

HURDLES THROUGH ENGLISH SENTENCES AND PHRASES IN ESL CLASSROOM IN BANGLADESH

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ABSTRACT

Teaching English as ESL/EFL to non-native learners is a challenging task for any ESL/EFL teacher. The reason is simple, as learners are not getting any exposure to the target language, the acquisition of the same becomes a mammoth task. Language learners need exposure to the Target Language as much as possible both inside and outside the classroom (Nazneen, R. R. & Zabeen, S. 2016). Learners find it as a gruelling task when they listen to something in English. This paper focuses on the hurdles of Bangladeshi ESL learners in understanding and learning English phrases and sentences. The main purpose of the study is to critically evaluate the difficulties the learners come across while reading or writing a passage in English. The paper also suggests certain remedial measures to be taken by the ESL teachers to solve these problems. The group of learners concerned here are students from class 6 to class 10 from different Bangla Medium schools in Bangladesh. Over the years, English Language Teachers and others involved in English Language Teaching (ELT) have experienced with different methods of and approaches to language teaching. However, it is only in the recent years that the English language curriculum in Bangladesh has gone through notable changes. The changes were brought about through several means. The National Curriculum and Textbook Board (NCTB) designed a communicative syllabus for the secondary level, published the guidelines to produce textbooks, and encouraged the teachers to carry out the teaching according to the syllabus. Communicative textbooks were also developed for classes 6 to 12. Furthermore, it has revised the evaluation policy and developed several assessment tools and examination formats to help measure students' ability to use English in communication. However, students are still far away from the expected levels of proficiency (Hasan, M.K. 2004). The study has been covered with two essential areas of English sentences which include structures/phrases (noun, verb and preposition) and thematic information that learners fail to discern. This paper deals with the reasons for learners' inability to understand and produce English structures and the errors that occur in English sentences. Appropriate solutions mentioned at the end would come in handy with any concerned ESL teachers from far and beyond.

Keywords: Phrases, Sentences, Syntax, Understanding, Difficulties.

1.2 Introduction

The aim of this paper is to find out the reasons of the difficulties faced by the secondary level students in Bangladesh, in reading/understanding and writing in English. The problems of learning English language are very common and similar especially for non-native speakers all over the world. There are around 6,000 spoken languages in the world today, and according to Vyv Evans (2017) any language would have a family tree. English is part of the Germanic family of languages, so Dutch or German speakers are likely to find it easier to learn than speakers of, for instance, Japanese which is unrelated to either the Romance or Germanic languages, and hence, sounds and looks very different indeed. In the context of Bangladesh and other languages belonging to the Outer Circle, the ESL learners are prone to make innumerable errors in syntax as well as in tenses, verbs, prepositions, articles, subject-verb agreements, modals and even pronunciation. One of the reasons is the interference of L1 in learning and using L2. In the context of Bangladesh a learner from a Bengali medium background or a learner with schemata set in Bangladesh while writing an English sentence is indulged at first, to put the ideas into the mould of his native setting. Problems arise when there can be found a huge incongruity between the structures of the sentences they produce and the idea they want to express. Because there are massive differences between Bengali and English structures as well the word order. The basic sentence pattern in English is --subject +verb + object (SVO), whereas in Bengali it is-- subject+ object + verb (SOV). This is the main reason the learners fail to understand and the errors are frequent. For the purpose of the study, both the teachers and the students from Bangla Medium Schools were interviewed.

1.3 Aims & Objectives

The aim of this research paper is to mark and identify the difficulty faced by the learners from Bengali medium schools, when they read or write anything in English. The reasons behind their failure to deal with English have also been sought. Certain measures have been suggested at the end of the research which might be handy for any ESL teacher in Bangladesh and all over the world as to solve the problems in teaching/learning English. Learners are intimidated in English classes as they find the Language to be fearful and a hard nut to crack. So,

the Research-Questions to be dealt with are as follow:

- a. What are the hurdles the learners in Bangladesh come across in ESL classrooms?
- b. What are the major reasons behind their difficulty in learning English?

During the investigation the learners were asked questions and given a writing task so as to identify their difficulties in English grammar, structures and even vocabulary. The teachers' opinions regarding the learners' errors were noted down. The study was focused on the level of sentences, syntax and even phrases.

1.4 Participants

The participants of this research were teachers and students from different Bengali medium schools. There were thirty teachers and seventy students from three different schools. The levels of students were from class six to class ten.

1.5 Methodology/Procedure

The study was run based on the teachers' and students' (concerned) statements of the problematic areas in writing English. There were eleven close ended questions for both the teachers and the students. There were three open ended questions for the students and two open ended questions for the teachers. Both the teachers and students were provided with some grammar topics for rating according to the difficulty. Students were asked to write a paragraph on a given topic in about 100-150 words.

1.6 Data collection instruments

For the research, the data was collected through questionnaires and observations. All questions were set carefully. For class observation a writing task was provided to bring out the true purpose of the research. The observations were done in such way so that the students didn't feel disturbed or under pressure and hesitated to participate.

1.7 Questionnaire

The questionnaires were designed to measure the statements of the teachers and students towards the difficulties in learning English. Questionnaires were given to teachers and students with a request for their responses. Questionnaires were structured in such a way so that the concrete and definite answers could be given for each item. There were some close ended and open ended questions for both the teachers and students. Students were asked to write something on a given topic so that the grammar errors made by the learners could be detected.

2. Literature review

One cannot deny that sentence structures and tenses are the most difficult part in English grammar which non-native learners have to spend much time to understand and use it correctly and properly. The differences between English and Bangla structures are immense starting from structures to intonation.

The ESL learners in Bangladesh have the tendency to write like the way they talk, i.e. transferring forms from spoken to written English, and challenges may arise regardless of what language background the students are from. As for example:

English: "I eat rice" → (S+V+O) would be in

Bangla: "Ami (I) bhat (rice) Khai (eat)" →(S+O+V)

So the direct word to word translation would result in a severe error.

According to Fredrickson (1997) the problem is that ESL learners get confused when they meet many kinds of verbs forms and their (verb forms) association with time (tense). They have the idea that verb tenses are always associated with particular times. Many forms of verb tense are sometimes not related to the time as the learners understand. The present progressive form of verb always does not refer to the continuous action, it rather refers to future. For Example:

"I am going to Newyork next week"-- does not refer to Present Progressive rather indicates Future Tense.

Rod Ellis (2003) mentions about teaching and learning grammar in 'Impact Series' where he points out that serious problem occurs when learners do not seem to master the grammar of a second language even when they get plenty of comprehensible input. Studies of learners in immersion classrooms (e.g. Swain 1985) have shown even after ample exposure to the target language learners continue to make a lot of grammatical errors. Rod Ellis (2003) further mentions:

"All teachers experience epiphanies -- moments during their teaching when they have sudden flashes of insight. I recall quite vividly an epiphany experienced many years ago while teaching in a secondary school in Zambia. I was trying to eliminate a common grammatical error--the use of the present progressive tense with verbs such as "have" (e.g. "I am having a headache"). I carefully and thoroughly drilled the students in the correct use of "have." The lesson went well, so I thought, and the students successfully used "have" correctly. Then I set the class a written exercise and noticed one student at the back doing nothing. When I asked him why he was not writing he promptly replied, "I am not having my exercise book." So much for my grammar lesson!"

Now the question is, "why English is so difficult to learn?" Vyv Evans (2017) figures out a possible answer:

"I am often asked why English is such a difficult to learn, for non-native speakers. In fact, how hard it is to learn depends on what your native language is; and this follows as languages are more (or less) closely related to one another; if your mother tongue is more similar, in terms of sounds, vocabulary and grammatical patterns to another--for instance you're a speaker of Dutch or German--then English will be easier to learn. But if you speak a language that comes from a more distantly related tongue--say Japanese--then English is more likely to prove a tougher nut to crack."

Same goes for Bangla compared to English. Bangla having emerged as a new Indo-Aryan(Wikipedia) becomes a even remoter language to hold on to English which belongs to Germanic Family.

Moreover, the use of sentence fragments and the overuse of the passive voice may give students trouble at the sentence level. Non standardized subject-verb agreement, verb tenses, adjectives and adverbs, double or multiple negatives, pronoun and many other grammatical issues challenge students in all grades of school and later in life (Anne H., Charity Hudley, Christine Mallinson, 2014). In the article, *"Why Is English So Hard to Learn?"*(Oxford Royale Academy, 2014), it is mentioned:

English is a very old language, and over the course of many centuries, interesting sayings have been incorporated into everyday language that make little sense if you haven't grown up with them. "Barking up the wrong tree", "the straw that broke the camel's back" and "raining cats and dogs" are all examples of idioms that add colour to the English language.

In fact, culture has played an important role in molding the usage of English in everyday life. Consequently, it is difficult for ESL/EFL learners to guess the meaning of these idiomatic expressions unless they know the culture of the native speakers. In I18n Guy web site, (22 Reasons Why English is Hard to Learn!) some examples of idiomatic expressions have been mentioned:

1. The bandage was wound around the wound.
2. The farm was used to produce produce.
3. The dump was so full that it had to refuse more refuse.
4. We must polish the Polish furniture.
5. He could lead if he would get the lead out.
6. The soldier decided to desert his dessert in the desert.
7. Since there is no time like the present, he thought it was time to present the present.
8. A bass was painted on the head of the bass drum.
9. When shot at, the dove dove into the bushes.
10. I did not object to the object.
11. The insurance was invalid for the invalid.
12. There was a row among the oarsmen about how to row.
13. They were too close to the door to close it.
14. The buck does funny things when does are present.
15. A seamstress and a sewer fell down into a sewer line.
16. To help with planting, the farmer taught his sow to sow.
17. The wind was too strong to wind the sail.
18. After a number of injections my jaw got number.
19. Upon seeing the tear in the painting I shed a tear.
20. I had to subject the subject to a series of tests.
21. How can I intimate this to my most intimate friend?
22. The accountant at the music store records records of the records.

English grammar is notoriously problematic and that some pronunciations are unpredictable for ESL/EFL learners; its difficulty leads to a great many common mistakes, which even native speakers frequently fall foul of. But it's not just these basic errors that ESL/EFL learners must conquer. English grammar is full of subtlety, and it's only with experience that non-native speakers will learn to appreciate its nuances. For example, the difference between "I wrote" (the simple past) and "I have written" (the perfect present), to which other forms such as "I am writing" or "I had written" add even more complexity with subtly different meanings. Some common problems faced by the ESL learners have been proposed by Wilson, K. (2014). The problems are as follows:

1. Grammar

English Grammar is complex, making it difficult to remember, master and use logically. Ensuring you use the correct grammar can be tricky, especially when you are in conversation with someone and they are speaking at an alarmingly fast pace. Learning grammar is like learning to drive, you can learn all of the theory, rules and regulations, but you won't be good at it unless you practice it and it starts to become second nature to you. Grammar is extremely important, incorrect use of grammar can confuse the person you are speaking to and even change the meaning of what you are communicating, what's more is native English speakers are hyper aware of grammar and will notice almost immediately if a grammatical error is made, even if this is the smallest of errors, English speakers are incredibly proud of the language and look negatively on it being used incorrectly.

2. Vocabulary

Vocabulary is often a challenge, particularly when it comes to verb variations and understanding which tense should be used in various situations. English has one of the biggest vocabularies of all languages, and it can be very confusing for non-English speakers to master. Using vocabulary inaccurately is incredibly noticeable to anyone whose first language is English, though it doesn't often change the meaning of your text, it does weaken it.

3. Slang and colloquialism

With the English language having such an extensive vocabulary and complicated grammar, there is enough to teach students wanting to learn English, rarely are students exposed to the slang words used by English speakers in every day conversation. Sentences can be predominantly filled with slang words, so maintaining a conversation can be difficult for anyone who doesn't understand what they mean.

4. Pronunciation

Knowing how to pronounce words in English can be very difficult as it isn't always obvious. English speakers have been taught these from an early age, which is how they know not to pronounce the 'k' on 'knight', they are taught the subtleties in how to pronounce something to communicate the right message. Furthermore, depending on the first language of the English student, it can often be difficult to pronounce certain words properly, having not ever had to create that phonetic sound before.

5. Variations in English

The variations in the different forms of English can often be difficult to understand. For example, the difference between using formal and informal language or the differences between spoken and written language. This leads to students writing words phonetically, i.e. how they would say it rather than how it's actually spelt, and using informal language, maybe even slang that they have picked up, in formal situations which may perhaps be viewed negatively.

3. English in Bangladesh

The history of English in the language behaviour of the people of Bangladesh (Bangladesh was a part of the then undivided India) dates approximately 500 years back when the British landed on the then India along with their language (Alam, 2006). The then Indian people had to learn English, which was an official language, to get a better job in government sector and students used to have a very good command over English because most of the books of occidental knowledge, history, philosophy and technology were written in English. In 1947 the British colonial rule in the then India ended but surprisingly English continued to reign the linguistic domain. In 1952 the then Pakistani rulers attempted to establish Urdu, neglecting Bangla, which agitated the then East Pakistanis (now Bangladeshis) and it resulted in the Language Movement of 21 February, 1952 when police fired on the agitators. Bangla was declared as one of the state languages of the then Pakistan at the cost of the martyrdom of many patriots. It is a matter of great honour that 21st February has been declared as International Mother Language Day by UNESCO on 17 November in 1997 and it is the first ever formal step to recognize the honour of mother tongue.

Naturally Bangla language is simultaneously an issue of both sensitivity and pride for the people of Bangladesh. After the Language Movement in 1952, the official activities used to be carried out in English to avoid language clash in two regions (East Pakistan and West Pakistan). On 16 December, 1971 the Pakistanis were ousted from the soil of Bangladesh and so was their language Urdu, but English still remained in the language behaviour of the Bangladeshis.

Since the birth as an independent country, Bangladesh has witnessed an over-whelming importance of 'Bangla everywhere' (the *Bangla Procholon Ain* or Bangla Implementation Act was implemented in 1987, which inevitably affected and limited the use of English in the socio-cultural domain. Since then Bangla language has been used in much wider fields than ever before. This provides an adequate 'background to the policy decisions and the current status of English' (Banu & Sussex, 2001). Surprisingly this has not extinguished English. Though in the constitution of Bangladesh there is no declared place for English yet the use of English is found in some government events or activities if the situation demands. On 19 January 1989, English was introduced as a compulsory language from Class I to class XII with students having to qualify in both English and Bangla in the board examinations. That means, in Bangladesh English is taught, in primary, secondary, higher secondary and tertiary levels, in all three categories of education system: Bangla Medium, English Medium and Madrasa system.

4.1 Data analysis

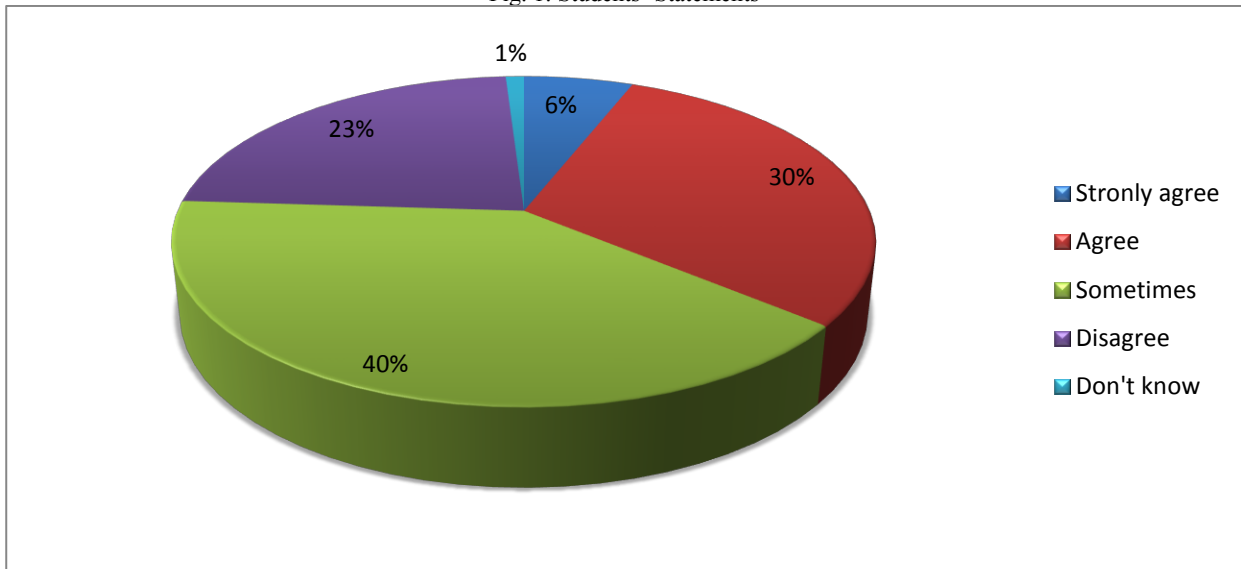
Data analysis for the entire research has been done manually. At first, in the data analysis procedure part, the questionnaire was checked. The questions were set carefully so that the main problems of writing could be focused. Students' questionnaires included the information about the students' problems in English. Their writing copies were checked manually to find out their errors and shortcomings in writing skills. The teacher's questionnaire included their teaching experience in the classrooms.

4.2 Findings & Discussions

Discussion of the Analysis

Seventy students from different Bangle medium schools participated to fill out the questionnaire. At first, the statements are shown in a pie chart.

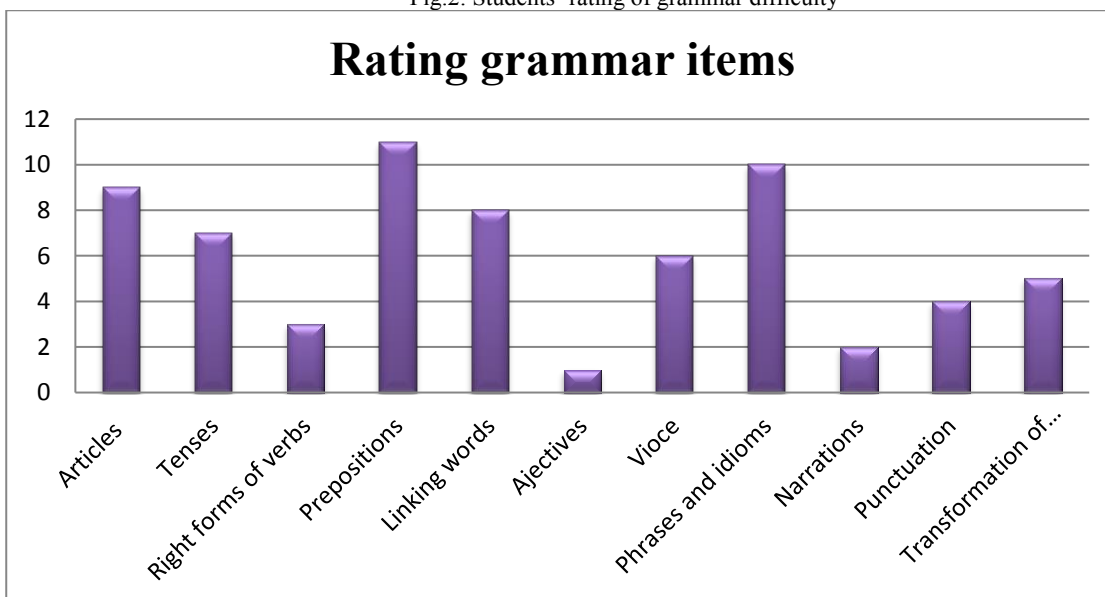
Fig. 1: Students' Statements



The chart is showing that 40% students said that sometimes they face difficulty in grammar structures i.e.in writing. 30% students agreed that they usually face problems in writing. 23% students disagreed that they don't have any problem in writing. 6% students strongly agreed that they do face difficulty in writing. Only 1% students said that they don't know whether they face any problem or not.

Students were given a chart including grammar items. They were asked to rate each grammar topics according to their difficulty. The rating are shown in bar graph-

Fig.2: Students' rating of grammar difficulty



The Bar graph is showing that prepositions are the most difficult item in grammar. Adjectives are found easiest than other items. There were three open ended questions for the students. First question asked about satisfaction of their teacher's guidance. 23 students gave positive feedback and the rest gave the negative feedback.

The second question was- “Why do you find difficult to learn English?” A good number of students said that English learning is difficult because it is a foreign language. They also said English sentence structures are totally different from bangle structures. Some students said that English is difficult because of the grammar items.

The last question was- “Is it difficult to memorize the grammar rules?” 30 students said “Yes”, 12 of the students said “No” and the rest of the students said “Sometimes”. Most of the students said that there are so many grammar rules to remember. Sometimes they get confused. Some students said that they don’t spend much time for practicing grammar rules. Lack of practice is the main problem in learning grammar. They don’t write English outside the classroom. Students don’t write any English paragraphs, essays, letters etc out of syllabus.

4.3 Student’s writing observation

Students were asked to write a short paragraph on “Your Favourite TV Shows” in about 100-150 words.

Certain problems were common to most of the students. They couldn’t organize the sentences. They had some ideas but they were unable to put them into organized sentences. Some students couldn’t write the main points. Most of the students couldn’t write correct sentences. They had most problems in using punctuations. Almost all students did this mistake. They had huge problems in putting inverted commas in the right places. Problems in using correct linking words were also found in their writing. They misplaced the linking words. Elementary students had huge problems in the right forms of verbs. Most of the time they got confused about the right forms of verb. They had problems in the tenses as well. In their writing, there were mixing up of present, future and past, present tenses. Prepositional problems were found very little. As they said they have most problems in prepositions, they tried to write simple sentences to avoid prepositional difficulties.

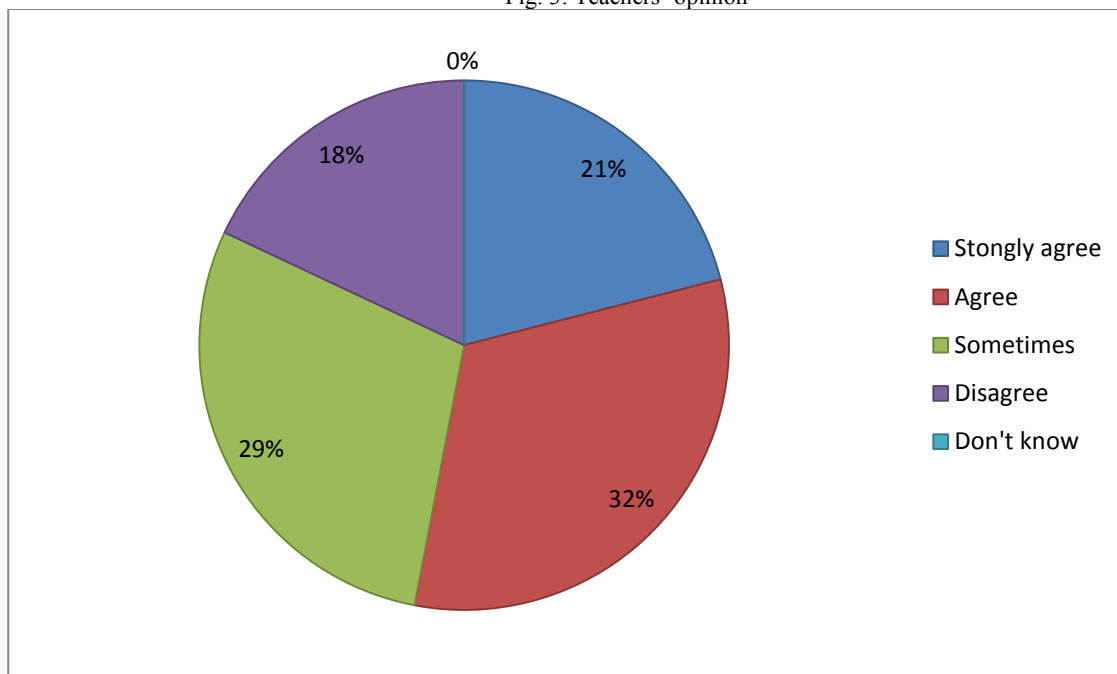
After the observation, it was clear that these students hardly found it easy to write in English. Some students wrote from other related topics which they have memorized for their exam. It was clear that most of the students memorized the descriptions without understanding. Sometimes they didn’t even understand the meaning.

The matter stood that most of the students from Bangla Medium Background read or write English just for passing the test. They are very weak in free writing. These difficulties occur because students don’t use English outside the classroom. When they write something in English, they try to translate it from Bangle to English. Bangle sentence structures are completely different from English sentence structures. And the errors are perpetual.

4.4 Discussion of the Analysis of Teachers’ opinion

At first, teachers’ statements are shown in pie chart.

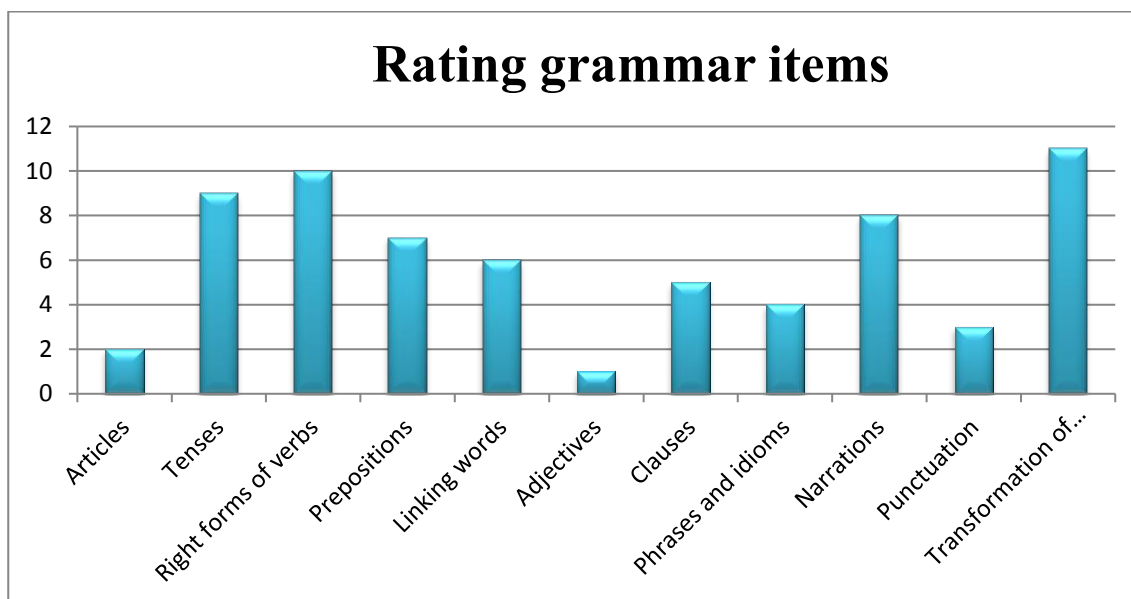
Fig. 3: Teachers’ opinion



The chart is showing that 32% teachers agreed that students have difficulties in writing. 29% teachers said that sometimes their students face difficulty in grammar as they don’t like writing. 21% teachers strongly agreed points because students are not motivated to learn English. Only 18% teachers disagreed because they don’t find much difficulty in writing. There was no one to say that they don’t know about the difficulty that the learners come across.

Teachers were given a chart including grammar items. They were asked to rate each grammar topics according to their student’s difficulty. The rating are shown in graph-

Fig. 4: Teachers' rating of grammar difficulty



Teachers' rating is quite different from students' rating. Teachers found that the students make most errors in transformation of sentences. But students said they found more difficulty in using prepositions. Both teachers and students rated adjectives as the easiest items than the others.

Two open ended questions were asked to the teachers. The first question was- "What are the reasons for the students to face difficulties in writing?"

The teachers' observations are given below:

1. Lack of practice is one of the most important roles to play for the learners' deficiency in grammar structures. Teachers said that students never want to study English at home. They are not interested to learn English. They study English only to pass the exam. They are not interested to read other story books in English or write in English outside the classrooms.
2. Some teachers said that English is a foreign language that's why students never show much interest to learn it.
3. Most of the teachers complained that there were some English teachers who used Bangla in English classes. As a result, students never use English or communicate with their classmates in English.
4. Some teachers think that the text books are not designed according to the students' needs.
5. Students don't try to write in their own words most of the time. They just memorize the limited topics. They are more into rote learning.

The second question was –

"Do you find students participating in English classes?"

70% teachers said "No" and the others said "Yes". Teachers think that the frequent changes of the national curriculum are responsible for this. Lack of efficient teachers is also responsible. There are lots of vocabulary, phrases and grammar rules in English language. Students sometimes get confused and feel bored to learn it. Students don't get suitable environment for learning English.

5.1 Conclusion/Observation/ Suggestions

The difficulties in grammar faced by the Bangla Medium students are multifarious in ESL classrooms in Bangladesh. The reasons are also varied to address with. The lack of students' participation, inadequately trained language teachers, limited resources, suitable environment, lack of student's motivation, lack of teaching tools, lack of proficiency in using the tools are the major problems to identify. Certain issues like the students' actual and desired needs, students' and teachers' attitudes towards English and the extent of the use of English, the teachers' proficiency levels, the infrastructures of the institutions, resources available, students' social backgrounds and economical conditions are also to be considered. Audio-visual aids are yet to be made available. In fact, little opportunity was made for the practice of listening, although learning outcomes were spelt out in terms of four skills.

In some books (e.g. in books for classes 7 and 8), there are exercises on all four skills, and listening comprehension passages are given at the end of these books, but in some others, (e.g., in books for classes 9 and 10) listening comprehension passages are not given either at the end of the books or in a separate book or in audio-tape or CD ROM, although listening exercises are available in the main textbook lessons.

Many teachers were not acquainted with the modern development in the field of language teaching. They failed to understand the approach of the revised 'English for Today' books. They failed to adopt a communicative method and left many parts of the books untouched.

To ensure that the students are learning English with the aim that they will use it, the teaching methodology and the evaluation and examination format must be changed. Hasan, M.K. (2004) suggested the following in the context on Bangladesh.

1. Language should be presented as discourse. Opportunities should be provided for oral interaction. There should be sufficient scope of practising listening skills.
2. As students are expected to use English in different spheres of life and in different circumstances, they must come across different cultures and varieties while using the books. Textbooks should accommodate this.
3. Communicative grammar books should be written in English.
4. Workbooks should be written or provided for additional exercises.
5. Teacher's book, which has been promised in the national curriculum (report 1995 Vol. II), should be published and distributed so that the teachers can get immediate help. And each lesson of this book should be vivid enough to give teachers a clear idea about how to teach the lesson.
6. Teacher training:

In support of the new textbooks and syllabus, the NCTB National Curriculum and Textbook Board) arranges Teacher Training Programmes in cascade manner (Curriculum report 1995). But this programme has proved insufficient to put all the teachers under development. For the curriculum to be interpreted by the teachers, all English teachers should come under such programmes.

5.2 Suggestions for ESL/EFL Teachers all over the world

Teachers are in direct contact with the students. They are responsible for the integration of each work and activity in the class. With the changed view of language teaching the teachers should change their role in the classroom. They should be the facilitators rather than the rulers. For teaching in a communicative language classroom successfully, a teacher should ensure the following checklist:

1. On the first hand, he/she must interpret what is intended in planning levels of the curriculum and be able to use communicative language materials and books effectively.
2. He/she should engage the students in the leaning process and activate them. The students should not be treated as empty receptacle of what teacher says. Rather they will be the most active participants in the classroom.
3. While teaching, objectives of each lesson must be clear to the teacher. He/she should know what he/she is teaching to whom and why and in which circumstances they will be using it.
4. Teacher is expected to come to the class with a pre-arranged plan and check before whether all the activities will prompt learning among the students.
5. While teaching, the teacher should evaluate how far learning is taking place. After the completion of each lesson, he/she must measure the students' achievement and make necessary changes with the findings of each class in the plan of the classes to come.
6. No one can learn a language if he/she does not use it. So, the teacher should create environment where students will use English. In the class, he/she should use English. L1 can be used as a checking device only.

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Appendix-A
Students' questionnaire

No.	Statements	Strongly Agree	Agree	Sometimes	Disagree	Don't Know
1.	Confusions between past simple and present perfect tense					
2.	Difficult to organize English sentences					
3.	Difficulties in placing articles in the right places					
4.	Problems in prepositions					
5.	Difficult to identify the right forms of verbs					
6.	Problems in memorizing phrases and idioms					
7.	Transformation of sentences and clauses are difficult					
8.	Problems in using linking words (e.g. that, however, therefore, moreover, as, when etc)					

9.	Tense is the main problem in writing					
10.	Punctuations are annoying					
11.	English sentences are difficult because of the tricky structures					

The learners were asked to rate grammar items according to their difficulty. The items have been rated according to their responses-

Articles	
Tenses	
Right forms of verbs	
Prepositions	
Linking words	
Adjectives	
Voice	
Phrases and idioms	
Narration	
Punctuation	
Transformation of sentences and Clauses	

Appendix-B
Teachers' questionnaire

No.	Statements	Strongly Agree	Agree	Sometimes	Disagree	Don't Know
1.	Unable to put ideas into organized sentences					
2.	Problems in selecting prepositions					
3.	Confusions in placing articles in the right places					
4.	Problems in tenses					

5.	Facing difficulty in the right forms of verbs					
6.	Phrases and idioms are found annoying					
7.	Transformation of sentences and clauses are difficult to deal with					
8.	Huge problems in placing punctuations					
9.	Unenthusiastic in writing paragraphs, essays, applications, stories etc					
10.	Students are not motivated to learn English					
11.	English sentences are difficult because of the tricky structures					

Teachers were asked to rate grammar items according to their experiences where students make the mistakes most. The grammar items are rated according to students mistakes areas-

Articles	
Tenses	
Right forms of verbs	
Prepositions	
Linking words	
Adjectives	
Clauses	
Phrases and idioms	
Narration	
Punctuation	
Transformation of sentences	

Appendix - C

For Students

Dear participants, I am conducting a research on the “Hurdles through English sentences and phrases in ESL classroom in Bangladesh.” The aim of this research is to identify students’ difficulties, errors and mistakes in writing. I have designed a short questionnaire for you based on the topic. It will take your 10–15 minutes of your time. Please complete the following questionnaire. Thank you.

General information: Please put a tick (✓) mark in the boxes below:

Level of class: 6 / 7 / 8 / 9 / 10

Name of the School:

Please read the statements below and mark (✓) your level of agreement.

No.	Statements	Strongly Agree	Agree	Sometimes	Disagree	Don't Know
1.	Confusions between past indefinite and present perfect tense					
2.	Difficult to organize English sentences					
3.	Difficulties in placing articles in right places					
4.	Problems in prepositions					
5.	Difficult to identify the right forms of verbs					
6.	Problems in memorizing phrases and idioms					
7.	Transformation of sentences and clauses are difficult					
8.	Problems in using linking words (e.g. that, however, therefore, moreover, as, when etc)					
9.	Tense is the main problem in writing					
10.	Punctuations are annoying					
11.	English sentences are difficult because of the tricky structure					

Please rate each grammar topic according to how difficult it is for you:

Articles	
Tenses	
Right forms of verbs	
Prepositions	
Linking words	

Adjectives	
Voice	
Phrases and idioms	
Narration	
Punctuation	
Transformation of sentences and Clauses	

Open ended questions:

1. Are you satisfied with your teacher's guidance?

2. Why do you find it difficult to learn English?

3. Is it difficult to memorize the grammar rules? Why?

Writing task: Write about "Your favourite TV shows". (100-150 words)

Appendix - D

For Teachers

Dear participants, I am conducting a research on the "Hurdles through English sentences and phrases in ESL classroom in Bangladesh." The aim of this research is to identify students' difficulties, errors and mistakes in writing. I have designed a short questionnaire for you based on the topic. It will take your 10-15 minutes of your time. It would be very kind of you to complete the following questionnaire. Thank you.

General information: Please put a tick (✓) mark in the boxes below:

Teaching Experience: _____ Years

Age: 25-55 and above

Name of the School:

Please read the statements below (about your students) and mark (✓) your level of agreement.

No.	Statements	Strongly Agree	Agree	Sometimes	Disagree	Don't Know
1.	Unable to put ideas into organized sentences					
2.	Problems in selecting preposition					
3.	Confusions in placing articles in the right places					
4.	Problems in tenses					
5.	Facing difficulty in the right forms of verbs					
6.	Phrases and idioms are found annoying					
7.	Transformation of sentences and clauses are difficult to deal with					

8.	Huge problems in placing punctuations					
9.	Unenthusiastic in writing paragraphs, essays, applications, stories etc					
10.	Students are not motivated to learn English					
11.	English sentences are difficult because of the tricky structures					

Please rate each grammar topic (as 1, 2, 3...) according to your experience where students make errors most:

Articles	
Tenses	
Right forms of verbs	
Prepositions	
Linking words	
Adjectives	
Clauses	
Phrases and idioms	
Narration	
Punctuation	
Transformation of sentences	

Open ended questions:

1. What are the reasons for the students to face difficulties in writing?

2. Do you find students participating in English classes? (If not then give reason)

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