



CONDITION OF ENGLISH LANGUAGE LEARNING IN GOVERNMENT PRIMARY SCHOOLS AT UTTARA MODEL TOWN IN DHAKA CITY

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ABSTRACT

Education is the backbone of a nation; it is universal truth all over the world. It is also proved that primary level education is the root level of learning. Where normally a student start his student life by his mother language. Beside this from the same time I start learning English, because of its importance. I know very deeply that without English I will not being able to spread ourselves in the world as a nation. This research represents the Condition of English Language Learning in Government Primary School. In-depth case studies I have identified some key factors. Importance of English language learning in Bangladesh. Respectively, how much I are preparing ourselves from the primary level for English? This research emphasized to realize the present condition of students in English language at government primary schools, as it is the officially second language in Bangladesh. This case studies focused on the factors that, for what I are not getting the sufficient output in English language, as expected from the primary level. A number of issues related to school, community, administration, teaching, attitudes and leadership, along with other associated links come out from the research. What should be the way of solution for improve our individual English skills? As Ill as group wise or school wise or overall as a nation?

Key Words: Primary Schools, English, Learning, Second Languages.

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INTRODUCTION

Bangladesh is the only nation of the world whose name is being given based on her language Bangle. Bangladesh is considered as monolingual country in which more than 98% of the populations speak in Bangle. Identity of Bangladeshis and Bengalis and her culture is deeply connected with the language of the nation. But now I are living in 21st century. I have realized the importance of English language. It is the only way to communicate with all over the world. That's why our Government also very much aware to improve our English language skills from the primary (base) level. The

primary education sector in Bangladesh has undergone huge changes since the 1990s. The reason for these changes is the government's commitment and extensive effort towards achieving Education for All (EFA), a declaration made at the World Conference on Education for All in March 1990 in Jomtien, Thailand. In the year 2000, United Nations declared eight Millennium Development Goals (MDGs) and education is one of them. Scattered evidence from Bangladesh is now pointing towards the direction that the quantitative target of EFA and the Millennium Development Goals (MDGs) in relation to education may be achieved to a certain

degree but the quality issue remains to be a huge concern for the education sectors.

Methodology

It was a hard tusk, but very much interesting work that I have done to preparing the research paper. I have started my journey from January 10, 2014 for my research. I have taken five group discussions to make it totally organized. I visited five government primary schools to collect the actual information that, what is the condition of learning English language in the base level of education. I talked to the students, respected teachers and also guardians about it. As I have made some fun with the students and teachers during that time. After that I compared it with the government educational methodology and discussed about this matter with some remarkable person. I also collect relevant information from different source of internet (like: Wikipedia, search engine, educational site etc.), different type of article, Journals, research paper and so on. Even I have found some volunteers who helps us by giving their accompany to collect more valuable information.

Visited Area

- Dorgah Govt. Primary School, Mirpur-1 Dhaka.
- Jahanabad Govt. Primary School, Mirpur-1, Dhaka.
- Mollartek Udayn Govt. Primary School, Mollartek, Dhaka
- Azampur Govt. Primary School, Uttara, Dhaka
- Kurmitola Govt. Primary School, Khilkhet, Dhaka.

Government Commitment

Our government is very much attentive about the primary level of study. The total number of primary schools in Bangladesh is more the 81 thousands and number of students are almost 10 million 63 lacks. Children aged 6-10 years are supposed to enroll in primary education in Bangladesh, and a five-year cycle of primary education is compulsory and free. (Government of Bangladesh, Act of 1990). The Vision 2021 is to build Bangladesh into a resilient, productive, innovative, and prosperous nation with a caring society

consisting of healthy, happy, and ill-educated people. It is built on the enduring attributes of self-reliance, respect, tolerance, and equity. In line with constitutions, obligations and international human rights commitments, society in 2021 shall be one in which

- Every citizen has equal opportunities to achieve his/her fullest potential.
- All citizens enjoy a quality of life.
- All citizens are assured of a modern, sound, and relevant education tailored to meet the human resource needs of modern, progressive, and technologically advancing nation.

The development priorities of the Perspective plan 2010- 2021 are: ensuring effective governance; promoting an innovative people for digital Bangladesh; creating a caring society' addressing globalization and regional cooperation challenges. In terms of education, training and skills development, the Vision 2021 is "an informed, knowledge-based, technologically-oriented, gender equitable learning system for all has been established. Every school age boy and girl has access to primary level institutions with the necessary facilitates; all opportunities are provided to the primary children.

Present Educational Structure

This is the present educational structure of our country. Here our government is very much concern about primary (base) level. They have given priority in communicative English learning. Very recently our government providing a new practical English learning book "English in Action" to the all primary school.

Teaching Method

The lesson plan of English text books of primary levels has been drawn according to IPT (Input, Practice and Task). IPT idea is used to teach English in different classes of Govt. Primary school in Bangladesh. Which emphasizes on the earning of four skills in English (Reading, Writing, Listening and Speaking) by the learners? The perception value of IPT in English learning in govt. Primary school has been written down below-

Input

The term "Input" refers the information's are given by teachers to Students in the class room.

Input may be written or oral, as for example: text unit of a lesson is the good example of written information. On the other hand, Rhythms, songs, a story, a dialogue, etc are the example of oral information. Input mostly related to learning outcomes. Any idea give by teacher may be used as input.

Practice

Activities which has done based on input is called practice. Taking full idea on subject matter is performed by practice. Activities of practice are found from text book or teacher also give the idea, look and say, listen and do, filling gaps, questions and answers, chain drill etc are the examples of practice. Sometimes if teacher imagine that learners are disable to capture the input, then input and practice activities may be performed again.

Task

Additional activities to practice is called task. Student's ability to doing something by using the learned language may be task. Task directly depends on neither input not practice. Task must be challenging with innovation, capability and merit.

Task contains bear up four features:-

- Creative
- Interactive
- Communicative
- Personalized

Present Condition of Students in English Language at Government Primary Schools

As the govt. has declared that they are providing lots of facilities to raising the education level of the govt. primary schools but in reality I didn't found the proper implementation of their commitments. I have visited more then five govt. primary school in Dhaka city what I have got the experience that is given below:-

1. Students condition: Most of them are not ill dressed up. They have lack of manner, even they are not that much attentive to the class. To studying them I have asked few questions. Like,

Q1. How many of you like English?

Ans: Yes- 20% ; No- 80%

Q2. How many of you have passed in your last English exam?

Ans: Yes- 60% ; No- 40%

Q3. How you have taken this subject, as a Language or Lesson?

Ans: Language: 10% ; Lesson: 90%

When I talked with them in English, almost all the faces of the students are very much nervous but curious. It seems to me they feel afraid to listening us. Individually I talk to the students from class 1 to 5. Above 90% of the students quality, based on communicative English is very poor. They cannot catch it as a language. They actually take the English language as a complicated subject, which he/she has to pass in the exam. All though, I found some students (Udoy Rebario, Habiba, Nahida, Pavel, Nusrat, Bristy, Fahmida, Parvez, Anamul, many of others) who can catch english very nicely. Even they speak with us in English very fluently and smoothly. It makes us strange.

2. Teachers Quality: It is tuff task to maintain the children. But when you are a teacher of primary school, you will have to be this sort of quality in yourself. Maximum of the govt. primary school teachers are not a good leader. Because students are gathering themselves, making huge noise in front of the teacher, during the class time. I talk to all the English teachers where I visited. Even though there was no specific subject oriented English teacher. I are watching the system of conducting English classes in several times of different classes. It could not be seen any kinds of teaching method by the government like PTI, that teachers are following. When I are talking with them, they feel shy to talk with us in English. Some teachers are not understand ourselves that what I are speaking, though they are English teacher. Teachers educational background also not that much higher. I found some of them passed B.A, or B.AD, some of them has completed M.A, some other H.S.C as Ill. I found one of them who completed his Masters in English from University of Dhaka.

Reasons of Not Getting the Satisfactory Result in Learning English Language

1. Lack of teacher: From our practical observation, I found that, shortage of teacher's in the school as Ill as relevant courses. There is no specific subject oriented teacher. One teacher, I mean as a class teacher he takes different types of courses. For example (Bangla, English mathematics, Science)

2. Environment: The environment of English language learning in government primary school is not satisfactory. Class condition, accommodation, communication between teachers and students in English, logistic supports, entertainment all these are not founded in government primary school.

3. Afraid in English: Most of the students at primary level, they doesn't prefer to learn English as like the other subjects (mathematics, Bangla, etc). It seems to me that, they are studying English only for passing this subject. They don't want to feel it that it is a language like our mother language, Bangla. I have seen it all the school where I visited. They fill introverted to use it as a communicative language.

4. Guardian's awareness: Maximum of the government primary school students guardian are uneducated person. That's why they don't understand the importance of learning English language for his/her children. They are not that much careful about their children's skills in English language. Even if somebody realizes it, they cannot give him proper guidance.

5. Poverty: As I know still I are living under the poverty. Generally it is affected in our education sector. In respect over the point I have identify very badly that, maximum students of government primary school they are leading their life below the poverty line. They are unable to create such an environment at home, which is very much needed to learn English as a communicative language.

Conclusion

Over the analysis I can easily brief ourselves that the present condition of English language learning in govt. primary school is not satisfactory at all, rather than private K.G school or English medium school. Neither teacher, govt. nor student, guardian has to be blamed. A number of issues related to it, including them. It should be worked as a function. Miss managing of it creates the problem. It should be well organized. The proper school function is sketch below:

I would like to mention here that all these are very much related to the school.

Recommendations: What should be the way of solution for improve our individual English skills? As well as group wise or school wise or overall as a nation?

Now the time is come, I have to do something regarding this matter. I would like to recommend few ideas about increasing the English skills in government primary school.

- Employ at least graduate subject oriented teacher at the govt. primary school.
- Needs to endorse specific skilled communicative English teacher.
- Developed teachers and teaching skills by teachers training.
- Make a good English environment in the class room.
- Salary of the govt. primary schools teacher should be increased, then they will provide much more effort to the class.
- English curriculum should be up to date and up to the mark as a communicative language.
- Guardian has to be careful and friendly for their children.
- Lastly have to ensure 100% governance by the authority.

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Brief Bio of Author Ariful Insan Emon born in Razbari district in the year of 1984 and actively involved in many cultural activities like drama, wall magazine publication, organizing cultural programs in the University. Since then he started to write and direct television drama and many of his dramas have been telecast on various TV channels. Still he is writing TV dramas for various channels. I started my career as a lecturer in the Department of English, Presidency University, and I decided I will make my living by teaching because I like to teach very much. Writing is my passion. I like to write many things like poetry, short story novel, drama. article for newspaper, etc.