write non-cursive and cursive letters both capital and small.
2. to write cardinal and ordinal numbers.
3. to write words, phrases and sentences using non-cursive and cursive letters both capital and small.
4. to write figures for words and words for figures.
5. to use punctuation marks.
6. to use capital letters.
7. to write the names of the days of the week and the months, and to write the time.
8. to write words, phrases and sentences correctly.
9. to take dictation.
10. to write short and simple compositions.
11. to write simple personal letters.
12. to fill in simple forms

Based on the reading terminal competencies, different reading learning outcomes are also identified to help learners to achieve reading comprehension skills, which students are expected to achieve according their grade level.

2.3.6 The initiatives taken to improve English language education in primary schools in Bangladesh

Teachers are at the core of any attempt which intends to expand, improve or reform the education system (Shohel and Banks, 2010). Teaching takes place in a situation where it faces

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challenges from frequent changes in educational policies, curriculum, assessment system which might influence directly or indirectly on teaching.

In Bangladesh, Government took a number of initiatives through in-service teacher training programs to support English teachers to cope up with CLT based teaching. During PEDP-II, subject based training for primary English teachers were provided.

As we mentioned that the teaching of English is currently a high priority in Bangladesh and English is taught as a compulsory subject in primary, secondary, and higher secondary education in the country. In the DPED programme elements of “English for Today” also linked with DPED courses. Student teachers of DPED course also get opportunity to reflect on their language learning and the strategies they used in the classroom. Student teachers can improve their skills on phonology, vocabulary, grammar, speaking, listening, reading, writing and teaching methods through DPED programme (DPE, 2011).

English in Action (EiA) is a nine-year (2008-2017) education project initiated at the request of Bangladesh government and funded by UK government’s Department for International Development (DFID). The goal of EiA is to ‘contribute to the economic growth of Bangladesh by providing English language as a tool for better access to the world economy’ (English in Action, 2008). This project aims to support 25 million school children to achieve communicative skill of English language so that they would be able to compete and contribute in the national economic activities as well as global opportunities.

The fourth Primary Education Development programme also gives emphasis to develop English language skills. According to the PEDP4 document the British council will recruit native English trainers in 66 PTIs to improve and strengthen English language programme to the teachers trainees of DPED programme. British council will also develop a cadre of master trainers who will be placed in URCs aimed to improve the English language capacity of the primary school teachers. The PEDP4 document also demonstrated that British council will work with MoPME, DPE, NAPE and the PTIs to ensure the training programme according to the primary teachers’ needs.

2.3.7 Teaching context and pedagogy

In Bangladesh before introducing Diploma in Education (DPED) in 2012 one year Certificate in Education (C-in-Ed) and all the primary schools teacher underwent this training (UNICEF, 2009). According to EIA study the delay of this training in a teacher’s career means that

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traditional pedagogies, beliefs and values have for years become deep-rooted and are unlikely to be changed even by a relatively long residential course.

The national assessment survey suggested that the training curriculum may be failing to equip teachers with the competencies required to deliver basic literacy and numeracy provision (UN, 2013). Regarding teaching learning process, EIA study also revealed that teachers of Bangladesh tend to spend most of their classroom time lecturing or reading textbooks in the primary schools. The study also demonstrates that throughout the lesson, teaching from the blackboard or front of the class was the predominant pedagogic approach. Teachers tended to read from the textbook, ask closed questions. These findings are also supported by World Bank study (WB, 2013b) and they found that other pedagogic activities were seen much less, like group work, pair work. The World Bank study also pointed out that examinations were confined to testing recall (WB, 2013b). Regarding the Materials used and participation of students in the English classroom in primary schools in Bangladesh, EIA study reveals that little use of teaching aids, little student's participation or interaction took place in the classroom.

Other studies also supported these findings. According to FMRP (2005) traditional methods most of lesson time is spent on material taken directly from the textbook, or a transmission mode of teaching with focus on book-based knowledge, and rote learning for memorization.

2.3.8 The main causes of poor performance in English subject in the primary schools

According to Goutam Roy (2015) the reasons that influence learning English such as the English teachers did not follow the appropriate method of teaching, they do not have English background, the teachers followed the lecture method only and educational qualification of the teachers do not match with the subject they teach.

Sultana, D. (2010) demonstrated that, existing situation, teaching and learning of English at the primary level in Bangladesh has a very low standard. Most of the students face difficulties to communicate in English and even competency level of most English teachers is not up to the mark. Besides, classrooms have very poor facilities. Classroom practices emphasize rote learning rather than understanding and use of English in real life situations. He also showed that most of the students are weak in speaking and listening.

Teaching materials are very important in the whole process of teaching and learning on any subject. They make learning more pleasant to the students because they offer a reality of experiences, which stimulates self-activity and imagination on the part of the students (Brown, 2000).

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According to Nyamubi (2003) use of materials also supplies concrete basis for conceptual thinking and hence, reduces meaningless word responses from students. For instance, Kapoli (2001) noted that authentic materials enable the students to explore the language used in day-to-day life and which is tailored to their needs and interests. UNESCO (2000) reported that the provision of teaching and learning materials especially books is an effective way of improving results. However, the World Education Report (1998) reveals that in many countries, conditions are difficult, whether they relate to the physical states of schools and the availability of teaching and learning materials, class sizes, or the changing characteristics of the student population.

According to Gardner (2006) motivation is the most used concept for explaining failure or success of a learner. Also, motivation has been regarded as one of the main factors that influence the speed and amount of success of foreign language learners. Gardner (2006) also reported that “Students with higher levels of motivation performed better than students with lower levels” (p. 241). He further added, “If one is motivated, he/she has reasons for engaging in the relevant activities” (p. 243).

Many scholars argue that the mother tongue plays a pivotal role in the learning of the second language and they add that this might be true in the sense that some languages share similar sounds. When the child has learnt to read in the second language as he/she mother tongue, it becomes easy for him/her to learn to read in the second language as he/she would be able to apply the same skills of phonic word (Morris, 1966; Krashen, 2005; cited in Carsten and Parkinson, 2002 and Afolayan, 2008). There is also a comparison between native and non-native language during the process of teaching a second language. In the end, some suggestions were given for teaching a second language in the non-native environment of study. English teaching in rural primary school has had many ups and downs. To enable our students to practice English in real life, the Communicative Approach or the CLT has been introduced in the classroom. However, our English teachers did not receive this innovation warmly.

Selim and Tasneem (2011) have criticized these ELT teachers by saying “When CLT came to Bangladesh the traditional English teachers strongly opposed it because they were not ready for something new (p.41).” The teachers hardly felt the necessity of teaching spoken and listening skill as they were quite successful neglecting two other important skills of language learning-listening and speaking (ibid).

Anwar M.S.(2017) demonstrated that lack of trained teachers and the teachers are not well trained to handle CLT classroom. Teachers’ over use of Bengali in the English classroom, lack of group or cooperative learning activities, are clearly noticeable.

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Researchers have found that the teachers are following the traditional methods of conducting the class in Bangladesh. Salauddin Khan and Rahman (2013) have conducted a study and found that teachers conduct their English classes with roll calling, proceed with checking home works, continue with the Grammar Translation Method (GTM) based lesson and ends with the home work. According to the teachers, they do not use any other teaching technique to teach their students (p. 46). They had said that the NCTB book EFT is the one and only source to teach English in most of the cases. This is the common English classroom scenario of rural areas in Bangladesh.

According to Arju (2011) Bangladeshi students suffer from the inadequacy of vocabulary. he demonstrated that the learners lag behind because of having an inadequate stock of vocabulary during speaking practice .on the other hand Ahmed (2006) and Chowdhury & Shaila's (2011) have pointed out that the large classes, lack of confidence, lack of co-operative and less access of communicative environment, students' shyness are the main hindrances behind Bangladeshi students' learning and speaking English.

V. K. Nande (2006), states that many teachers of English who are teaching the subject are not competent. Very few of them are really competent for teaching this subject. They have defective pronunciation.

It is generally agreed that the English performance of the learners in Bangladeshis not satisfactory in comparison to the time they spend learning the very language. With reference to (Widdowson, 1978), Larsen-Freeman (2000) illustrates that the goal of most of the methods for the students is to learn to communicate in the target language. But it is observed that students can produce sentences accurately in a lesson, but cannot use them appropriately when genuinely communicating outside the considerable amount of time classroom.

According to EIA (2010a) study 67% English language teachers use Bangla more than English in English class. Nearly 50% of English teachers are teaching in government primary and secondary schools with lower spoken language competence than expected level, some teachers even teach English with lower spoken competence than students (English in Action, 2010b). Further, there is hardly any culture of collaboration, mutual support and sharing of professional experiences among teachers (Thornton, 2006).

Poor language proficiency and lack of confidence to speak English in classroom were key barriers for most teachers. However, Shohel and Kirkwood (2012, p. 10) confirmed

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EiA's success to build confidence among the trained teachers to use more English in the classrooms while they were considering 'teacher guide' and 'peer support' as contributing factors to build up such confidence.

2.3.9 Summary of the literature review

From the above literature review it is found that-

- Few teachers of primary schools had the English language ability to teach the level of English they were intended to teach their students.
- Teachers spend most of their classroom time in lecturing or reading textbooks and ask closed questions and other pedagogic activities were seen very less, like group work, pair work.
- It is also found that poor subject knowledge of the teacher, little use of teaching aids, Classroom practices emphasize rote learning rather than understanding and use of English in real life situations, little student's participation or interaction took place in the classroom which impacted on poor performances of students in Bangladesh.
- Literature also reveals that teachers are not well trained to handle CLT classroom and they conduct their English classes with roll calling, proceed with checking home works, continue with the GTM based lesson and ends with the home work.
- Students suffer from the inadequacy of vocabulary, less access of communicative environment, students' shyness are the hindrances behind Bangladeshi students' learning and speaking English.

CHAPTER THREE: METHODOLOGY

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 DESIGN

The nature of the study is descriptive. This study followed the mixed method approach with sequential explanatory strategy. To follow this strategy, study was done in two phases where

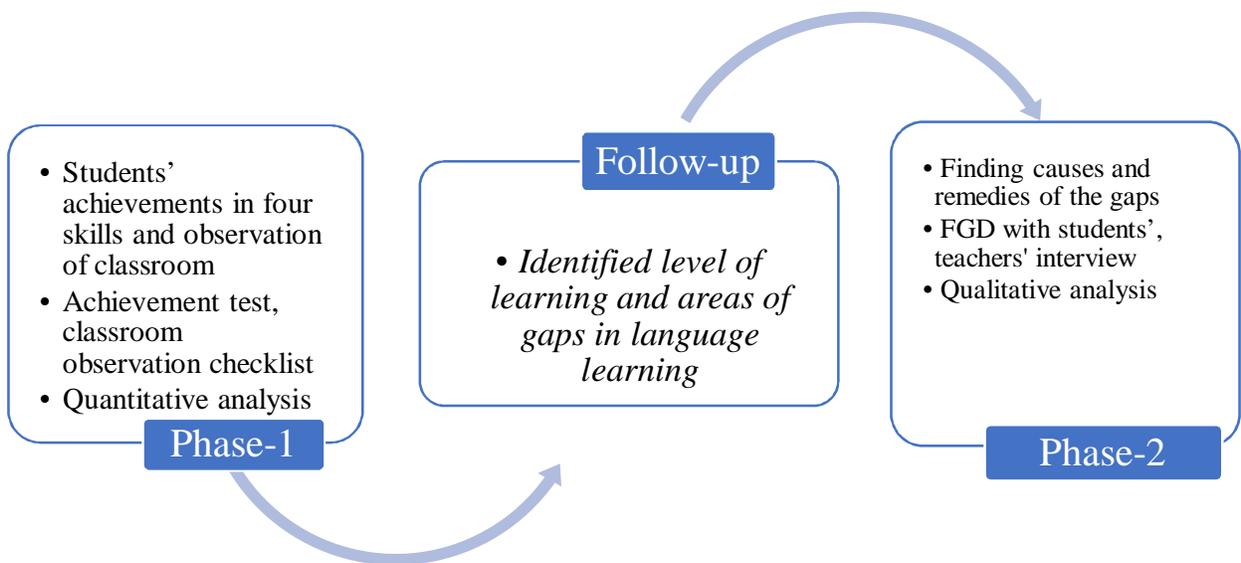


Figure 1: Research design

phase-2 was done with the follow up of phase-1. Details of the research design are stated below:

3.2.1 Phase-1

To identify the causes and remedies of weakness in English, 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 English language skills for class 3 students in phase-1. Also, English classroom of respected schools were observed for the same purpose. Quantitative analysis was done from the achievement scores of the achievement test and

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classroom observation checklist. Descriptive analysis and few inferential analyses were performed to fulfil the purpose of the study.

3.2.2 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 analysis 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.

3.2.3 Phase-2

On the basis of findings from follow-up stage, respective English subject teachers of the schools selected in phase-1 were interviewed to find out the gaps in language learning, causes of students' learning deficiencies and remedies for those deficiencies. 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.

3.3 AREA AND POPULATION

This study covered all the eight divisions in Bangladesh. All the students, 29,24,975 students (Banbeis, 2018) of class 3 from government primary schools were the population of this study. Also, primary English teachers were considered as the population of the study. Data were also collected from those teachers who had conducted the English class in class three in this academic year, 2019. To accomplish the study, teaching-learning activities of English classrooms were observed to gather data. English classrooms of grade 3 were the population for this study, too.

3.4 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:

3.4.1 Sample in phase-1

3.4.1.1 Students:

Firstly, to select class 3 students for administering achievement test, 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:

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

Z=1.96 (for 95% confidence level)

e=0.05

P=0.5

By solving the above equations 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 394 students were found to administer 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 urban area and one was in rural area and these selection was done through 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.

3.4.2 Sample for Phase-2

3.4.2.1 Students

In the 2nd phase, two FGDs were scheduled in each school which were 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.

3.4.2.2 Classroom

A total number of 13 English classrooms were selected purposively to oversee the real classroom practice. Particularly, one classroom was selected from each school except Ghoraghat and Trishal upazila. One school was observed in Trishal and no classroom can be observed in Ghoraghat upazila.

3.4.2.3 Teachers

A total number of 16 teachers were selected using purposive sampling techniques. In particular, one English teacher was selected from each school who was teaching English in class three from the beginning of this year to the time of interviewing.

Table 1: Sample distribution at a glance

				Phase-1		Phase-2	
Division	District	Upazila	School	Students	Classroom for observation	Students for FGD (2 per school)	Teachers
Dhaka	1	1	1 X 2=2	25 X 2=50	1 X 2=2	6 X 2 X 2=24	1 X 2=2
Chattogram	1	1	1 X 2=2	25 X 2=50	1 X 2=2	6 X 2 X 2=24	1 X 2=2
Rajshahi	1	1	1 X 2=2	25 X 2=50	1 X 2=2	6 X 2 X 2=24	1 X 2=2
Khulna	1	1	1 X 2=2	25 X 2=50	1 X 2=2	6 X 2 X 2=24	1 X 2=2
Barisal	1	1	1 X 2=2	25 X 2=50	1 X 2=2	6 X 2 X 2=24	1 X 2=2
Sylhet	1	1	1 X 2=2	25 X 2=50	1 X 2=2	6 X 2 X 2=24	1 X 2=2
Rangpur	1	1	1 X 2=2	25 X 2=50	1 X 2=2	6 X 2 X 2=24	1 X 2=2
Mymensingh	1	1	1 X 2=2	25 X 2=50	1 X 2=2	6 X 2 X 2=24	1 X 2=2
Total	8	8	16	400	16	192	16

3.5 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 3 students to get the clear idea about students’ learning achievement on four languages skills-listening, speaking, reading and writing from the taught lessons. 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:

3.5.1 Achievement test

An achievement test tool was developed considering the attainable competencies for class three. That’s why the study team developed tools considering the class-wise attainable competency

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2.1(to carry out simple commands and instructions), 2.3 (to respond to requests.), 3.1 (to understand simple questions about family, the students and friends), 3.2 (to understand questions about familiar objects), 6.1(to say what the speaker is doing and others are doing), 6.2 (to talk about people and objects), 1.5(to read simple sentences with proper pronunciation and stress). In addition, the study team also wanted to measure the gaps between the attained and expected learning outcomes of the class-wise attainable competency 5.1 (to read silently with understanding simple sentences, paragraphs and other texts) through reading silently with understanding.

This achievement test also measured the attainable competency 1.5 (to read simple sentences with proper pronunciation and stress). In addition, the study team wanted to know the students' level of understanding of instruction through telling what the speaker is doing and others are doing in the pictures for assessing attainable competency 6.1 (to say what the speaker is doing and others are doing).

3.5.2 Interview schedule

An interview schedule was developed for English 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 has been 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 their professional skills so that they can deliver the classes more effectively and interestingly. In addition, reasons for learning difficulties in terms of students.

3.5.3 Classroom observation

A classroom observation checklist was developed to recognize the real classroom situation about the presentation strategies and techniques, providing opportunity to the students for practising 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, teacher's preparation for conducting an English class in class three, use of teaching aid, instruction, motivation, technique to teach words, students' participation was included in the observation checklist.

3.6 PILOTING

The study team first prepared the draft tools of this study for piloting. Team went to a government primary school at Mymensingh Sadar Upazila for testing the reliability, validity and

objectivity of this research tools. The researchers also measured it wording, sentence structure and content to follow whether those were suitable for the targeted group of students or not. The team also estimated the total time for answering the piloted questions.

3.7 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 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 focused group discussion to share their learning experiences that happened in the English classroom. A few English classroom activities were observed intensively to identify the teaching-learning strategies that influence improving students' language four skills. To complete the study, respective English teachers were interviewed to explore their ability in conducting class as well as to identify the limitations in enhancing students' language learning skills.

3.8 DATA ANALYSIS

Quantitative data were analyzed through descriptive statistics. The descriptive data were analyzed in qualitative approach focusing 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 and inferential statistics like correlations, t-test etc. were applied where found appropriate. Data analysis processes are given in *Figure 2*:

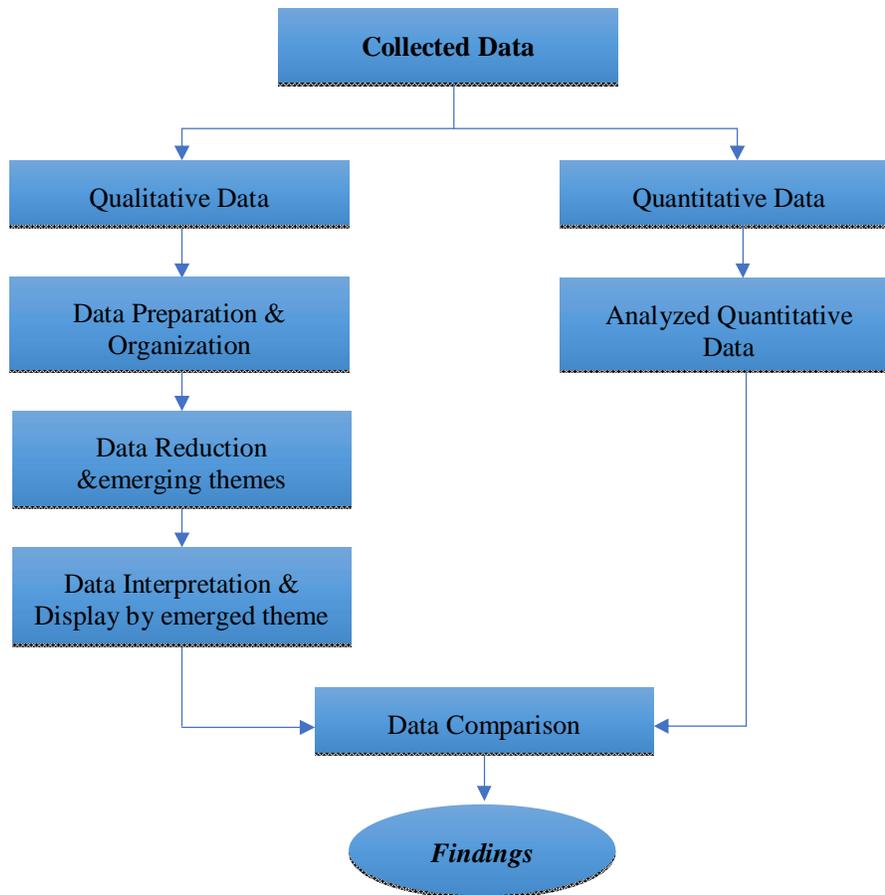


Figure 2: Data Analysis process of the Study

3.9 ETHICAL CONSIDERATIONS

To conduct this study the researchers followed some ethical issues:

- The researchers first explained the purpose of this study to the head teachers as well as the subject teacher of the government primary schools to collect information from English 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 literature review, the researchers gave more attention to avoid plagiarism. The researcher used direct coding or paraphrasing or summarizing to use documents used in text and 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.

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- The researchers have taken proper action to ensure anonymity of respondents. They want to ensure that anonymity is maintained.

3.10 CODING

As the respondents of this research were assured not to disclose their identity, coded names have been used in the case of citing their opinions, suggestions and learnt experience in this research report. Upazilla was given a serial number and abbreviated as “U” and the schools was numbered numerically and abbreviated “S” for school along with its number. For the focus group students is symbolized by “ST” along with upazila and school number.

Table 2: Coding for qualitative data

Division	District	Upazila	School ID		Interview Teacher ID	FGD Students ID
			Urban	Rural		
Mymensingh	Mymensingh	Trishal	11	12	U1S11T1, U1S12T1	U1S11ST1-8, U1S12ST1-8
Dhaka	Gopalganj	Tungipara	21	22	U2S21T1, U2S22T1	U2S21ST1-8, U2S22ST1-8
Chottogram	Khagrachori	Matiranga	31	32	U3S31T1, U3S32T1	U3S31ST1-8, U3S32ST1-8
Rajshahi	Bogura	Sherpur	41	42	U4S41T1, U4S42T1	U4S41ST1-8, U4S42ST1-8
Khulna	Khulna	Rupsa	51	52	U5S51T1, U5S52T1	U5S51ST1-8, U5S52ST1-8
Sylhet	Sylhet	Sylhet Sadar	61	62	U6S61T1, U6S62T1	U6S61ST1-8, U6S62ST1-8
Rangpur	Dinajpur	Ghoraghat	71	72	U7S71T1, U7S72T1	U7S71ST1-8, U7S72ST1-8
Barisal	Bhola	Borhanuddin	81	82	U8S81T1, U8S82T1	U8S81ST1-8, U8S82ST1-8

CHAPTER FOUR: DATA ANALYSIS AND PRESENTATION

4.1 INTRODUCTION

Four types of tools were used in this study for collecting pertinent information. All the tools were coded for analyzing the data as required and shown the relationship of information provided by different respondents. Different types of table and diagram were used for quantitative analysis to make the information clear to the readers of the study. The qualitative data got from classroom observation; teachers' interview and FGD are presented descriptively with emerged theme. The information under respondents are represented below accordingly.

4.2 STUDENTS' ACHIEVEMENT TEST

In this chapter/section students' performance of achievement test is illustrated according to four language skills.

4.2.1 Students' performance in listening

Students' performance in listening skill was measured by answer and question style following three major areas which are: greetings and introduction, commands, simple questions and answers.

4.2.1.1 Greetings and Introduction

Table 3: Hello! How are you?

	N	%
Correct	360	91.6
Incorrect	28	7.1
Not respond	6	1.6
Total	394	100.0

It is found that 91.6% students could greet correctly answering the questions 'How are you?' while 7.1% and 1.6% answered incorrectly and did not respond correspondingly.

Table 4: Where are you from?

It is shown in **Table 4** that 52.3% students answered the question where they were from correctly and 37.8% couldn't answer, and 9.9% didn't respond.

	N	%
Correct	206	52.3
Incorrect	149	37.8
Not respond	39	9.9
Total	394	100

Table 5: Howoldareyou?

	N	%
Correct	245	62.2
Incorrect	129	34.2
Not respond	20	3.6
Total	394	100.0

It is quite clear that 62.2% and 34.2% students answered correctly and incorrectly respectively the question how old they were whereas 3.6% students remained silent of the question. **It means most students can answer the question how old he or she is.**

Table 6: DoyoulikeEnglishclass?

	N	%
Correct	164	41.6
Incorrect	186	47.4
Not respond	27	6.2
Others (Teacher's name)	17	4.8
Total	394	100.0

It is found that 41.6% students answered correctly and 47.4 % students answered incorrectly to the questions `Do you like English class?' Nearly the similar (6.2, 4.8)

percentage of students told their teachers' name and remained silent to the question. **It means that above average percentage (58.4%) students couldn't understand the asked question.**

4.2.1.2 Commands

Table 7: Standup, please.

	N	%
Correct	358	90.9
Incorrect	33	8.3
Not respond	3	0.8
Total	394	100.0

It is clear that 90.9% students carried out the instruction correctly and around 9% students couldn't carry out the instruction and remained silent against the instruction. **It means almost all students can carry out the**

command 'Stand up, please.'

Table 8: Takethechalk.

	N	%
Correct	333	84.5
Incorrect	57	14.5
Not respond	4	1.0
Total	394	100.0

It is evident that 85.5% students performed the instruction correctly while 14.5% students couldn't carry out the instruction and only 1% students remained silent against the instruction. It means that more than 84% students can carry out the command 'take the chalk.'

Chapter Four: Data Analysis and Presentation

Table 9: Gototheboard.

	N	%
Correct	336	85.3
Incorrect	53	13.5
Not respond	5	1.2
Total	394	100.0

It is revealed that 85.3% students acted upon the instruction correctly while 13.5% students couldn't act out the instruction and only 1.2% students remained silent against the instruction. It means that more than 85% students can carry out the command 'Go to the board.'

Table 10: Cleantheboardwiththeduster.

It is evident from Table 10 that 79.7% students carried out the instruction correctly whereas 18.3% students couldn't act out the instruction and 2% students remained silent against the instruction. **It means that about 80% students can carry out the command 'Clean the board with the duster.'**

	N	%
Correct	314	79.7
Incorrect	72	18.3
Not respond	8	2.0
Total	394	100.0

Table 11: Drawabat/a flag/an apple/an egg.

	N	%
Correct	224	56.9
Incorrect	139	35.3
Not respond	31	7.8
Total	394	100.0

It is definitely mentioned regarding *Table 11* that 56.9% students acted upon the instruction correctly. It is also mentioned that 35.3% students couldn't act out the instruction and 7.8% students remained silent against the instruction. **It means that more than average percentage (56.9%) students can act out the command 'Draw a bat/a flag/an apple/an egg' rightly.**

Table 12: Thankyou.Comeback

	N	%
Correct	311	78.9
Incorrect	74	18.9
Not respond	9	2.2
Total	394	100.0

It is seen that 78.9% students carried out the instruction correctly and 18.9 and 2.2 percentage students couldn't and remained silent respectively against the instruction.

It means that most students (78.9%) can carry out the instruction 'Thank you, come back.'

4.2.1.3 Ask and answer

Table 13: Could you write your name? Write your name, please.

It is shown from **Table 13** that 62.4% students carried out the instruction correctly and 27.2% and 10.4% students couldn't act upon and remained silent respectively against the instruction. **It means 64.4% students can understand the given instruction.**

	N	%
Correct	246	62.4
Incorrect	107	27.2
Not respond	41	10.4
Total	394	100.0

Table 14: Can you give me your English book?

	N	%
Correct	195	49.5
Incorrect	164	41.8
Not respond	35	8.7
Total	394	100.0

It is found that 49.5% students answer the question correctly and 41.8% couldn't answer the question even saying 'yes' or 'no' while 8.9% students remained silent to

the question. **It means that about half of the students (49.5%) can understand the meaning of the cited question 'Can you give me your book?'**

Table 15: Would you like to play football?

It is found that 41.6% students answered the question correctly and 46.1% couldn't answer the question even saying 'yes' or 'no' while 12.3% remained silent to the question. **It means that most students (58.3%) can't understand the meaning of the cited question.**

	N	%
Correct	164	41.6
Incorrect	181	46.1
Not respond	49	12.3
Total	394	100.0

Table 16: What do you do in the morning?

	N	%
Correct	34	8.6
Incorrect	277	70.3
Not respond	75	19.0
others	8	2.5
Total	394	100.0

It is obvious from **Table 16** that only 8.6% students answered the question correctly and majority of the students (78.9%) couldn't answer the question while 19% remained silent to the question. Moreover

2.5% students responded the question answering in Bangla (amisokalegomthekeothi, Amisokale gum thekeothesi, Bisanasaro, fine, I'm read, tooth brush, Mokhdoye, and porasonakori) means they understood but for lack of English vocabulary they answered using Bangla words and sentences. **It means that most students (89.3%) couldn't understand the meaning of the cited question.**

4.2.1.4 Students' Overall Performance in Listening

Students' performance was transformed into percentages from raw scores so that it can be

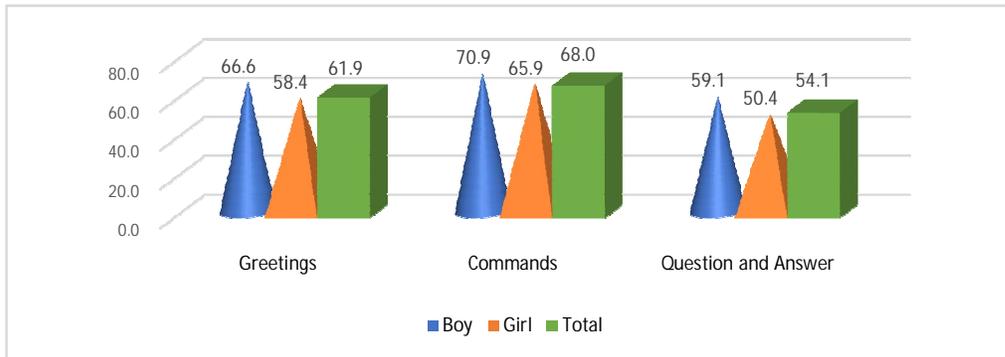


Figure 3: Students' performance in listening

compare with each other and a comparative scenario can be drawn with different language skills.

Table 17: t-test for equality of means for gender difference in listening

	Mean Difference	t	df	Sig. (2-tailed)	Level of significance
Greetings	8.2	2.656	392	.008	Very significant
Commands	5.0	2.174	392	.030	Significant
Question and Answer	8.7	2.115	392	.035	Significant

Figure 3 illustrates the picture of overall listening performance of grade 3 students. Students' got highest marks (68%) in carrying out commands whereas they got lowest marks (54.1%) in simple question and answer section.

Students also achieved comparatively better marks (61.9%) in greetings section. It is also found that there are mean differences between boys' and girls' performances in different competencies in listening skills. It is revealed from Table 17 that these mean differences are statistically significant with 99% confidence level which is a confirmation of learning differences between boys and girls in listening competencies.

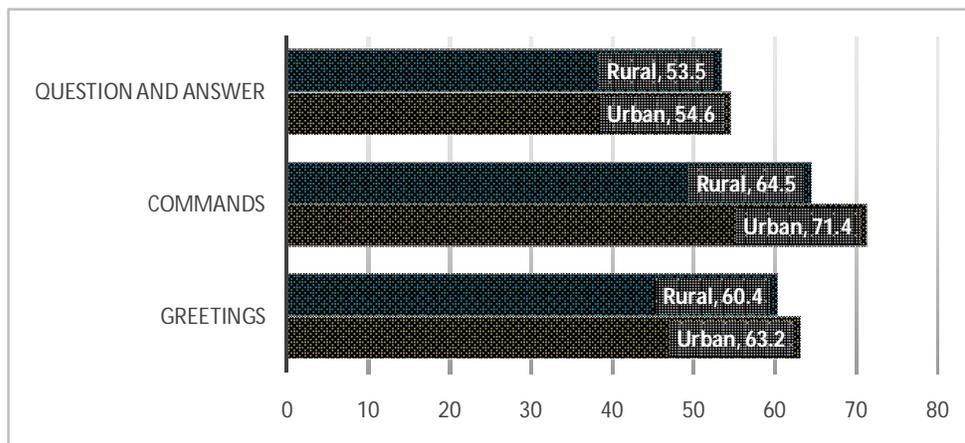


Figure 4: Location wise students' performance in listening

Table 18: t-test for equality of means for location in listening

Students of urban areas achieved comparatively better scores than rural areas in different listening competencies. Mean difference is relatively higher in following commands and this difference is statistically very significant (*Table*

	Mean Difference	t	df	Sig. (2-tailed)	Level of significance
Greetings	2.82591	.913	392	.362	Not significant
Commands	6.84892	3.013	392	.003	Very significant
Question and Answer	1.14824	.280	392	.779	Not significant

18) whereas the mean differences in greetings and simple question and answer parts was not statistically significant. **It can be surmised that in following commands, students of class 3 in urban areas performed better than rural areas for the effect of various factors which need to be identified.**

4.2.2 Students' performance in speaking

Students were shown pictures, extracts from EFT book and asked which command, instruction or request were done in the picture.

Table 19: Don't drink dirty water.

	N	%
Correct	60	15.2
Incorrect	253	64.2
Not respond	44	11.2
others	37	9.4
Total	394	100.0

It is revealed from *Table 19* that only 15.2% students described the picture accurately and most students 64.2% described incorrectly. It is also found that 11.2% students didn't respond and 9.4% students

responded in Bangla such as **mokh doo, dositopani; glass a paninao, nongrajol pan korona, pani pan korona, gosolkoro, pokorerpani pan korona, amipokoresatarkati**. It means that **64.2% students couldn't get the language of the picture.**

Table 20: Clean the blackboard, please.

It is obvious from *Table 20* that only 36 % students described the picture correctly and 52% students described it incorrectly. It is also found that 4.1% students didn't respond and 7.9% students responded in

	N	%
Correct	142	36.0
Incorrect	205	52.0
Not respond	16	4.1
Others	31	7.9
Total	394	100.0

Bangla such as **duster diye board poriskarkoro, teacher duster deyemostebilese, backboardtimos, dustertidoro, dustertinao, mosnideyboardtiporiskarkoro,**

boardtiporiskarkoro, baksatidoro, chalktinao, sobitiako, duster loo, duster deye board moso. It means that **56.1% students couldn't understand the language of the picture.**

Table 21: Don'tsit.

	N	%
Correct	77	19.5
Incorrect	257	65.2
Not respond	28	7.1
Others	32	8.2
Total	394	100.0

It is understandable that only 19.5% students described the picture correctly and 65.2% students described it incorrectly. It is also found that 7.1% students didn't respond and 8.2% students responded in

Bangla such as **boso, chaireroporbosona, tomi tar dike takao, tomigorervitorjeteparo, akti apple deteparo, Amakeaktafoldao, fol khao, folgolodao, oikhanebosiona, otho, ogolodaraona,**

Table 22: Washyourhands, please.

	N	%
Correct	103	26.1
Incorrect	231	58.7
Not respond	29	7.4
Others	31	7.8
Total	394	100.0

It is found that only 26.1% students described the picture correctly and 58.7% students described it incorrectly. It is also found that nearly similar percentage (7.4 & 7.8) students didn't respond and responded

in Bangla such as **tomar hat ti doo, basinegiye hat doo, taratarimuk doo, tomikolejao, taper dare jao, tube well a jao, tap chalaao, hat ta dootokoro, fresh hoyeanao, hattiporiskarkoro, kolta bonda koro, kole hat doo, madam panidortenisdkorese, hattiporiskerkoro** respectively. **It means about 74% students couldn't describe the picture correctly.**

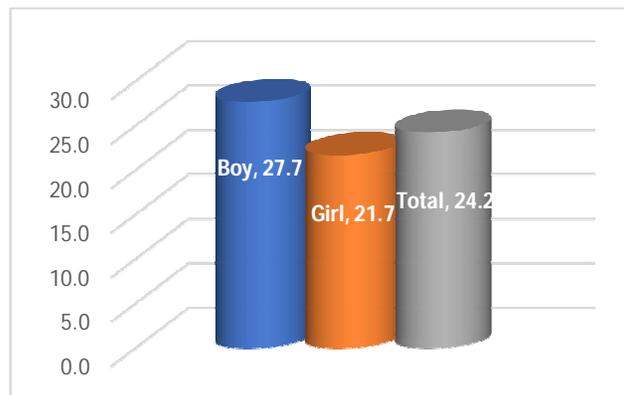


Figure 5: Students' overall performance in speaking

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Table 23: *t*-test for equality of means for gender difference in speaking

	Mean Difference	t	df	Sig. (2-tailed)	Level of significance
Speaking	6.0	1.853	392	.065	Significant

Students' overall performance in speaking is converted into percentages and it is found from

Figure 5 that they scored only about 25% marks and girls performed comparatively lower marks (21.7%).

Table 23 shows that this mean difference of scores between boys and girls is statistically significant and it revealed that there is also learning differences in speaking between boys and girls.

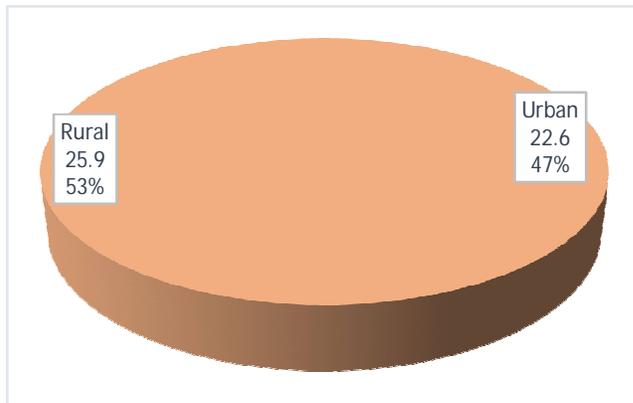


Figure 6: Location wise students' performance in speaking

It is found from **Figure 5** that in speaking both urban and rural students got below 50% marks. It is also found from **Table 24** that the mean difference between urban and rural areas students is not statistically significant.

Table 24: t-test for equality of means for location in speaking

	Mean Difference	t	df	Sig. (2-tailed)	Level of significance
Speaking	-3.262	-1.017	392	.310	Not significant

4.2.3 Students' performance in reading

4.2.3.1 Reading in Seen text

Table 25: Hello

	N	%
1. Can read with proper pronunciation and stress.	216	54.8
2. Can read with understandable pronunciation and stress.	125	31.7
3. Can't read with understandable pronunciation and stress.	53	13.5
Total	394	100.0

It is found that 54.8% students could read with proper pronunciation and stress and 31.7% could read with understandable pronunciation and stress but

13.5% couldn't read with understandable pronunciation and stress.

Table 26: I'mRiyaIslam.

	N	%
1. Can read with proper pronunciation and stress.	198	50.3
2. Can read with understandable pronunciation and stress.	144	36.5

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It is obvious from **Table 26** that 50.3% students could read the sentence ‘I’m Riya Islam’ with proper pronunciation and stress and 36.5% could read that sentence with understandable pronunciation and stress but 13.2% students couldn’t read with understandable pronunciation and stress. It is also revealed that students have difficulty in pronouncing the word ‘I’m’.

3. Can’t read with understandable pronunciation and stress.	52	13.2
Total	394	100.0

Table 27: I’m 8 years old.

	N	%
1. Can read with proper pronunciation and stress.	200	50.8
2. Can read with understandable pronunciation and stress.	140	35.5
3. Can’t read with understandable pronunciation and stress.	54	13.7
Total	394	100.0

It is obvious that 50.8% students could read the sentence ‘I’m 8 years old’ with proper pronunciation and stress and 35.5% could read that sentence with understandable pronunciation and stress but

13.7% students couldn’t read with understandable pronunciation and stress. It is also revealed that students have difficulty in pronouncing the word ‘I’m’.

Table 28: I’m a student.

It can be decided from **Table 28** that 48.5% students could read the sentence ‘I’m a student’ with proper pronunciation and stress and 34.3% could read that sentence with understandable pronunciation and stress but 17.3% students couldn’t read with understandable pronunciation and stress. It is also revealed that students have difficulty in pronouncing the word ‘I’m’.

	N	%
1. Can read with proper pronunciation and stress.	191	48.5
2. Can read with understandable pronunciation and stress.	135	34.3
3. Can’t read with understandable pronunciation and stress.	68	17.3
Total	394	100.0

Table 29: I’m in class 3 at Rajbari Primary School

	N	%
1. Can read with proper pronunciation and stress.	173	43.9

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2. Can read with understandable pronunciation and stress.	141	35.8
3. Can't read with understandable pronunciation and stress.	80	20.3
Total	394	100.0

It is understandable that 43.9% students could read the sentence 'I'm in class 3 at Rajbari Primary School' with

proper pronunciation and stress and 35.8% could read that sentence with understandable pronunciation and stress but 17.3% students couldn't read with understandable pronunciation and stress. **It is also revealed that students have difficulty in pronouncing the word 'I'm'.**

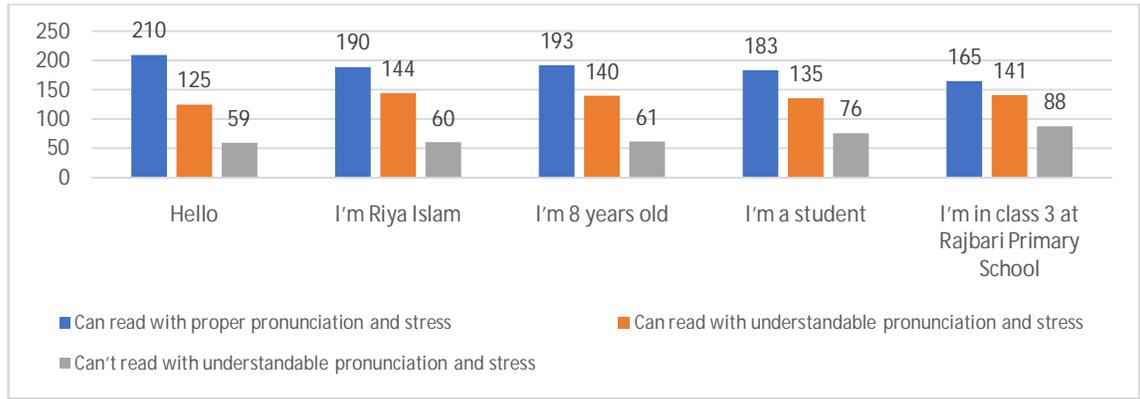


Figure 7: Reading Performance in Seen Text

It is revealed from **Figure 7** that in all the five sentences, most of the students can read with proper pronunciation and stress and majority of them can read with understandable pronunciation and stress. A few of them cannot read with understandable pronunciation and stress.

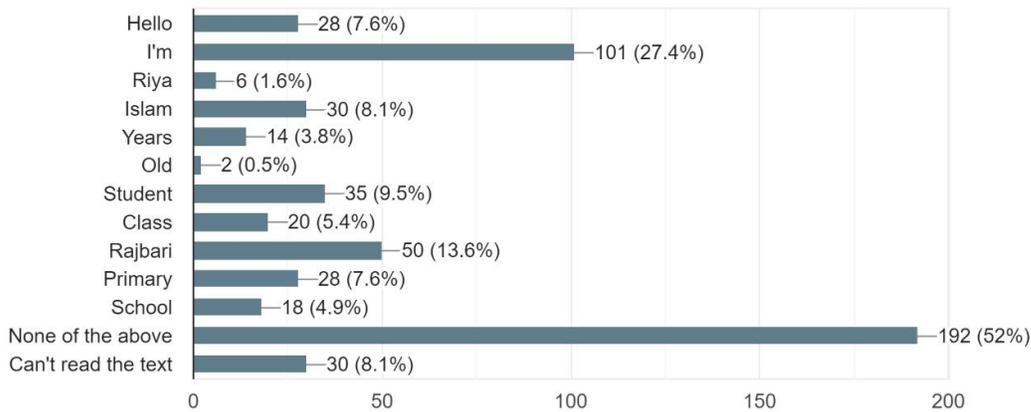


Figure 8: Mis-pronounced words in seen text

Among the 394 students, 52% students correctly pronounced all words in seen text. About one fourth of the students cannot pronounce "I'm" and 13.6% students cannot pronounce the word "Rajbari". Less than 10% students mis-pronounced the words which are students (9.5%), Islam

(8.1%), Hello (7.6%), and Primary (7.6%). It is also found that 8.1% students cannot read the text at all.

4.2.3.2 Reading in Unseen text

Table 30: Kanizreadsinaprimarieschool.

	N	%
1. Can read with proper pronunciation and stress.	94	23.9
2. Can read with understandable pronunciation and stress.	137	34.8
3. Can't read with understandable pronunciation and stress.	163	41.4
Total	394	100.0

It is clear from **Table 30** that only 23.9% students could read the sentence 'Kanizreadsinaprimarieschool' with proper pronunciation and stress and 34.8% could read that sentence with understandable

pronunciation and stress but 41.4% students couldn't read with understandable pronunciation and stress. It is also revealed that students have difficulty in pronouncing the word '**Kaniz and reads**'.

Table 31: Shegetsupearlyinthemorning.

It is found that only 26.6% students could read the sentence 'Shegetsupearlyinthemorning' with

	N	%
1. Can read with proper pronunciation and stress.	105	26.6
2. Can read with understandable pronunciation and stress.	117	29.7
3. Can't read with understandable pronunciation and stress.	172	43.7
Total	394	100.0

proper pronunciation and stress and 29.7% could read that sentence with understandable pronunciation and stress but 43.7% students couldn't read with understandable pronunciation and stress. It is also revealed that students have difficulty in pronouncing the words '**She, gets, and early**'.

Table 32: Shegoestoschooleveryday.

	N	%
1. Can read with proper pronunciation and stress.	104	26.4
2. Can read with understandable pronunciation and stress.	110	27.9
3. Can't read with understandable pronunciation and stress.	180	45.7
Total	394	100.0

It is established from **Table 32** that only 26.4% students could read the sentence 'Shegoestoschooleveryday' with proper pronunciation and stress and 27.9% could read

that sentence with understandable pronunciation and stress but 45.7% students couldn't read with

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understandable pronunciation and stress. It is also revealed that students have difficulty in pronouncing the words ‘**She, goes, and everyday**’.

Table 33: Mr. Salamis Kaniz’s father

	N	%
1. Can read with proper pronunciation and stress.	81	20.6
2. Can read with understandable pronunciation and stress.	92	23.4
3. Can't read with understandable pronunciation and stress.	221	56.1
Total	394	100.0

It is definitely concluded from **Table 33** that only 20.6% students could read the sentence ‘Mr.Salamis Kaniz’s father’ with proper pronunciation and stress and 23.4% could read that sentence with understandable

pronunciation and stress while 56.1% students couldn’t read with understandable pronunciation and stress. It is also revealed that students have difficulty in pronouncing the words ‘**Mr., Salam, Kaniz’s and father**’

Table 34: Heisafarmer.

	N	%
1. Can read with proper pronunciation and stress.	125	31.7
2. Can read with understandable pronunciation and stress.	95	24.1
3. Can't read with understandable pronunciation and stress.	174	44.2
Total	394	100.0

It is understandable from the above table that only 31.7% students

could read the sentence ‘Heisafarmer’ with proper pronunciation and stress and 24.1% could read that sentence with understandable pronunciation and stress while 44.2% students couldn’t read with understandable pronunciation and stress. It is also revealed that students have difficulty in pronouncing the word ‘**farmer**’

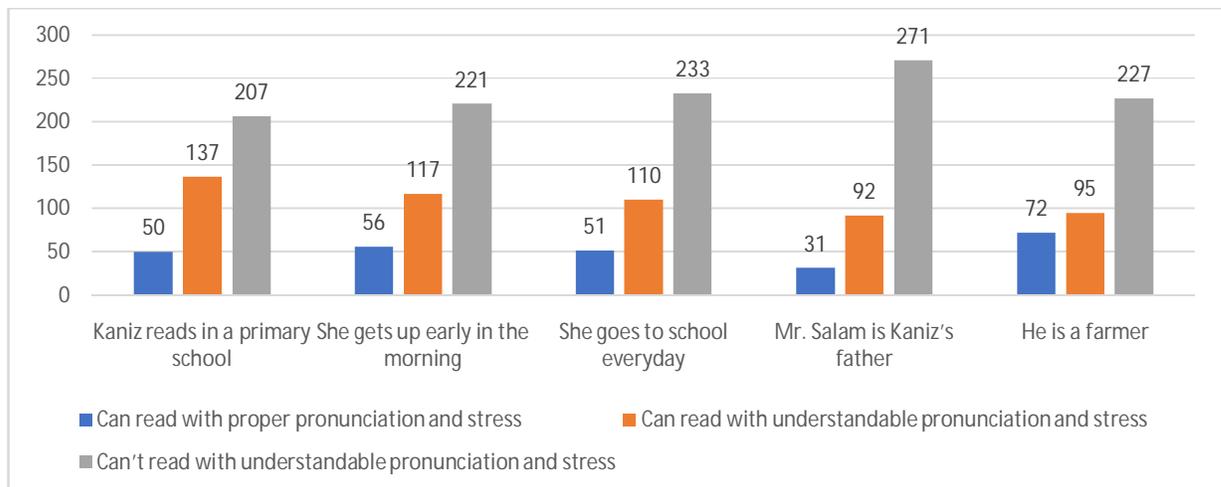


Figure 9: Reading Performance in Unseen Text

In the unseen text, it is found that only a few students can read the text with proper pronunciation and stress. Some of them can read with understandable pronunciation where majority of them cannot read the text with understandable pronunciation and stress.

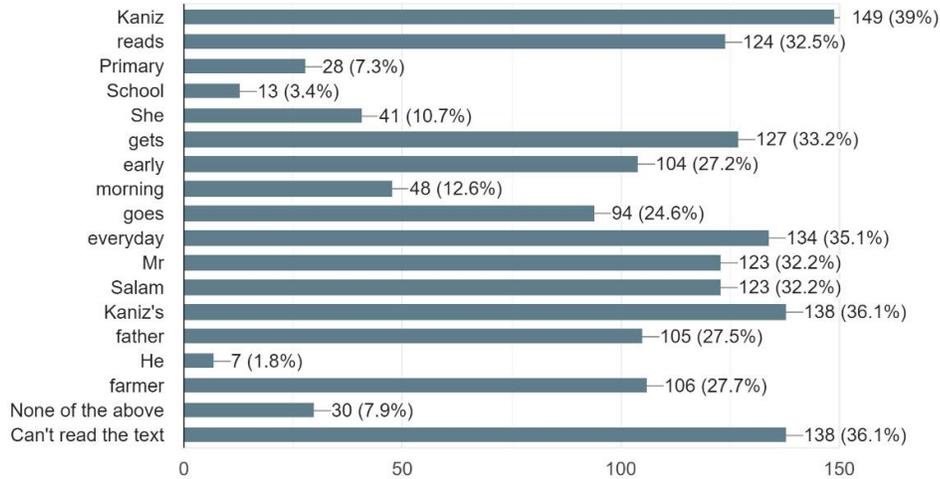


Figure 10: Mis-pronounced words in unseen text

In reading the unseen text, it is found that only 7.9% students correctly pronounced all words in the unseen text whereas 36.1% students cannot read the text at all. 39% students mis-pronounced the word “Kaniz”. Around one-third of the students mis-pronounced the words- reads, gets, everyday, Kaniz’s.

4.2.4 Students’ performance in writing

To assess students writing skills, three types of question were given which were form fillup, writing numbers in words and writing the next cardinal numbers.

4.2.4.1 Form fillup (writing)

Table 35: Write: Name.....

	N	%
Correct	352	89.3
Incorrect	35	8.9
Not Respond	7	1.8
Total	394	100.0

It is clear from **Table 35** that 89.3% students could write the name through understanding the text reading silently while 8.9% students proved that they couldn’t understand the text through writing incorrect name and

1.8% kept the answer space blank.

It is focused from

Table 36: Write: Age...

	N	%
Correct	345	87.6
Incorrect	40	10.2
Not Respond	9	2.2
Total	394	100.0

Table 36 that 87.6% students could write the age through understanding the text reading silently whilst 10.2% students provided incorrect answer which meant that they couldn't understand the text and 2.2% students kept the answer space blank meant the same.

Table 37: Write: Job...

	N	%
Correct	290	73.6
Incorrect	86	21.8
Not Respond	18	4.6
Total	394	100.0

It is revealed from **Table 37** that 73.6% students wrote the name of the job through understanding the text reading silently whilst 21.8% students wrote incorrect answer which meant that they couldn't understand the text and 4.6% students kept the answer space blank meant the same as incorrect.

Table 38: Write: Workplace...

It is obvious that 71.6% students wrote the name of the workplace with understanding, reading the text silently whilst 22.6% students wrote incorrect name of workplace which meant that they couldn't understand the text and 5.8% students kept the answer space blank meant the same of as incorrect.

	N	%
Correct	282	71.6
Incorrect	89	22.6
Not Respond	23	5.8
Total	394	100.0

4.2.4.2 Writing number in words

Table 39: Write the number in word- 3

It is revealed from **Table 39** that 76.6% students could write the number 3 in word correctly whilst 19.3% students couldn't write that correctly and 4.1% students didn't attempt to

3	N	%
Correct	302	76.6
Incorrect	76	19.3
Not Respond	16	4.1
Total	394	100.0

write it at all.

Table 40: Write the number in word- 4

4	N	%
Correct	296	75.1
Incorrect	82	20.8
Not Respond	16	4.1
Total	394	100.0

It is found that 75.1% students could write the number 4 in word correctly while 20.8% students couldn't write that correctly and 4.1% students didn't attempt to write it at all.

It is found that 69.5% students could write the number 7 in word correctly whereas 25.4% students couldn't write that correctly and 4.8% students didn't attempt to write it at all.

Table 41: Write the number in word- 7

7	N	%
Correct	274	69.5
Incorrect	101	25.6
Not Respond	19	4.8
Total	394	100.0

Table 42: Write the number in word- 8

	N	%
Correct	248	62.9
Incorrect	121	30.7
Not Respond	25	6.3
Total	394	100.0

It is found that 62.9% students could write the number 8 in word correctly but 30.7% students couldn't write that correctly and 6.3% students didn't attempt to write it at all.

4.2.4.3 Writing the next cardinal number

Table 43: Write the next number 8, ...

8	N	%
Correct	342	86.8
Incorrect	37	9.4
Not Respond	15	3.8
Total	394	100.0

to write it at all.

It is quite clear from **Table** 43 that 86.8% students could write the next cardinal number of 8 correctly while 9.4% students couldn't write that correctly and 3.8% students didn't attempt

Table 44: Write the next number, 16....

	N	%
Correct	330	83.8
Incorrect	48	12.2

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It is seen that 83.8% students could write the next cardinal number of 16 correctly though 12.2% students couldn't write that correctly and 4.1% students didn't attempt to write it at all.

Not Respond	16	4.1
Total	394	100.0

Table 45: Write the next number, 24...

	N	%
Correct	346	87.8
Incorrect	29	7.4
Not Respond	19	4.8
Total	394	100.0

It is obvious from **Table 45** that 87.8% students could write the next cardinal number of 24 correctly nevertheless 7.4% students couldn't write that correctly and 4.8% students didn't attempt to write it at all.

It is concluded from

Table 46 that 88.8% students could write the next cardinal number of 37 correctly on the other hand 5.8% students couldn't write that correctly and 5.3% students didn't attempt to write it at all.

Table 46: Write the next number, 37...

	N	%
Correct	350	88.8
Incorrect	23	5.8
Not Respond	21	5.3
Total	394	100.0

Table 47: Write the next number, 39...

	N	%
Correct	309	78.4
Incorrect	60	15.2
Not Respond	25	6.3
Total	394	100.0

It is explained from **Table 47** that 78.4% students could write the next cardinal number of 39 correctly while 15.2% students couldn't write that correctly and 6.3% students didn't attempt to write it at all.

attempt to write it at all.

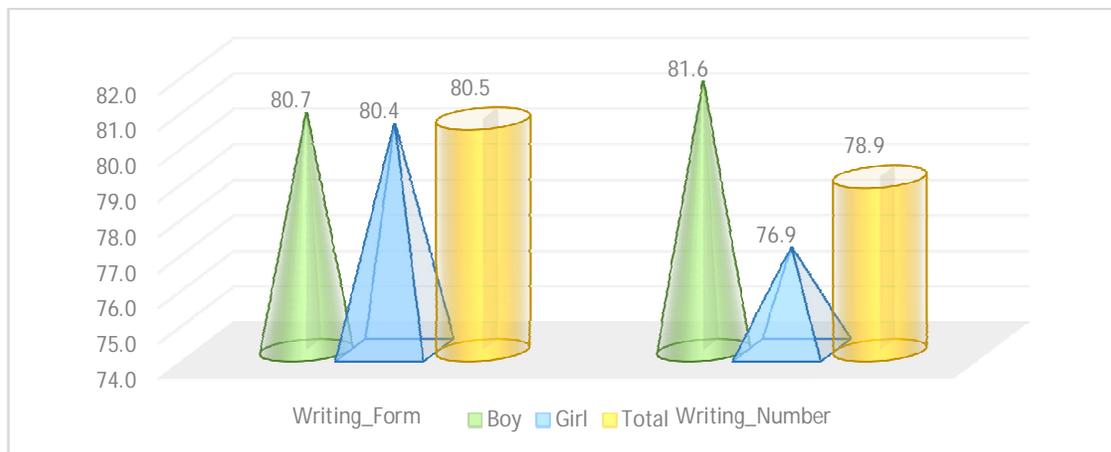


Figure 11: Gender-wise performance in writing skill

Figure 11 depicts the students' performance in two types of writing tests. They got around 80% marks in both form fill-up and writing numbers part. They obtained comparatively better marks in form fill-up part. There is no statistically significant difference between boys and girls' performances in writing sections (Table 48).

Table 48: t-test for equality of means for gender difference in writing

	Mean Difference	t	df	Sig. (2-tailed)	Level of significance
Writing Form	0.3	.100	392	.921	Not significant
Writing Number	4.7	1.754	392	.080	Not significant

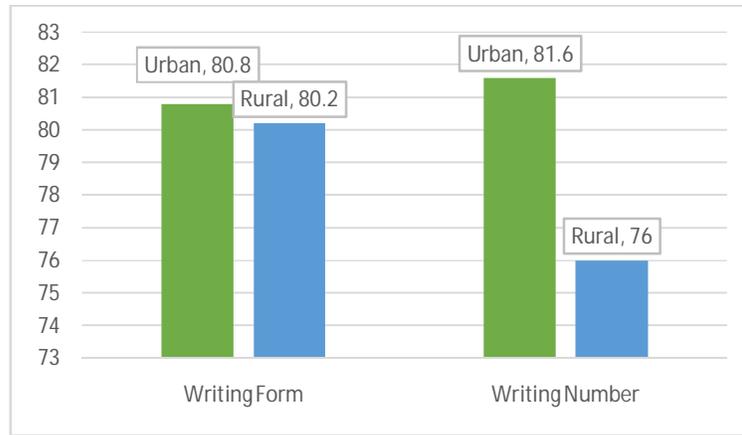


Figure 12: Location wise students' performance in writing

Table 49: t-test for equality of means for location in writing

	Mean Difference	t	df	Sig. (2-tailed)	Level of significance
WritingForm	0.60850	.210	392	.834	Not significant
WritingNumber	5.53149	2.103	392	.036	Significant

Students' performance in writing regarding their location is shown in Figure 12 which

revealed that they achieved 80% marks in form fill-up regardless of their location. On the other hand, students got comparatively higher marks in urban areas than students of rural areas in writing number in figure and writing next cardinal number and this variation in scores is statistically significant (Table 49).

4.2.5 Students' overall performances in language skills

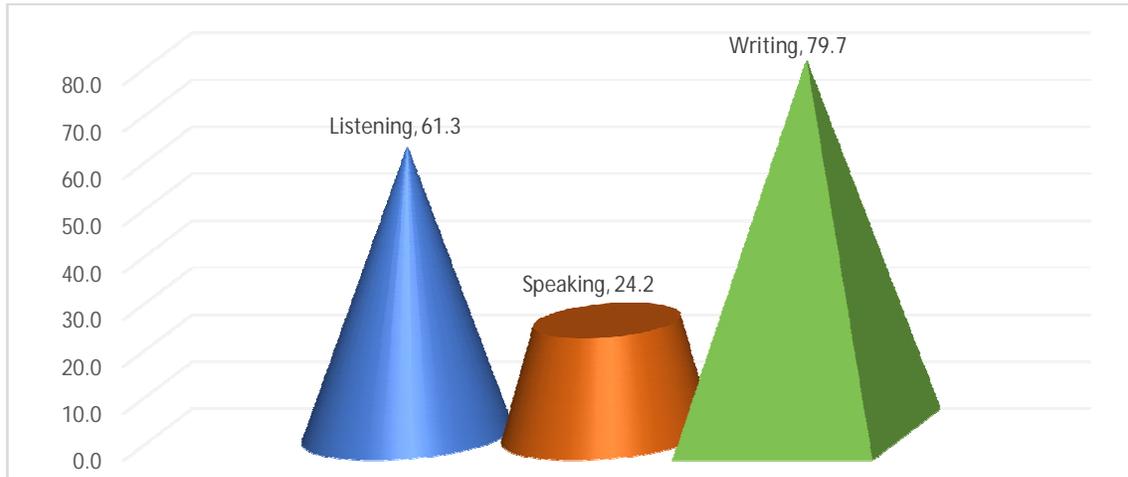


Figure 13: Students' overall performance in different language skills

It can be comprehended from **Figure 13** that students of class 3 were comparatively better in writing and scored about 80% marks whereas they got 61.3% marks in listening skill. On the other hand, their performance was comparatively poor in speaking and they got only 24.2% marks.

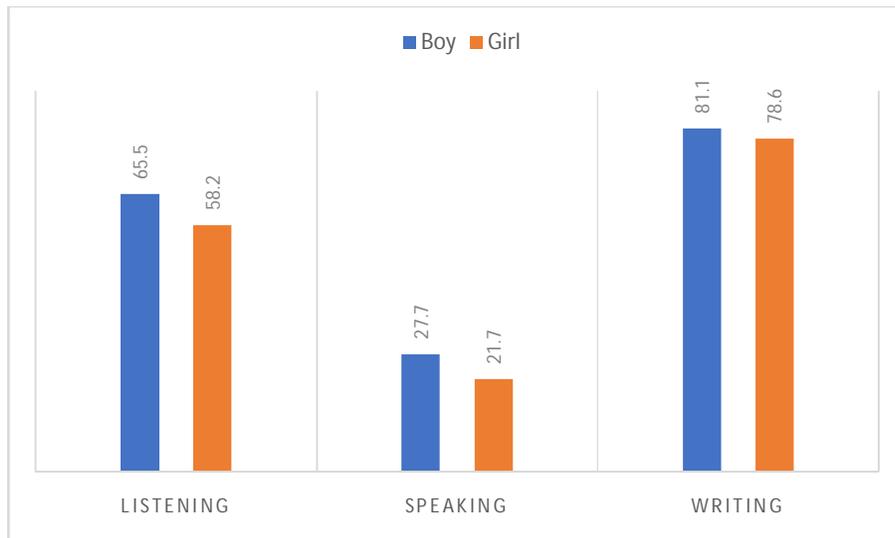


Figure 14: Gender-wise students' overall performances

Table 50: t-test for equality of means for gender difference in different language skills

Mean	t	df	Sig. (2-	Level of
------	---	----	----------	----------

	Difference			tailed)	significance
Listening	7.3	2.844	392	.005	Very significant
Speaking	6.0	1.853	392	.065	Significant
Writing	2.5	1.060	392	.290	Not significant

Gender-wise students' performance is displayed in **Figure 14**. It is found

that boys scored relatively higher marks than girls in listening, speaking and writing skills. It is also found from **Table 50** that these variations in their achieved scores are statistically significant for speaking skill, statistically very significant for listening skill. On the other hand, differences of mean scores between boys and girls are not statistically significant for writing skill.

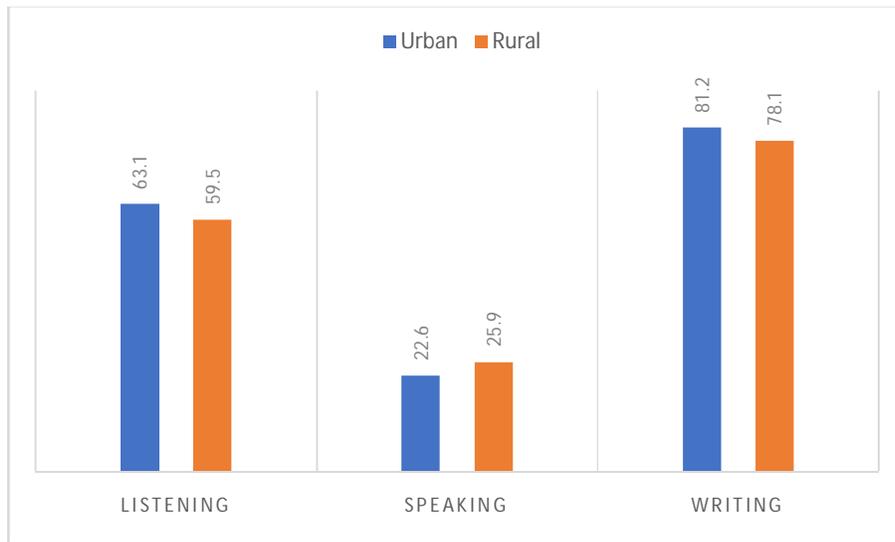


Figure 15: Location wise students' overall performances

Figure 15 illustrates location-wise students' overall performances in listening, speaking and writing. It is found that students of urban areas got relatively higher marks in listening and writing whereas students of rural areas showed comparatively better performance in speaking. It is also revealed from **Table 51** that the mean differences between the performance of urban and rural areas students' are not statistically significant which shows that it has no variation in performance of language skills regarding their location.

Table 51: t-test for equality of means for location in different language skills

	Mean Difference	t	df	Sig. (2-tailed)	Level of significance
Speaking	-3.26294	-1.017	392	.310	Not significant
Listening	3.60769	1.405	392	.161	Not significant
Writing	3.06999	1.327	392	.185	Not significant

Table 52: Correlation among different language skills

	Listening	Speaking	Writing
Listening	1	0.38**	0.34**
Speaking	0.38**	1	0.23**
Writing	0.34**	0.23**	1

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

It is noticeable from **Table 52** that there are significant correlations among the listening, speaking and writing skills with 99% confidence level. It is also evident that there is a linear positive relationship among the achievement scores of the language skills. Students' listening skills have moderate correlation with speaking (0.38) and writing (0.34) which indicates that those who perform better in listening are also moderately better in speaking and writing. Speaking skills are also moderately correlated with writing skills (0.23) that is, students with better speaking skills are also better in writing skills.

4.3 TEACHERS' OPINIONS

The researchers interviewed class teachers to get in-depth data about teaching-learning issues practised in primary schools. After coding and analysis, their data are presented in a thematic way.

4.3.1 Using Teaching- Learning Materials

Teachers usually use pictures in classrooms to draw the attention of the students in the lessons. It is found that most of the teachers used text-related pictures in listening classes (U2S22T1). Some of them used the lesson related pictures by telling the descriptions (U5S52T1,U3S31T1). One teacher mentioned, "*First I showed the text-related pictures and then gave the description of the pictures.....*" (U1S12T1). Only a few teachers asked thought-provoking questions while showing pictures. The same thing also happened in speaking, reading and writing sessions. In listening classes, some of the teachers claimed that they used multimedia content while conducting ask and answer lessons (U2S21T1). Another type of teaching aids like- number cards and black board only are used in the writing lessons. One teacher stated, "*I showed the number cards and asked the student to tell the number*" (U4S41T1)

Very few teachers had access to use the audio player in the classroom. Only a few teachers used audio in listening, speaking and reading-related lessons and this is not most often (U1S12T1, U7S72T1).

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In some cases, the teacher used poster papers to introduce lessons and to give instructions for classroom activities (U4S42T1, U6S62T1). Very few teachers shared that they used poster paper only in the writing lesson.

In some schools, students used their English textbook as a worksheet in the writing classes (U4S42T1, U8S81T1). In all cases, teachers couldn't provide separate worksheets for students to do writing activities.

4.3.2 *Introducing the Lesson*

When asked teacher about how they introduce the listening activities in the classroom, the teacher that he read aloud the text and students repeated after the teacher and the teacher demonstrated the activities in the class (U2S22T1, U7S71T1).

While introducing commands and instructions in the class, some teachers read aloud the text, some of them said that the students followed the command. One teacher said, "*I read out the command and students followed it*" (U2S22T1)

In asking and answering sessions, the teachers introduced their lesson in different ways. Some of them showed the pictures with description (U1S12T1, U4S42T1). Many of them told the Bangla meaning of the words and sentences of the text (U6S62T1). Very few of them asked students to look and observe the activity first and then speak (U7S72T1).

In speaking classes, most of the teacher showed the text-related pictures with description (U1S12T1, U3S32T1), some of them read aloud the text to the students and in all cases students repeated after the teacher. One teacher said, "*I read out the text and asked students to listen and repeat later.*" (U2S21T1)

The teachers viewed that they did different types of activities to introduce reading-related sessions. Most of them used text-related pictures with description (U4S42T1, U4S41T1, U6S61T1). Very few of them tried to elicit the title of the topic by showing pictures. Besides using pictures, some of the teachers taught new words on the blackboard (U2S21T1, U3S32T1). In most cases, the teacher read aloud the text and students repeated after the teacher. A few teachers did the pronunciation practice of new words while showing pictures (U4S42T1). Very few teachers told the summary of the lesson at the beginning and inform what they are going to

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do in the lesson. One teacher stated, “*First I elicited the title of the lesson by showing pictures. Then I read aloud and students listened. I told the meaning of each word and sentence....*”(U1S11T1).

To start writing-related classes, some teachers explained the content in Bangla (U2S21T1, U5S52T1) and most of the teachers wrote the words and numbers on the blackboard and asked students to copy them down(U3S31T1, U6S62T1).

4.3.3 Students' Engagement in Lessons

In greetings, commands and instructions and ask & answer-related listening sessions, most of the teachers arranged pair work, group work and role play for engaging students in the classroom. (U3S32T1, U2S21T1, U6S61T1).

In speaking and reading-focused classes, most of the teachers arranged pair work and group work in the class. One teacher (U1S11T1) noted, “*I asked students to practice the activity in pairs and groups...*”. In addition individual work was also given in writing classes(U6S61T1).

4.3.4 Memorizing Subject Matter

In listening classes, most of the teacher asked students to memorize the content (U1S12T1, U2S22T1, U7S71T1) and most of the teachers viewed that students learnt the content without understanding the content. One teacher said, “*Students wrote the commands and dialogues in their khata and memorized it*” (U3S31T1). Most of the teachers also said that students memorized the reading content as well (U2S22T1, U5S51T1).

4.3.5 Techniques Followed by Teachers

While teaching greetings and introduction lesson, some of the teachers asked students to read and write the sentences though it is a listening activity (U2S21T1, U5S52T1). In some cases, teachers also provided the home task to the weak students in teaching greetings and introduction (U1S12T1, U3S32T1).

In teaching commands and instructions, most of the teachers said that they taught words and sentences of the lesson; and translated the commands in Bangla when necessary (U8S82T1, U6S61T1, U5S52T1). The same thing also happened in teaching listening and answering

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activities. Very few teachers presented the lessons to the students relating them to real-life situation (U1S12T1)

In speaking lessons, most of the teachers expressed that they told the content in Bangla first then in English and also invited students to make conversation in the class. One teacher (U8S82T1) stated - *“I read out the sentences and told the meaning of Bangla, then asked students to talk with their partner”*. Though it is a speaking lesson, some of the teachers asked students to read and they also helped students to recognize letters and words (U5S52T1, U7S71T1).

In teaching reading, all the teachers read aloud the texts and asked students to repeat after the teacher (U2S22T1, U4S41T1). Some of the teachers translated the reading lessons in Bangla and asked students to repeat after the teacher by putting fingers on each word (U1S11T1, U2S21T1, U5S52T1). One teacher (U1S11T1) stated- *“I read aloud the text and asked students to put fingers on each word. The students read the text with me by putting fingers”*. Besides, few teachers asked students to memorize the content and to make sentences with the words though it is reading activity (U7S71T1). Very few teachers presented the content to the students relating it to real-life situation.

While teaching ‘Form fill-up’ and ‘Writing number in words’, some of the teachers taught the spelling of the words, wrote down the words on the blackboard (U3S32T1, U2S21T1). Most of the teachers asked students to copy them down in their notebook and to write on the dotted line in the EfT books (U1S12T1, U2S21T1, U5S52T1). Very few teachers drew the dotted line on the blackboard and invited students to work on it (U4S42T1).

4.3.6 Assessment and Feedback

Teachers also expressed their views on students’ assessment and feedback process that happened in the classroom. Most of the teachers viewed that they couldn’t assess all students learning in one class (U3S32T1, U6S62T1). One teacher stated - *“I couldn’t check the learning of listening-speaking activities of each student in each class”* (U7S72T1).

To assess speaking and reading activities, most of the teachers asked oral questions to the students (U3S32T1, U2S21T1, U5S52T1). They also arranged role play and individual assessment in the class. Some of the teachers encouraged students while speaking and engaged good students to support slow learners (U5S52T1, U7S72T1).

In writing, most of the teachers gave individual task and asked students to make sentences with the words (U2S22T1, U4S41T1, U6S61T1). Few teachers made questions and asked students to

write the answers to them. One teacher stated, *“I prepared questions on lessons and asked the students to write the answer to the questions in their khata”* (U5S52T1). They also shared that some of the teachers could monitor and check the students’ learning in the class.

4.3.7 Persistent Constraints

Most of the teachers voiced that they could not conduct listening, speaking, reading and writing activities effectively in the class for limitation of session time and a large number of students (U1S12T1, U2S21T1, U5S52T1, U8S82T1). Again some of the teachers shared that they couldn’t arrange group work activities due to lack of space in the classroom (U1S11T1, U3S31T1).

4.3.8 Teachers’ capacity in classroom management

Most of the teachers faced challenges to engage students in active participation in the classrooms. They also added that sometimes they couldn’t control the class (U2S22T1, U7S71T1). Some of the teachers couldn’t ensure opportunity for weak students to speak in the class (U5S52T1, U6S62T1), because the good students responded very fast and that’s why slow learners remained passive. One teacher stated, *“When I ask any questions in the class, good students reply very fast. Weak students couldn’t get a chance to answer”* (U7S71T1). They also shared that they couldn’t give emphasis on other classroom activities, because they needed to support slow learners repeatedly (U3S32T1, U8S81T1). One teacher (U5S52T1) noted that students laughed while doing listening activities and this caused a problem for them in conducting classes.

4.3.9 Teachers’ observation of students

Most of the teachers shared that weak students usually felt shy in doing listening-speaking related activities and they were also inattentive in the class (U3S32T1, U3S31T1, U5S52T1, U7S72T1). The teachers also added that weak students learnt slowly and most of the time they couldn’t remember the learnt things (U2S22T1, U7S71T1). Most of the teachers voiced that students couldn’t pronounce English words properly and they also had limited vocabulary. One teacher (U4S42T1) said- *“Some of my students feel shy to speak in the class, moreover they have limited vocabulary”*. Some of the teachers claimed that students could not recognize letters and words accurately and they could not read any text aloud properly (U5S52T1, U6S61T1). Besides, in writing, most of the students made spelling mistakes and that’s why they could not

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make words and sentences accurately. Most of the teachers informed that these issues caused slow learners to remain weak in classroom activities (U3S32T1, U7S71T1).

4.3.10 Students' learning gap

Most of the teachers said that sometimes students are promoted to the next class with learning deficiencies of previous class (U2S22T1, U3S31T1, U6S62T1, U7S72T1). Few students were found as repeaters in the class (U1S11T1, U7S71T1).

4.3.11 Teachers' Capacity in Using English

Most of the teachers confessed that they had limitation in making conversation with the students in English (U1S12T1, U2S21T1, U4S42T1, U7S71T1); they also had pronunciation problems. One teacher said, "*I couldn't speak English well and I'm not happy with my pronunciation*" (U2S22T1). But some of the teachers informed that they were able to use classroom language in the class. Besides, most of the teachers used Bangla frequently in English classes.

4.3.12 Family Support

Most of the teachers shared that the guardians of weak students are not aware of their children's education (U3S31T1, U5S51T1, U7S72T1). Besides they added that students don't have the opportunity to practice English at home (U3S32T1, U4S42T1).

4.4 STUDENTS' FOCUS GROUP DISCUSSION (FGD)

Besides interviewing teachers, the researchers also arranged 16 focus group discussions with the students to get the idea about their learning process of the specific lessons practised in the primary schools. Their responses are presented categorically.

4.4.1 Teaching- Learning Materials

When asked about teaching aids that their class teacher used in the classroom, most of the students said that the teachers used related texts pictures in listening, speaking and reading related class (U2S21ST1-8, U3S32ST1-8, U6S61ST1-8, U8S82ST1-8); and in some cases very few teachers used multimedia in the listening class (U4S41ST1-8). In writing sessions, the teachers used blackboard and number cards besides pictures (U1S11ST1-8, U2S22ST1-8).

4.4.2 Activities are done at the beginning of the Lesson

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Students shared their memory of what happened at the beginning of the specific classes that were held. In greetings and introduction-related lessons, most of them informed that teachers read aloud the lines and students repeated after them and the teacher wrote the sentences on the blackboard (U1S12ST1-8, U2S22ST1-8, U4S41ST1-8, U7S72ST1-8). Students did the same thing also in commands and instructions and ask and answer related listening focused classes. The students also noted that in addition, the teacher asked the students to spell the words in commands and instruction classes (U2S21ST1-8, U4S42ST1-8); and taught how to pronounce the words in ask and answer classes (U3S31ST1-8, U6S62ST1-8).

In speaking classes, the students looked at the textbook pictures and wrote the words and sentences of the respective pictures (U1S11ST1-8, U3S32ST1-8). The teacher read out the statements and students repeated the sentences (U6S61ST1-8), they also translated the speaking content in Bangla (U6S61ST1-8).

In reading classes, teachers read out the text first and asked students to repeat the text (U5S51ST1-8, U8S82ST1-8). Some teachers also taught new words and how to pronounce those words (U3S32ST1-8, U6S61ST1-8).

In writing-based classes, the teachers wrote the words on the board and asked students to repeat the words many times (U4S42ST1-8, U8S82ST1-8). Teachers also explained the content in Bangla (U2S22ST1-8). After reading the teachers asked students to write the content in their khata (U1S11ST1-8). In some cases, the teacher wrote the words on the blackboard and asked to copy them down (U3S31ST1-8, U4S42ST1-8).

4.4.3 Students' Engagement in Lessons

In greetings, commands and instructions and ask & answer related listening sessions, most of the teachers arranged pair work, group work and role play for engaging students (U1S11ST1-8, U4S41ST1-8, U5S52ST1-8, U7S72ST1-8). Some slow learners claimed that teachers don't take us in front of the class (U2S22ST1-8, U6S61ST1-8).

In speaking, reading and writing focused classes, most of the teachers arranged pair work and group work in the class (U3S31ST1-8, U4S42ST1-8, U7S72ST1-8,). Teachers also provided individual work for the students in writing classes (U5S51ST1-8).

4.4.4 Memorizing Subject Matter

In listening, speaking and reading classes, most of the teachers asked students to memorize the content (U1S12ST1-8, U3S32ST1-8, U5S51ST1-8, U6S61ST1-8) and in some cases, students

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learnt the content without understanding the content (U2S22ST1-8, U4S41ST1-8). Students also shared that they read the content repeatedly until their memorization (U7S72ST1-8).

4.4.5 Techniques used in the classroom

While teaching greetings and introduction lessons, the teacher read out the content and students listened to it (U5S51ST1-8, U8S82ST1-8). In some cases, teachers demonstrated the content first and asked students to practice in the class (U2S22ST1-8, U4S41ST1-8). Some students in one FGD shared that their teachers asked them to learn the content from others when they were not able to learn in the class (U3S32ST1-8).

In teaching commands and instructions, besides carrying out the command in the class, the students read the spelling (U2S22ST1-8), learnt the word meaning (U4S41ST1-8), and wrote the word in their notebook (U7S72ST1-8). In some cases, the teacher told the meaning of Bangla (U5S52ST1-8).

In teaching ask and answer related lessons, the teachers translated the content in Bangla (U4S41ST1-8), taught the Bangla meaning of the words (U1S11ST1-8) and asked students oral questions to reply (U3S31ST1-8). Some students claimed that the teacher didn't contextualize the topic while practising it in the classroom (U2S21ST1-8, U6S61ST1-8).

In speaking lessons, the students repeated the sentences with the teachers (U5S52ST1-8), they practised the speaking through drilling activity (U4S42ST1-8). In some cases, the teacher asked students to make sentences with the words (U7S72ST1-8) and asked students to memorize the speaking contents (U2S22ST1-8, Some weak students claimed that teacher used guide book for speaking practices and checked students' writing by following the guide book (U3S32ST1-8, U6S61ST1-8).

In reading focused lesson, students read with the teachers (U8S82ST1-8), teachers asked students to repeat using fingers (U5S51ST1-8). Some teachers also asked students to learn lessons from others at home who were not able to complete the lesson in the class (U3S31ST1-8, U7S72ST1-8).

In writing-related classes, students did 'form fill-up' and 'numbers in words' activities in their textbook and also in their khata (U2S21ST1-8, U6S61ST1-8). Students also memorized the content of writing (U8S81ST1-8).

4.4.6 Assessment and Feedback

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The students stated that the teachers assessed their listening skill by giving writing activities (U3S32ST1-8, U4S41ST1-8); and in some cases, teachers motivated them to make conversation (U1S11ST1-8). In assessing speaking activities, the teacher asked students to read the sentences (U2S21ST1-8, U5S52ST1-8). In assessing reading, the teacher asked them to read individually (U4S41ST1-8) and asked oral questions (U8S82ST1-8). In writing activities, the teacher gave individual work to do in their notebook (U4S42ST1-8, U6S62ST1-8).

4.4.7 Family Support

Most of the students expressed that they didn't get opportunities to practice English at home (U2S21ST1-8, U6S61ST1-8, U7S71ST1-8). But most of the students said that they had the opportunity to read in private tuition (U1S12ST1-8, U3S32ST1-8, U5S51ST1-8). They also added that they got support from at least one of their family members in the study.

4.4.8 Physical Punishment

Some students expressed that they had the experience of getting physical punishment in the school (U5S52ST1-8). One student said- *“Teacher asked who can. If we make a mistake, the teacher beat us, told us to send us to the lower class...”*

Another student (U3S32ST1-8) said- *“We read with the teacher in the class until memorization. Madam helps if needed. Sometimes she gives punishment to the students, she force them to remain standing in the class until they can memorize it.”*

4.4.9 Using Guidebook

Some students expressed that they used guidebooks for speaking practices and checked their writing by following guide books (U3S31ST1-8, U5S52ST1-8). One student said- *“I have Popy guide, but some students have Digonto guide. I read the word meaning from the guidebook and memorize the answers from the guide. Sometimes the teacher also asked us to check the answers and writing with the guidebook.”*

4.5 ANALYSIS OF CLASSROOM OBSERVATION

The researcher observed 13 English classrooms teaching to understand the scenario of teaching-learning that happened in primary schools. The analysis of classroom observation is below.

4.5.1 Observed Lessons

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According to the Annual lesson plan published by DPE, the teachers have to teach up to Unit 14. Among the observed 13 classes, 4 teachers did revision classes (unit 1-4) and 5 teachers taught Unit 14 and the other 4 teachers conducted classes on U15 L4-6 A, U15 L4-6 A, U19L1-2 and U30 L1-3, B which were not included in the 1st term exam syllabus. Among the observed classes, 3 lessons focused on listening and reading (Introducing a teacher, Introducing a student, Read for introducing use of capital letters and punctuation mark), 2 lessons focused on listening and speaking (U13L1-3 A Look, listen and say; Unit3L1-3 A Listen and say) ; 5 lessons focused on speaking, reading and writing (Unit 4L4-6 A Look and say and Trace in the air; U14L1-2 A Say, count and write, U14L3-4 A Look and say. Trace and write; U19 Look and say. Write). The other 3 lessons focused on listening, speaking and reading (U15L1-3 A, B listen and say, U15L4-6 A Listen and say). In this lesson also reading is focused as the students have to recognize the names of days of a week and months of a year.

4.5.2 Techniques applied in the observed lessons

It is observed in **listening-reading** focused lessons that all teachers read the text first and students listen, then the students repeat after teachers and finally there is individual reading. Group work, pair work and individual work are given for practising to achieve the learning outcomes of the lesson.

It is observed in **listening and speaking** focused lesson that all teachers followed the strategies like the above listening-reading lesson. Teacher asked the learners to write the words rather than practising sound differences.

In reading focused lessons were presented using teaching aids. Teachers elicited the names of days and months, asked to repeat after him/her. The teacher asked the students to practice individually and the learning was checked randomly asking to say the names of the days and months and reciting the rhymes. The teacher personalized reading through speaking and left the writing activity.

The teachers asked the students to look at how to write the cursive letters in 4-lined patterned and to copy and say in **reading and writing focused** lesson. Then the students were asked to write on the board, read in front of the class and also to write individually.

4.5.3 Issues observed in the lessons

4.5.3.1 Students' readiness towards the lessons

From the observations, it is found that some teachers asked questions and did relevant warm-up activities to prepare students for the lessons. But some teachers' tried but did not prepare the students fully for the lessons.

4.5.3.2 Classroom learning environment

Few teachers were able to create a congenial atmosphere in the classroom, but some teachers were not able to create a supportive environment for learning due to class size and the availability of teaching materials.

4.5.3.3 Teachers' Subject Knowledge

It was found that some teachers had a good understanding of the lessons, but some teachers did not have good understanding.

4.5.3.4 Using Teaching Aids

It is observed that teachers used relevant pictures in the classroom. But in some cases, it was not effective. Very few teachers used word cards, audio, multimedia and poster papers in the classrooms.

4.5.3.5 Classroom Instructions

It is found that some teachers used classroom languages fully in English, but some teachers used English first then translated into Bangla. Moreover, few teachers demonstrated the activities before asking students to do them in the classroom.

4.5.3.6 Students' motivation and feedback towards learning

It is observed that teachers tried to encourage the students for their achievement. But their efforts are not satisfactory when supporting weak students during the class. Very few teachers took remedial measures for slow learners in the classroom.

4.5.3.7 Following Teachers' Edition

It is found that very few teachers used Teachers' edition to prepare lesson plans and most of the teachers used self-constructed lesson plans for conducting the lessons.

4.5.3.8 Teaching new words

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It is observed that, in speaking and reading lessons, the teachers tried to teach new words. But most of them did not follow the methods and techniques of vocabulary teaching.

4.5.3.9 Students' participation in the classroom

It is observed that teachers tried to engage students in the lessons by giving group work, pair work and individual work. But most of the students did not pay attention and actively engage in their assigned work and the class teachers also failed to monitor how actively students are engaged.

4.5.3.10 Classroom management

It is found that most of the students made noise and laughed at each other in the classrooms. In some cases, the teachers were not able to provide and ensure opportunities to all students to participate in the classroom activities. Most of the teachers faced problems in class control and class management.

4.5.3.11 Checking students' learning

Teachers used a variety of techniques for assessing students' learning of listening, speaking, reading and writing activities, but it seemed sometimes their assessment techniques were not effective to assess learning outcomes. Most of the cases, teachers were not able to assess all the students' learning due to time limitation and for choosing the inappropriate technique.

CHAPTER 5: MAJOR FINDINGS

The findings of the study which have been identified through analyzing the data are presented in accordance with research questions below:

5.1 STUDENTS' ACHIEVEMENT IN LANGUAGE SKILLS

- Students' got the highest marks (68%) in carrying out commands whereas they got lowest marks (54.1%) in simple question and answer section. Students also achieved comparatively better marks (61.9%) in greetings section. It is revealed that there were learning differences between boys and girls in listening competencies and boys performed better than girls.
- Students scored only about 25% marks and girls performed comparatively lower marks (21.7%) in speaking. There are also learning differences in speaking between boys and girls.
- Students' performance in reading the seen text is comparatively satisfactory. In seen text, most of the students can read with proper pronunciation and stress and majority of them can read with understandable pronunciation and stress.
- In reading the unseen text, few students can read the text with proper pronunciation and stress.
- They got around 80% marks in both form fillup and writing numbers parts. They obtained comparatively better marks in form fill up part. On the other hand, students got significantly higher marks in urban areas than students of rural areas in writing number in figure and writing next cardinal numbers.
- Students of class 3 were comparatively better in writing and scored about 80% marks whereas they got 61.3% marks in listening skills.
- Students' listening skills have moderate correlation with speaking (0.38) and writing (0.34) which indicates that those who perform better in listening are also moderately better in speaking and writing.

5.2 GAPS IN ACHIEVING LANGUAGE SKILLS

Students' learning gaps in achieving language skills are given below according to language skills:

- In listening skill, students got the lowest marks in responding simple question and answer whereas they got comparatively better marks in greetings and command sections.

Chapter 5: Major Findings

- Students scored only one-fourth percentages of marks in speaking.
- Students' performance in reading unseen text is unsatisfactory as majority of the students cannot read the unseen text with understandable pronunciation and stress.
- According to most of the teachers, some of the students in class 3 were promoted the next class with learning deficiencies from previous class.
- Teachers also mentioned that there were few repeater students in class 3.

5.3 CAUSES OF WEAKNESSES IN ACHIEVING LANGUAGE SKILLS

5.3.1 Problems in using teaching materials

- It is found that although the teachers showed text related pictures, they did not ask thought-provoking questions related to the pictures to the students. Moreover, the teachers didn't tell the description or asked the student to describe the pictures.
- Although teachers mentioned that word card is very important to introduce new words and useful to check the students' vocabulary learning, the teacher did not use any word card in the teaching-learning activities.
- To develop writing skills, worksheets are needed to do pair work or individual work in the class. But it is observed that most of the teachers did not provide worksheets though they could prepare those simple worksheets by themselves.
- Though every school has a sufficient number of supplementary reading materials, it is found that teachers are unwilling to use the SRM in the classroom to support students reading.

5.3.2 Lack of access to use teaching materials

- Most of the schools have no access to audio and multimedia materials to practice listening and speaking in the classroom. Some teachers didn't use the audio and multimedia despite they have access to use those.

5.3.3 Inappropriate techniques in introducing lessons

- While teachers introduced commands and instructions activities in the classroom, they did not demonstrate to the students how to give commands and instructions and carry out those.

Chapter 5: Major Findings

- In asking-answer and dialogue sessions, the teacher did not demonstrate to the students how to ask and reply to questions in the classroom.
- Most of the teachers did not conduct pronunciation practise by involving students in the classroom.
- In speaking classes, teachers did not show how to describe a topic with the help of pictures.
- Very few teachers introduced new words in the classroom while teaching reading.
- Most of the teachers did not follow the approach given in the Teachers' Edition in introducing a reading lesson.
- In writing-related classes, most of the teachers started their lessons only by asking students to copy down in their khata.

5.3.4 Lack of students' active engagement

- Teachers gave group work; pair work and role play in the class to engage students. Those who gave group work, pair work and role play in listening, speaking and reading activities, but they did not check how far the students are actively engaged in the activities.
- Most of the time teachers did not invite weak students in front of the class and they also did not engage weak students in role-play activities.

5.3.5 Memorizing content

- In listening, speaking and reading classes, the teacher asked students to memorize the contents. In some cases, students memorized the content without understanding the lesson.

5.3.6 Inappropriate Teaching Technique

- Teachers did not use appropriate techniques to conduct listening related sessions as described in the Teachers' Edition. Teachers asked the students to read and write the content though it is a listening focused lesson.
- The teacher did not practice greetings-introductions, commands-instructions and ask-answer related activities by relating the real-life context.
- Teachers have a limitation in teaching speaking. They gave reading and writing activities in speaking classes.

Chapter 5: Major Findings

- Teachers did not follow the techniques of teaching reading as described in Teachers' Edition. Most of them did not introduce new words in the class. Moreover, they did not apply the chain-drill technique in teaching reading.
- While teaching 'Cardinal Number' and 'Number in words', teachers did not draw dotted lines on the blackboard. Even, some teachers did not ask students to write those activities on the worksheets provided in the textbook.

5.3.7 Inappropriate students' assessment technique

- Teachers are unable to apply the appropriate techniques to assess students learning. Some teachers gave reading and writing activities to check students' listening skill.
- Teachers gave reading and writing activities to assess students' speaking skill.
- Though the lesson is reading aloud, teachers asked oral questions and writing activities to assess students' reading skills.
- In some cases, teachers used own technique to assess students' learning but it seemed ineffective.
- No teachers used peer assessment or engaged good students to check students' learning achievement in the classroom.

5.3.8 Large Class size

- In every school, a large number of students were found in English classrooms. Teachers could not conduct the lesson related activities effectively due to the large class size.
- Most of the teachers faced problems in arranging group work and pair work in the classroom due to inadequate space.

5.3.9 Teachers' incompetence in classroom management

- Most of the teachers are unable to control students in the classroom. Students were laughed and talked to each other. Moreover, teachers were not able to engage weak students actively in the classroom.
- Teachers also faced problems in classroom management. Most of them could not provide opportunities to all students in classroom practices.

5.3.10 Lack of Motivation and support

- Though some teachers praise students for their class activities, most of the teachers did not motivate slow learners to be attentive in the classroom and did not support weak students specifically to minimize their learning gaps.
 - Moreover, some students were demotivated due to physical punishment; and sometimes they remained passive in the classroom.
-

5.3.11 Students' related problem

- It is observed and class teacher also claimed that most of the students felt shy to join conversation, dialogue and role play in the English classroom.
 - It is also found that weak students remained inattentive in the classroom due to teachers' inappropriate teaching techniques.
 - Most of the students have limited stock of vocabulary and that is why they faced problems in making conversation and dialogue in the classroom.
-

5.3.12 Students' learning deficiency of previous classes

- Students were found in class 3 who had learning gaps in the previous classes. Some teachers claimed that to some extent students were promoted to the next class with learning deficiency.
 - Some students who are repeaters in the same class were also found.
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5.3.13 Teachers' incompetence in English

- Most of the teachers admitted that they have limitations in pronouncing English words in a proper way. Besides, they have a limited stock of vocabulary. That is why they are not spontaneous to conduct the classes in English.
-

5.3.14 Lack of Family support

- Students have very minimum opportunities to practice English outside the classroom. Most of the students claimed that they did not get the opportunity to practice English with their family member at home. But most of the families supported that their children went to study at private tuition.

5.3.15 Exam-oriented teaching

- Teachers were busy to prepare their students for getting good results at examinations (terminal, annual). That is why teachers only focused on reading and writing competencies, where listening and speaking competencies were ignored.
- Moreover, teachers taught only specific vocabulary and contents which are very important for examinations.

5.3.16 Using Guidebook

- It is found that students brought English guidebooks in the classroom. Sometimes, teachers also asked students to match activities with the guidebooks even in the class time.
- It is shared that most of the students read English guidebooks at home rather than reading the EFT textbook. They also memorized the questions and answers from the guidebooks.

5.4 REMEDIES TO REDUCE THE GAPS IN LANGUAGE LEARNING

When asked about the performances of weak students and what is needed to improve the existing situation, the teachers made their suggestions by focusing on different areas. These are-

5.4.1 Increasing Classroom Practice

The teachers emphasized increasing classroom practice and providing ample opportunities for students to practice pair work and group work in the classroom. They also added that it is important to provide necessary support to students during practice time so that students could recognize and write the English letters, words properly, enhance their vocabulary, and pronounce the English words accurately.

5.4.2 Engaging Good Students

It is found that the teachers are agreed to engage good students to support weak students in their learning. They also added to check the students learning by themselves.

5.4.3 Teacher-student ratio

The teachers shared that they had a large number of students in their class. They asked to reduce the class size and to maintain the teacher-student ratio in the class to conduct classes effectively.

5.4.4 Class duration

The teachers said that they couldnot conduct all the class activities smoothly due to shortage of time. They suggested increasing the English class duration.

5.4.5 Motivate and support Students

The teachers stated that it is important to motivate and support students to enhance their learning. They wanted to encourage students to be more attentive in the class. Teachers also wanted to take extra care to weak students and praise them even for their very little achievement. Besides, the teachers also agreed to provide opportunities to weak students to remove shyness.

5.4.6 Teaching Materials

Teachers gave their opinion regarding teaching aids to make the lessons more attractive. They wanted necessary teaching materials to conduct classes through multimedia. They also asked for audio player and supplementary reading materials to conduct classes effectively. Besides, the teachers are also determined to use teaching aids regularly in the classroom.

5.4.7 Aware parents

Teachers made their suggestions on more involvement of guardians in the school system. They agreed to communicate with parents to make the students presence regularly. Teachers also wanted to do home visit and parents' meeting on a regular basis.

5.4.8 Follow Teachers' Edition

Teachers said that they need to follow the lesson plan regularly to conduct classes effectively. They also wanted to teach students according to targeted learning outcomes by following Teachers' Edition. Besides, they also stated to use teaching aids regularly.

5.4.9 Students' Assessment

Teacherswanted to assess the students' performance by weekly test which will help them to track the students' achievement in learning.

5.4.10 Subject-based English Teachers

Teachers stated that they have limitations in taking English class and they suggested to recruit subject-based English teacher. In some cases, they asked to engage two teachers in one English.

Chapter 5: Major Findings

Teachers also recommended to assign one teachers to conduct English class from class-1 to class-5

5.4.11 Teaching shouldn't be exam focused

When the teachers teach their students by focusing terminal or annual exam, they couldn't give emphasis on listening and speaking skills. Moreover, the teachers teach only the specific vocabulary which is important for exams. That's why the teachers suggested to teach students focusing learning competencies rather than focusing exam.

CHAPTER 6: RECOMMENDATIONS

Based on the findings, the researchers made the following recommendations to address students' learning gaps. The recommendations are presented in a thematic way.

- ***Increasing Classroom Practices***

Giving the opportunity to practice is an important factor to make a class meaningful. Emphasize should be given on increasing skill-focused practice like- listening, speaking, reading and writing in the classroom. The teacher should provide more opportunities to students to practice themselves like pair work, group work& role play in the classroom. It is also important to provide the necessary support to the slow learners during practice time so that students could learn English avoiding fear.

- ***Teaching Materials***

Using teaching-learning materials in the classroom make the class attractive and help students to learn the lesson easily. It is needed to motivate teachers to use teaching aids regularly in the classroom. Besides, teachers must have to know how to use pictures in the classroom to draw students' attentions effectively, how to use word cards and worksheets in the classroom.

Teachers must be motivated to prepare words cards, worksheets and poster papers for their classes. Besides, motivation is needed to use Supplementary Reading Materials (SRM) on a regular basis to enhance students' reading skills.

It must be ensured that in every school there is a sufficient amount of teaching-learning materials, like- poster paper, word card, audio materials and multimedia.

- ***Refresher Training on English Subject***

Training helps teachers to develop their professional expertise. English training should be given to the teachers by focusing on the pedagogical aspects and English language development.

In pedagogical training, the issues like - how to introduce a listening, speaking, reading and writing content in the classroom, how to demonstrate activities in the classroom, how to conduct practice activities by engaging all students actively. Besides, the training on classroom management and effective students' assessment should be provided to the teachers.

Another type of training should be arranged to develop the teachers' competence in English, so that they can use English in the classroom spontaneously and communicate with others smoothly.

Chapter 6: Recommendations

Moreover, it is important to provide training by focusing on practical activities rather than theory.

- ***Minimizing Students' Learning Gaps***

Learning gaps in previous classes is another hindrance for students to acquire new knowledge. Moreover, sometimes students remain passive in the classroom and even drop out from schools to some extent. Remedial measures should be taken to minimize the students' learning gaps. As some students were found in class 3 who had learning deficiency of previous classes; special support is needed for those weak students to achieve the competencies of the previous class.

- ***Ensuring Active Engagement of Students***

When students are actively engaged in a classroom, it indicates that students are in a process of learning. In Whole Class Work (WCW), Group Work (GW) and Pair Work (PW), it is needed to ensure students' active engagement in the classroom by mixing different levels of students.

Moreover, peer assessment is needed to introduce in the classroom so that students can check their learning by themselves. Besides, it needs to engage good students to support weak students in their learning.

It also needs to orient the teachers towards how to arrange Whole Class Work (WCW), Group Work (GW) and Pair Work (PW) in the classroom and what benefits teachers could get from these types of student engagement.

- ***Motivate and support Students***

It is important to motivate and support students to enhance their learning. Teachers must motivate students to be more attentive in the class, remove shyness. They need extra support to develop the stock of vocabulary of English words.

It is also important to motivate students and teachers so that students do not memorize the content. Emphasis should be given on learning with understanding rather than rote learning.

- ***Follow Teachers' Edition***

Teachers' Edition gives a guideline to the teachers to conduct classes effectively. It is needed to develop daily lesson plans by following Teachers' Edition.

Motivation is needed to develop a lesson plan by following the learning outcomes of the curriculum and Teachers' Edition, and teachers should be asked to conduct classes by following the appropriate techniques described in the Teachers' Edition.

Chapter 6: Recommendations

- ***Students' Assessment***

Checking students' learning helps the teacher to track the students' progress and also helps students' learning. Comprehensive assessment procedure should be introduced to monitor students' performances. Need to support teachers by letting them know how to develop skill-focused assessment tools, how to assess all students' learning in the classroom and how to preserve the students' learning records should be emphasized.

- ***Teacher-student ratio***

If there is a large number of students in one classroom and the teacher is incapable of managing, it is not possible to conduct the teaching activities smoothly. It needs to reduce the class size and to maintain the teacher-student ratio to conduct classes effectively.

- ***Aware Students' Guardians***

Guardians play a vital role in education by sending their children regularly and encourage them in learning. It needs to do a home visit and arrange parents meeting on a regular basis to make guardians aware specially in rural areas.

- ***Teaching shouldn't be exam-focused***

When teaching happened to focus terminal or an annual exam, the students can not achieve four language skills especially listening and speaking. That is why it needs to teach students focusing on learning competencies rather than focusing exam.

- ***Avoid guide book.***

Guide books hinder students' natural learning process. When teachers and students are dependent on the guide book, students tend to memorize the content. It needs to motivate students to avoid using guide books and read English for Today (EFT) only.

- ***Class duration***

Learning a foreign language at an early level takes more time. Most of the teachers could not conduct all the class activities smoothly due to a shortage of time. Besides, students do not have the opportunity to practice English outside the classroom. So, it is needed to increase the English class duration so that students could get proportionate time to practice in the classroom.

- ***Subject-based English Teachers***

To teach English foreign language effectively, it needs to deploy a good number of specialist teachers in the schools. As teachers have limitations in conducting English classes, it would be

Chapter 6: Recommendations

better to recruit subject-based English teachers. Assigning one teacher to conduct English classes from class-1 to class-5 could be a way to make teachers accountable for students' performance.

- ***Strengthening Supervision***

Need to strengthen the supervision system by involving local level academic supervisors is important so that it can be ensured that teachers are conducting classes by following the appropriate teaching-learning techniques as described in the Teachers' Edition.

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ANNEX-A

Student's copy

- Listening & Speaking test for class 3

1. The researcher has to record the conversation as well as instant response in writing. (Don't show it to the student) *c0tg wkjv_xp mt_ rfmek m=úK@Zwi Kiab| Zvici GK GK Kti wtpi cktjv Kily Ges DEi wj Lly Ges tiKW@Kily|*

Instructions	Questions	Expected answer from the respondent	Put tick /cross or write if the answer is different	
<i>Dch³ kxf^{0v} wmbgtqi fvlv e'envi Kti kxf^{0v} wmbgq Kiab Zvici cieZr^{0v} Kjtgi fvlv e'envi Kti ckaKily </i>	Hello! (name of the student). How are you?	Hello! Teacher. I'm fine.		
<i>cieZr^{0v} Kjtgi fvlv e'envi Kti Avcab tKv_v ntZ GmtQb ejly Ges c0E ckaKily tevaMg^{0v} Zvi Rb^{0v} KZevi ejtZ nq Zv tiKW^{0v} Kily c0qvRtb esjv e'envi Kti es^{0v} tq w b </i>	I'm from Mymensingh. Where are you from?	I'm from.....		
<i>tevaMg^{0v} Zvi Rb^{0v} KZevi ejtZ nq Zv tiKW^{0v} Kily c0qvRtb esjv e'envi Kti es^{0v} tq w b </i>	How old are you?	I'm 8 years old.		
	Do you like English class?	Yes, I do. (Sorry, No, I don't/do not)		
<i>(Bsti wRtZ ejly, Avcab wtpi Rbv wteb Ges wkjv_xp Zv cijb KitZ ev Kti t'LvZ nte wkjv_xp Kx KitZ nte Zv es^{0v} tZ cvitjv wKbv Zv esjv q ejtZ ejly tevaMg^{0v} Zvi Rb^{0v} KZevi ejtZ nq Zv tiKW^{0v} Kily)</i> Tell the student, I will command and you will carry out the commands. Ask student to translate your instruction in Bangla for checking his/ her understanding. Record how many times have to repeat for students understanding?	Checking understanding			
	(name of the student), Stand up, please.			
	Take the chalk.			
	Go to the board.			
	Clean the board with the duster.			
	Draw a bat /an apple/ an egg/ a flag/	Students don't need to draw the object fully. If she/he attempts correctly considered success.		
	Could you write your name? Write, please.	Yes, I do. (Sorry, No, I don't/do not)		
	Thank you. Come back and take your seat here.	Student will come back and sit. (She/he can say thanks or not. It doesn't matter.)		
	Can you give me your English book/pen?	Sure/yes. (Here it is. Can be said or not)		
	Would you like to play foot ball/cricket?	Yes. Or, Yes, I'd. or Yes, I would like to play		
	What do you do in the morning? (class2, P.50)			

1. Look and Say.

Annex-A

- *nb̄t̄Pi c̄ŭg `j̄b̄v Q̄we t̄`m̄L̄t̄q K̄r commands and instructions n̄t̄Z c̄v̄t̄i Z̄v ēj̄ t̄Z ēj̄ b̄ Ges b̄v c̄v̄t̄j ēj̄ t̄Z m̄rv̄qZ̄v K̄i ab̄ | A Z̄ci nb̄t̄Pi 4̄n̄U Q̄we i ḠK̄i U K̄t̄i t̄`m̄L̄t̄q K̄r commands and instructions n̄t̄Z c̄v̄t̄i Z̄v ēj̄ t̄Z ēj̄ b̄/*

Sl. no	Pictures	Expected sentences	Yes (√)/ No (×)	What else did she/he say?
Example		Stand up,(name of the student)	Example	Example
Example		Don't Stand up,(name of the student)	Example	Example
1		Don't drink dirty water.		
2		Clean the blackboard, please.		
3		Don't sit.		
4		Wash your hands, please.		

2. Reading ability test

Annex-A

Ask the student to read the following sentences aloud. (1.5 to read simple sentences with proper pronunciation and stress. (Seen sentences))

1. Can read with proper pronunciation and stress.
2. Can read with understandable pronunciation and stress.
3. Cannot read with understandable pronunciation and stress.

Put tick against each of the sentences in 1, 2 or 3 column and record the required total time for reading it

Sl no.	Sentences	1	2	3	Required time
1.	Hello!				
2.	I'm Riya Islam.				
3.	I'm 8 years old.				
4.	I'm a student.				
5.	I'm in class 3 at Rajbari Primary School.				

4. Read the text:

Ask the student to read the text aloud. (Here reading has to be recorded to find out the reading speed with accuracy) (1.5 to read simple sentences with proper pronunciation and stress. (Unseen text))

1. Can read with proper pronunciation and stress.
2. Can read with understandable pronunciation and stress.
3. Cannot read with understandable pronunciation and stress.

Put tick against each of the sentences in 1, 2 or 3 column and record the required total time for reading it

SL	Sentences	1	2	3	Mis-pronunciated words	Req. Time
1	Kaniz reads in a primary school.					
2	She gets up early in the morning.					
3	She goes to school every day.					
4	Mr. Salam is Kaniz's father.					
5	He is a farmer.					

5. Writing:

- Read and complete the table below

	<p>This is Mrs. Fareha. She's 27 years old. She's an English teacher. She works at Mirpur Primary School in Dhaka.</p>
---	--

Name
Age
Job
Work place

Annex-A

6. Write the numbers in words

3
4
7
8

7. Write the next number:

8	16	24
37	39	

ANNEX-B

Class observation checklist

Ielq: BstiR (3q tkV)
we`ij tqi big:

DctRjv: tRjv:

3q tkVyi tgvU wkyv_xP mSLv: -----, tQtj:----- tqtq
3q tkVyi Dcw`Z wkyv_xP mSLv: -----, tQtj:----- tqtq
wkytKi big:----- (cjal/ginjv)

- 1/ cvV cwi Kf bv AvtQ wK? nuw/bv
- 2/ cvV cwi Kf bv wbtR clqcb KftQb wK? nuw/bv
- 3/ cvV cwi Kf bv br_vKtj, wkyK ms`iY e`enwi Kftb wK? nuw/bv
- 4/ cwtVi wktiibig:
- 5/ cwtVi Ask:
- 6/ cwtVi wLbdj:
- K)
- L)
- M)
- 7/ wLb-tkLvtbvkvhfug kjai mgq:----- tkl nevi mgq:----- tgvUe`wqZmgq:-----
wkytKi wLb-tkLvtbvkvhfuj :

gf`iqb t`j	gwb	gf`iqb t`tj i gg [®]
Lg mt`sl/RbK	4	AZ`si DrKó grtbi ntqtQ/cl`vkvv tPtql fij ntqtQ (81%-100%)
mt`sl/RbK	3	cL`vkv Abjvqx ntqtQ (61%-80%)
tgvUvqwt mt`sl/RbK	2	Moco Zvgrtbi (41%-60%)
Am`sl/RbK	1	cL`vkv Abjvqx nqwb (21%-40%)
LgB Am`sl/RbK	0	tKvbFiteB Kiv nqwb/tKvbFiteB cL`vkv Abjvqx nqwb (0%-20%)

(wkytKi wLb-tkLvtbvkvhfug chfeyY Kti Dctii t`j Abjvqx cl`hvR` Nti 4,3,2,1 ev 0 Gi Nti wK w`b)

mug K	chfeytYi ielq	Lg mt`sl/R bK (4)	mt`sl/RbK (3)	tgvUvqwt mt`sl/RbK (2)	Am`sl/RbK (1)	Lg Am`sl/RbK (0)
1.	wLb- tkLvtbvkvhfuj cwi Pvj bri cl`hZgj-K KvR	4	3	2	1	0
	wbivcE`teva cwi tek mjo					
	AvtEl mjo (ielq I cvVmsikw)					
	wetkl gse` (hv`_vtK):					
	2.0 cvV Dc`vcb	4	3	2	1	0
	wK`v_xP i cvVmsikw ce`Avb hvPvB					
	welqe`Dc`vcb e`vL`v I wetklY					
	welqe`i mvt`wgj tiftLev`e D`vniY cl`vb					
	wkyv_xP cl`ka DEi t`qv					
	mnRteva` fvlv e`enwi Kti mvejy fite cvV Dc`vcb					
	GKxfZ wkyvi bwvZ AbjviY Kti wLb tkLvtbvkvhfug cwi Pvj bv					

Annex-B

civ tkłi cıřvi mivmstȳckıY						
2.1 tkıvri ȳZv AR#bi e ��Z tKŠkj	Lȳ mışlıR bK (4)	mışlıRbK (3)	tgıUgıy mışlıRbK (2)	AmtışlıRbK (1)	Lȳ AmtışlıRbK (0)	
cıVmsıK� Qıe/gıWj /ev �b e �f �Lıq k�, evK � ej v Ges ıkyv_xP i �vıv cıřveıE Kivıbv (1.1)						
ıkyK ıgıbgıj tıqvi tkıvıteb Ges ıkyv_xKZR ıgıbgıj tıqvtıı mıD� mbr� Kivıbv (1.2)						
kt�/evıK � kt� mıVK NıZ ı ıq k� ej v Ges ıkyv_xKZR cıřveıE Kivıbv (1.3)						
ıbt �Rıv, Avı k I Abıııva c�k� Ktı f �Lıvıvı cı ıkyv_xKZR ıbt �k�, Avı k I Abıııva cıj b Kiv (2.1)						
Qıe/tıv �vı/e �f �Lıq Wh-, yes/no c�k Kiv Ges ıkyv_xKZR DEı c�vb (3.1-3.2)						
tkıvri ȳZv AR� Kivıvı Rb � ��Z tKŠkj m�utK�etkl g�b (hv �ıK):						
2.2 ejıı ȳZv AR#bi Rb � ��Z tKŠkj	Lȳ mışlıR bK (4)	mışlıRbK (3)	tgıUgıy mışlıRbK (2)	AmtışlıRbK (1)	Lȳ AmtışlıRbK (0)	
cıVmsıK� Qıe/gıWj /ev �b e �f �Lıq tmMıj vı BstııR mgM�Kıtm �ıj GesGKK fıte ej ıZ ej v (1.1)						
Dchı � evK �sk e �nıı Ktı kıř �vı ıııbgı Kiv Ges ıbtıRı cıııPq f �ı qv (2.1)						
Qıe/tıv �vı/e �/c�ıı e �nıı Ktı Wh-, yes/no RıZııq c�k Kiv Ges DEı (bgıı) ej v (3.1)						
ıkyK KZR Qııı/ KıeZıv AveıE Kiv Ges ıkyv_xP i ı ıq cıřveıE Kivıbv (4.1)						
mıVK D �PııY I mıNıZ eRıq tııL BstııR gıııı bıg ej vGes mg �tı ej ıbv (5.1)						
e �vı evAıb � Kı Kıı� Zıv ej v Ges ej ıZ mııııh � Kiv (6.1)						
e �ev e ıı� m�utK�ej vıej ıZmııııh� Kiv(6.2)						
ıkyv_xP i mıııqZııq ıbt �k�, Avı k I Abıııva c�vb I cıj b c�kP Kiv (7.1; 7.2)						
ıkyv_xP i mıııqZııq ıkyv_xP �bıı �b Kıvııııj m�utK�ımsj vı I K �cıK_b c�kP Kiv (8.1)						

Annex-B

ej vi `ýZv AR#bi Rb` e`eüZ tKSkj m`útK`e#tkl gšb` (hiv`_vtK)					
2.3 covi `ýZv AR#bi Rb` e`eüZ tKSkj	Lý m#š#l R bK (4)	m#š#l RbK (3)	tgvUigv# m#š#l RbK (2)	Am#š#l RbK (1)	Lý Am#š#l RbK (0)
Qie/ e`e`envi K#i cwi#PZ th mKj e`i k#ygv#S ev tk#l i GKB m#DÜ Av#Q tmM#j v cov#bv (1.3)					
Qie/e`i m#_ k#i#i #gj K#i cov#bv (1.4)					
m#VK D`Pri Y I mi N#Z eR#q ti#L mij evK` cov#bv (1.5)					
#b#` Rbv, k#f`Qv, c#k#Ei I m#avi Y #e#Zgj-K evK` m#v# ³ K#i cov#bv (1.6)					
m#avi Y I #ge#PK m#L`v m#v# ³ K#i cov#bv (2.1)					
m#v# I gv#mi#v# m#v# ³ K#i cov#bv (3.1)					
m#VK D`Pri Y, mi N#Z I KU`#i D#v#v# eR#q ti#L Qov I K#eZ# cov#Ges cov#bv (4.1)					
mij evK`, c`vi#M#d Ges Ab`#b` Ab#y`Q` #bi e c#V K#i#bv (5.1)					
#b#` k#bv cov#bv Ges tmM#j v c#j b K#i#bv (6.1)					
#e#v# #P# m#v# ³ K#i#bv Ges #e#v# #P# eR#q ti#L cov#bv (7.1)					
c#V m#s#k# Qie/#k#i#v#v# c# k# K#i #elqe` K# n#Z c#i Z# R#b#Z t#t#q covi c#Z Av#M#x K#i					

Annex-B

2.4 tj Lvi`ýZv AR#bi Rb` e`eüz tKŠkj	Lg mššl RbK (4)	mššl RbK (3)	tguUgyl mššl RbK (2)	Amššl RbK (1)	Lg Amššl RbK (0)
terfW [®] ev ikýv_xf i ubR ubR LvZvq cursive small Ges capital letters tj Lvfbv (1.1,1.2)					
terfW [®] ev ikýv_xf i ubR ubR LvZvq mavi Y msL`v (100 chš) tj Lvfbv (2.1)					
terfW [®] ev ikýv_xf i ubR ubR LvZvq non-cursive small Ges capital letters e`envi Kti kã, evK` tj Lvfbv (3.1)					
30 chšl µgeivPK msL`v K_vq Ges msL`vq dvmKvW [®] e`envi Kti ugj Kivfbv l tj Lvfbv (4.1)					
ikýK KZŕ full stop, comma and question mark uenxb eBtqi evK` dvmKvW [®] tcv÷vi ev terfW [®] Dc`rcb Ges ikýv_xf i Øvi v ueivg µPý e`envi Kivfbv (5.1)					
ikýK KZŕ evK`i kjjZcapital letters e`envi D`vni Y l KvRi gva`tg Dc`rcb (6.1)					
ikýK mBtñi w`tbi big ej teb ev tkvrbteb Ges ikýv_xfv tj Lte (7.1)					
ikýK eB ev ubtR t`tK KZMj v kã terfW [®] wj Lteb Ges ev ej teb ikýv_xfv t`tL ev tkvrb kãev evK` tj Lte (8.1)					
GKK ev`tj KZMj v c&-DĒti i gva`tg msyB Ges mnR mij AbjO` tj Lvfbv (10.1)					
3. kã, evK` ev AbjO` Gi A_`tkLvfbv tKŠkj	Lg mššl RbK (4)	mššl RbK (3)	tguUgyl mššl RbK (2)	Amššl RbK (1)	Lg Amššl RbK (0)
e`evPK ktãi tytĪ cĪtg Qie cto kã KvW [®] t`Lvfbv					
ikýv_xf mie cvtVi ctebZly kã tkLvfbv					
bZb ktãi D`Pri Y tkLvfbv					
bZb ktãi evrbv tkLvfbv					
bZb ktãi A_`qkLvfbv					
bZb kã cvV`isk eanfZ evK` cĪqm Kivfbv					
bZb kã tj Lvfbv					
evK`, AbjO` mi te corfbv					
evK`, AbjO`i evK`i A_`ej vfbv					
4. cvAbkaj tbi mšhvM cĪvb	Lg mššl RbK (4)	mššl RbK (3)	tguUgyl mššl RbK (2)	Amššl RbK (1)	Lg Amššl RbK (0)
ikýv_xf i GKK fite Abkaj tbi mšhvM t`lqv					
ikýv_xf i tRvovq Abkaj tbi mšhvM t`lqv					
ikýv_xf i`tj Abkaj tbi mšhvM t`qv					
ikýv_xf i mgM Kvfm Abkaj tbi mšhvM t`lqv					

Annex-B

5.2 ej vi `ýZv gj`vqtb e`eüZ tkškj	Lý mššl RbK (4)	mššl RbK (3)	fgvUggyj mššl RbK (2)	Amššl RbK (1)	Lý Amššl RbK (0)
Qve/msikw Qve/gtWj/ev`e e`f`mLq tmlMj vi Bsti mR GKK fite ej vtbv					
Dchš evK`vsk e`enri Kti kšf`Qv meibgq Kivtbv Ges mkýv_xf` i GKK fite cmi Pq f`l qrtbv					
Qve/tcv`vi/e`/c0Yx f`mLq Wh-, yes/no RvZiq ckuKivtbv Ges DEi ej vtbv					
Qov/ KueZv AvejE Kivtbv					
mivK D`Pvi Y I mi Niv eRvq tišL Bsti mR gvtmi big ej vtbv					
e`v eiAfb` Kx KifQ Zv kšb ev f`šL ej vtbv					
e`ev e`v` f`mLq tm m`utK`ej vtbv					
ibf`k0v, Avf`k l Abšjiva c0vb Kivtbv					
mkýv_xf` %biv`b Kivf`ej m`utK`msjvc l K`tcvK_b Kivtbv					
ej vi `ýZv gj`vqtb e`eüZ tkškj m`utK`etkl gšb` (hv`_vfk):					
5.3 covi `ýZv gj`vqtb e`eüZ tkškj :	Lý mššl RbK (4)	mššl RbK (3)	fgvUggyj mššl RbK (2)	Amššl RbK (1)	Lý Amššl RbK (0)
Qve/ e`e`enri Kti cmi mPZ th mKj e`i kšj gvtS ev tkšli GKB mivD0 AvfQ tmlMj v mi te cošZ civv					
Qve/e`i mvt`ktai wj Kti cošZ civv					
mivK D`Pvi Y I mi Niv eRvq tišL mij evK` cošZ civv					
ibf`Rbv, kšf`Qv, ckuEi l mvari Y weejZgj-K evK` cošZ civv					
mvari Y l µgeivPK mL`v cošZ civv					
mšv l gvtmi big cošZ civv					
mivK D`Pvi Y, mi Niv l KÚ`šii Dvi bvgv eRvq tišL Qov l KueZv cošZ civv					
mij evK`, c`viviM0d Ges Ab`vb` AbšjQ` ibie civ hvPvB Kiv					
ibf`k0v cošZ civv					
weivg mPý eRvq tišL mi te cov hvPvB Kiv					
covi `ýZv gj`vqtb e`eüZ tkškj m`utK`etkl gšb` (hv`_vfk):					
5.4 tj Lvi `ýZv gj`vqtb e`eüZ tkškj :	Lý mššl RbK (4)	mššl RbK (3)	fgvUggyj mššl RbK (2)	Amššl RbK (1)	Lý Amššl RbK (0)
mkýv_xf` i mR mR Lvi vq cursive small Ges capital letters tj Lv hvPvB					

ANNEX-C

RvZxq c0_wgK wkyv GKvWgx (fbc), gqgbwmsn |

Weaknesses of Grade Three Students in English: Causes and Remedies

(English Subject Teacher-Gi mvt_ mrvyZKvi cwi Pvj bv Rb" wtpi ckeqjv AvcbvK mrvh" Kite| Avcbw c0ke w_g wK titL wtpi gZ Kti ckeKiz cviteb| eBtqi c0vMjv t`wLq mnR fivq ckeKiab| `qv Kti we`wi Z Z_` wbtq Avmly| GRb" Avjv`v mrv`v c0v e`envi Kily|)

wkytKi bvg:	
we`vj tqi bvg:	
DctRjv:	trjv:
mtePP wkyMZ thM'Zv:	cwZ wLq:
AwfAZv: eQi	

1. Listening:**Greetings and Introduction:**

3q tk0yi BtiwR eBtqi U1L1, p-2 t`wLq wRtAm Kiab-

1.1 Avcbw G tj mbwU tk0yKty Krfite corb?

1.2. tk0yKty 'Greetings and Introduction' m0wKZ G mKj cvV covZ tKvb tKvb ai tbi mgm'vi m0xnb nb?

1.3. wKQz b AvtM Mtel Yvi Df'ik" Avcbvi we`vj tqi wkyv_#`i Dci GKwU ÷wWkiv nq, GtZ AtbK wkyv_#`i 'Greetings and Introduction' G c'vidig'Y Ly fitjv/Lvivc Ktit0| Krfite GZ fitjv/ Livivc Kijv? Avcbvi gZvgZ Kx?

1.4. G tyt'Avcbvi wkyv_#`i c'vidig'Y m'shI RbK ch0q wbtZ Avcbw Kx Kx c`tyc wteb?

Commands and Instructions:

3q tk0yi BtiwR eBtqi U5L1, p:10-11 t`wLq wRtAm Kiab-

1.1. - Avcbw G tj mbwU tk0yKty Krfite corb?

1.2. tk0yKty 'Commands and Instructions' m0wKZ G cvV, tjv covZ Avcbw Kx Kx ai tbi mgm'vi m0xnb nb?

1.3. wKQz b AvtM Mtel Yvi Df'ik" Avcbvi we`vj tqi wkyv_#`i Dci GKwU ÷wWkiv nq, GtZ AtbK wkyv_#`i 'Commands and Instructions' G c'vidig'Y Ly fitjv/Lvivc| Krfite GZ fitjv/ Livivc Kijv? Avcbvi gZvgZ Kx?

1.4. Avcbvi wkyv_#`i c'vidig'Y m'shI RbK ch0q wbtZ Avcbw Kx Kx c`tyc wteb?

Listen and answer:

3q tk0yi BtiwR eBtqi U3L5, p-7 t`wLq wRtAm Kiab-

1.1. Avcbw GB tj mbwU tk0yKty Krfite corb?

1.2. tk0yKty 'Ask and answer' m0wKZ G RvZxq cvV, tjv covZ tKvb tKvb ai tbi mgm'vi m0xnb nb?

1.3. wKQz b AvtM Mtel Yvi Df'ik" Avcbvi we`vj tqi wkyv_#`i Dci GKwU ÷wWkiv nq, GtZ AtbK wkyv_#`i 'Ask and answer' G c'vidig'Y Ly fitjv/Lvivc| Krfite GZ fitjv/ Livivc Kijv? Avcbvi gZvgZ Kx?

1.4. tkivb-ejv c'v Avcbvi wkyv_#`i c'vidig'Y m'shI RbK ch0q wbtZ Avcbw Kx Kx c`tyc wteb?

2. Speaking:

3q tk0yi BtiwR eBtqi U7L2, p-14 t`wLq wRtAm Kiab-

2.1 Avcbw G tj mbwU wkyv_#`i Krfite corb?

2.2 tk0yKty G AvtM Mtel Yvi Df'ik" Avcbvi we`vj tqi wkyv_#`i Krfite Abjxj tbi m'hm t`b Ges Krfite gj`vqb Kti _tKb?

Annex-C

2.3 tkhYKty 'Look and say' m=umKZ cv, tjv covZ tkvb tkvb aib mgm'vi m=lyb nb?

2.4 mkOzi b AvtM MtelYri Df'fk" Avcbri we`ij tqi mkyv_#`i Dci GKUJ =wW Kiv nq, GtZ AtbK mkyv_#`i Qnei mnvth" tkvb mkOzejv AvieffuUtz c'vidig'vY Ly fitjv/Lvivc| Kxfite GZ fitjv/ Livivc Kitjv? Avcbri gZvgZKx?

2.5. 'Look and say' m=umKZ cvtV Avcbri mkyv_#`i c'vidig'vY mshlRbK chqq ubtZ Avcb Kx Kx c`tyc mteb?

3. Reading:

3q tkhYi BtiMR eBtqi U1L4, p-3 t`lltq mRtAm Kiab-

3.1 Avcb G tjmbw tkhYKty Kxfite covb?

3.2. tkhY Kty 'Reading aloud' m=umKZ G Rivxq cv, tjv covZ tkvb tkvb aib mgm'vi m=lyb nb?

3.3. mkOzi b AvtM MtelYri Df'fk" Avcbri we`ij tqi mkyv_#`i Dci GKUJ =wW Kivi Rb" 2q I 3q tkhYi eBtqi ka`itq GKUJ tu. U`Zvi Kiv nq| GU mK mK ntqQ etj Avcb gtb Ktib? nu/bv, DEi br ntq_vKtj, Avcbri gZvgZ Kx?

3.4 AtbK mkyv_#`i 'Reading aloud in unseen text' AvieffuUtz c'vidig'vY Ly fitjv/Lvivc| Kxfite GZ fitjv/ Livivc Kitjv? Avcbri gZvgZ Kx?

3.4. G tyt' Avcbri mkyv_#`i c'vidig'vY mshlRbK chqq ubtZ Avcb Kx Kx c`tyc mteb?

4. Writing:

3q tkhYi BtiMR eBtqi U2L2, p-4 and U4L1,2, p-8 t`lltq mRtAm Kiab-

4.1. Avcb G tjmbw tkhYKty Kxfite covb?

4.2. tkhYKty 'Writing skills' m=umKZ G cv, tjv covZ tkvb tkvb aib mgm'vi m=lyb nb?

4.3. AtbK mkyv_#`i 'Form fill up' AvieffuUtz c'vidig'vY Ly fitjv/Lvivc| Kxfite GZ fitjv/ Livivc Kitjv? Avcbri gZvgZ Kx?

4.4 AtbK mkyv_#`i 'Write numbers in words' AvieffuUtz c'vidig'vY Ly fitjv/Lvivc| Kxfite GZ fitjv/ Livivc Kitjv? Avcbri gZvgZ Kx?

4.5 G tyt' Avcbri mkyv_#`i c'vidig'vY mshlRbK chqq ubtZ Avcb Kx Kx c`tyc mteb?

5. Others

5. Avcbri Rivv gtZ Avcbri we`ij tqi 3q tkhYi tkvb tkvb mkyv_xp ever-gver Ab" tKD ZvtK cov tkLvi tyt' mnvqZv Kti_vtKb?

6. th mKj mkyv_xp BtiMR cvtV mLbdj ARB KiTZ cvtibv, Zvt`i Rb" Avcb Kxaitb e'e`v tbb?

ANNEX-D

RvZxq c0 ugK wkÿv GKvfwgx (fbc), gqgbwmsn |

Weaknesses of Grade Three Students in English: Causes and Remedies

wkÿv_#` i mv`_ tdivMm Mäc Avtj vPbv MvBWj vBb

(tdivMmMäc Avtj vPbv cwi Pvj bv Rb` wbtPi cäkj v AvcbvK mrvh` Kite | Avcwb c0kë u_g WK tñL wbtRi gZ Kti
 wkÿv_#` i DcthvMx Kti cäKtiZ cvi`eb | eBtqi c0vMj v t`Lq mnRfvvq cäKkiab | `qv Kti we`wi Z`_ wbtq
 Avmb | GRb` Avj v`v mv`v c0v e`envi Kib |)

* wkÿv_#` cwiMZv Afixÿvi djvdj hvPv Kti **fij djvdj Kiv 5/6 Rñbi bvg I tij b`f Ges Zjbj-K Kg**
b`f c0B 5/6 Rñbi bvg I tij b`fi Zvj Kv wbtq thñZ nte | `Bw Mäci Avj v`v Avj v`v tdivMmMäc Avtj vPbv KitiZ
nte |

** Avtj vPbv kjy c`eB ZZxq tk0yi BstiR civ`eB msmM KitiZ nte |

*** Avtj vPbv c`eB Avtj vPbvq AskMhYKvix wkÿv_#` i nvriv LvZv t`L Rvbgvix t`K Gvcj , 2019 chS nvriv
 Zvj Kv msmM Kti wbtZnte |

fij djvdj KZ.wkÿv_#`

Kg fij djvdj KZ.wkÿv_#`

we`vj tqi bvg: ...

DcñRj v: ...

ñRj v: ...

	1	2	3	4	5	6
wkÿv_#` bvg						
tij b`f						
wcZvi wkÿvMZ thvM`Zv						
wcZvi tckv						
gvZvi wkÿvMZ thvM`Zv						
gvZvi tckv						

1. Listening:

Greetings and Introduction:

3q tk0vBtiR eBtqi UILL, p-2 t`Lq wRñAm Kiab-

1.1 , wkÿK tZvgv` i G cvwU Krfvte cwtqt0b?

1.2 wkÿK G cvv corbvri mgq tZvgv` i mgM Kvfm, `ñj , tRvovq, GKKfvte Abkxj b Kivi mñvM w` tquQtj b wk?
 nù/bv

1.3 tZvgiv wk cvwU wkLñZ tctiñQtj ? nù/bv

1.4 DÈi nùñtj , Avgiv th cixÿv wbtquQjvg tm cixÿvq tZvgiv fij KitiZ cvi wbtKb?

Annex-D

DĒi b vntj , tZvgiv tKb G cvViu űkLġZ cvi űb?

1.5 Kxfite covtj Zűg cűqRġb BstiuRġZ kġfűv űeűbgq, űġRi m=utKűZ_ cűvb KiġZ cvi ġe?

Commands and Instructions:

3q tkűi BġiuR eBġqi U5L1, p:10-11 t űLġq űRġĀm Kiab-

- 1.1 űkűK tZvgivġ i G cvViu Kxfite cűotqġb?
- 1.2 űkűK G cvVcortbri mgq tZvgivġ i mgMűKűm, ġġ , tRvovq, GKKfite Abġġj b Kivi mġhvM ű ġquġġ b űK?
- 1.3 tZvgiv űK cvViu űkLġZ tġġiuġġ? nűv/bv
- 1.4 DĒi nűvntj , Avgiv th cixűv űbtquġvg tm cixűvq tZvgiv fij KiġZ cvi űb tKb? DĒi bv ntj , tZvgiv tKb G cvViu űkLġZ cvi űb?
- 1.5 Kxfite covtj Zűg BstiuRġZ űġġ Rbv (Command) kġb Zv cvj b KiġZ cvi ġe Ges AbġK ű ġZ cvi ġe?

Listen and answer:

3q tkűi BġiuR eBġqi U3L5, p-7 t űLġq űRġĀm Kiab-

- 1.1 űkűK tZvgivġ i G cvViu Kxfite cűotqġb?
- 1.2 űkűK G cvVcortbri mgq tZvgivġ i mgMűKűm, ġġ , tRvovq, GKKfite Abġġj b Kivi mġhvM ű ġquġġ b űK?
- 1.3 tZvgiv űK cvViu űkLġZ tġġiuġġ? nűv/bv
- 1.4 DĒi nűvntj , Avgiv th cixűv űbtquġvg tm cixűvq tZvgiv fij KiġZ cvi űb tKb? DĒi bv ntj , tZvgiv tKb G cvViu űkLġZ cvi űb?
- 1.5 Kxfite covtj Zűg BstiuRġZ cġkġb DĒi KiġZ cvi ġe Ges AbġK H cġkġj v KiġZ cvi ġe?

2. Speaking:

3q tkűi BġiuR eBġqi U7L2, p-14 t űLġq űRġĀm Kiab-

- 2.1 űkűK tZvgivġ i tkvbr-ejvi G cvViu Kxfite cűotqġb?
- 2.2 űkűK G cvVcortbri mgq tZvgivġ i mgMűKűm, ġġ , tRvovq, GKKfite tkvbr-ejvi G cvViu Abġġj b Kivi mġhvM ű ġquġġ b űK? nűv/bv
- 2.3 tZvgiv űK cvViu űkLġZ tġġiuġġ? nűv/bv
- 2.4 DĒi nűvntj , Avgiv th cixűv űbtquġvg tm cixűvq tZvgiv fij KiġZ cvi űb tKb? DĒi bv ntj , tZvgiv tKb G cvViu űkLġZ cvi űb?
- 2.5 Kxfite covtj Zűg cűqRġb BstiuRġZ K_v ejġZ cvi ġe?

3. Reading:

3q tkűi BġiuR eBġqi U1L4, p-3 t űLġq űRġĀm Kiab-

- 3.1 eBġqi cvV t űLġq űRġĀm Kiab, űkűK tZvgivġ i covi G cvViu Kxfite cűotqġb?
- 3.2 űkűK G cvV cortbri mgq tZvgivġ i mgMűKűm, ġġ , tRvovq, GKKfite cov Abġġj b Kivi mġhvM ű ġquġġ b űK? nűv/bv
- 3.3 tZvgiv űK cvViu űkLġZ tġġiuġġ? nűv/bv
- 3.4 DĒi nűvntj , Avgiv th cixűv űbtquġvg tm cixűvq tZvgiv fij KiġZ cvi űb tKb? DĒi bvntj , tZvgiv tKb G cvViu űkLġZ cvi űb?
- 3.5 Kxfite covtj Zűg BstiuR tġLv cotZ cvi ġe?

4. Writing:

3q tküi BtiR eBti U2L2, p-4 and U4L1,2, p-8 t`lltq wRtAm Kiab-

4.1 wkÿK tZvgv`i tj Lvi G cvVwU Kxfvte cnotqfQb?

4.2 wkÿK tZvgv`i mgMKtM, `tj, tRvovq, GKKfvte tj Lvi G cvVwU Abkxj b Kivi mthvM w`tquQtj b wk? nüw/bv

4.3 tZvgiv wk cvVwU wkLtz tctiwQtj? nüw/bv

4.4 DEi nüw ntj, Avgiv th cixÿv wbtquQjvg tm cixÿvq tZvgiv fij KiTZ cvimb tKb?

DEi bv ntj, tZvgiv tKb G cvVwU wkLtz cvimb?

4.5 Kxfvte covtj Zng BstiWRtz GMj v wj LtZ cvite?

5. Others

5.1 we`vj tqi evBti thgb, emotZ BstiWR wkLtz tZvgvK wk Avi tKD mrvh` Kti? Kij tK tK Kti Ges Kxfvte mrvh` Kti?

5.2 tkÿKtÿ BstiWR covbr eStj wkÿK tZvgvK mrvh` Kti wk? Kij Kxfvte Kti?