

# Learners'-Teachers'-Parents' Approaches towards EFL Learning: A Case Study at Elementary Levels' Bangla-Medium Schools in Khulna Metropolitan City, Bangladesh

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## Abstract

This study explores the multidimensional attitudes towards learners, teachers, and parents at Bangla-medium schools in the Khulna Metropolitan City of Bangladesh. The initial and first institutional learning starts from elementary schools, indicating pre-primary, nursery, and class one to class five. So, it is crucial to build the foundation of EFL learning platforms where the learners' four language skills can be developed. Considering its standing and global importance, English is a vital language in the workplace, education, and facilitating international communication and cross-border trade and business. The critical goals of the study are to comprehend the viewpoints and approaches of primary school pupils in Bangla-medium schools, the instructional methodologies used by teachers, and the role that parents play in helping their kids acquire the language. Questionnaires focus group discussions, and classroom observations have been used to collect data and examine the expectations, motives, and difficulties each stakeholder encounters. The results emphasize how crucial interactive teaching strategies are, how important a supportive family environment is, and how learners' particular attitudes toward developing their language skills. The study also recommends how to improve the overall efficacy of English language Learning by organizing teachers' training programs, using English as the medium of instruction, appointing more skilled English Language teachers, making an ideal class size, using digital pedagogical materials tools to develop suprasegmental features; to align curriculum with students' interests; to ensure student oriented teaching; and to make parental awareness at the primary level in Khulna Metropolitan City.

**Keywords:** Communication, Digital pedagogical tools, EFL Learning, Elementary Level, Khulna Metropolitan City, 'Learners'-Teachers'-Parents' Approaches

## Introduction

Learning English is currently considered as an integral part of education in Bangladesh as it opens doors to both domestic and international academic affairs, professional prospects and workplace

communication. Learning English is crucial for workplace communication. But the success of English language instruction depends on a number of stakeholders, including parents, teachers, and students. Each of the three stakeholders has a unique perspective, set of expectations, and approaches to learning. Navigating the difficulties of learning English is considerably more difficult in Bangla-medium schools. This study aims at investigating how parents, teachers, and students at elementary levels in Bangla Medium Schools (Government Primary Schools, Kindergartens, and Madrasas) in Khulna Metropolitan City feel about studying English. Its purpose is to examine how these three groups consider the value of English, the methods they use, and the difficulties they face.

This research investigates how students consider English as a component of their curriculum, how teachers deal with teaching English in an educational system based in Bangla, and how parents support their kids' language development.

## Background

The teaching and learning mechanisms of English as a Foreign Language (EFL) at the elementary levels' schools in Khulna Metropolitan City, Bangladesh, are influenced by the various approaches that students, teachers, and parents use. Because of financial origins, educational options, and cultural attitudes towards English, each group provides unique viewpoints and approaches to language acquisition even they are highly interlinked in EFL learning activities. Although most parents concur that learning English is essential for success in future, their ability to support their kids differs. The key goals of the study are to comprehend the viewpoints and approaches of primary school pupils in Bangla-medium schools, the instructional methodologies used by teachers, and the role that parents play in helping their kids acquire the language (Rahman, 2019). The demand for English proficiency has penetrated various educational levels, particularly elementary schools, which form the foundation of language acquisition (Ahmed, 2020). As Bangladesh integrates more with the global economy, proficiency in English is essential for students to compete internationally (Hossain & Tareq, 2017). The study gains a comparative component from International Research on Early Language Learning, which enables Khulna City to incorporate a worldwide perspective (Baker, 2015). The findings of this study show that effective teaching strategies by teachers, coupled with positive parental reinforcement, can enhance students' motivation and engagement in language teaching (Cameron, 2001). In children's education, paternal participation is very influential as the socioeconomic status of the households also has a very close and deep relationship with this learning process (Shahidullah, 2021).

In Bangladesh, parental attitudes towards learning English frequently follow broader societal trends, in which English is viewed as a route to more excellent prospects (Khan & Akhter, 2018). However, many poor parents, considering their socioeconomic backgrounds, need more language skills to assist their children effectively, which can create a dependency on teachers (Ali & Rahman, 2016). Teachers in the EFL classroom in Bangladesh often need help with large class sizes but they have limited resources, and inadequate training (Rahman & Pandey, 2019). These barriers can hinder the implementation of communicative language teaching (CLT), widely advocated as a successful approach to language learning (Littlewood, 2007). School and home environments help to shape the Learners' attitudes towards EFL learning. Students who get support from their parents and teachers are likelier to have good opinions of English (Ellis, 2008). Additionally, creating an atmosphere supporting language acquisition requires parents' and instructors' expectations for their children's EFL development lineup (Graddol, 2006). In Khulna, as in many parts of Bangladesh, the effectiveness of EFL learning at the elementary

level remains contingent on the collaboration between learners, teachers, and parents (Hasan & Rahman, 2018). A more thorough analysis of how students, instructors, and parents approach EFL learning is necessary, given the significance of English competence for future academic and professional achievement, particularly in metropolitan city settings with limited resources in Khulna city (Kabir, 2020). The mechanisms of these interactions must be understood to close the gaps in language learning at the elementary school level (Nunan, 2013).

Analyzing all the above quotations, the researchers may comment that the background of this study is very strong, valid and relevant.

### Research Questions

1. What are the approaches of the students in the Bangla-Medium Elementary Schools in Khulna Metropolitan City towards EFL Learning?
2. What problems do they face in EFL Learning in this regard?
3. How do teachers at Elementary Levels' Bangla-Medium Schools approach teaching English.
4. What are their teaching methods?
5. How do the parents assist their kids in learning English and what are their expectations towards EFL Learning?

### Objectives of the Study

1. To explore the learning strategies and find out the problems of the students at elementary level in Bangla medium schools.
2. To identify and analyze the teaching methods, attitudes, and challenges of teachers in Bangla-medium elementary schools.
3. To find out how the parents support their children in learning English.

### Significance of the Study

EFL Learning is a process of education where learners, teachers, and parents are very closely attached to the entire process. As most of the learners in Bangladesh fail to use English as a communication tool, it is highly necessary to identify the barriers or problems addressed in learning English for all learners, especially at the elementary level in Bangladesh. For better findings, close-ended Likert five scales questionnaires are formed for teachers and parents and focus group discussion (FGD) is used for collecting information from parents and learners. So, all the findings will help us detect the problems in the EFL learning journey, especially at the elementary level in Khulna Metropolitan City. It will be easier to pull out those problems ensuring a better and expected EFL learning environment where the learners will be able to use English as a language tool in every sphere of their practical lives. As the teachers are directly involved in EFL learning, they may be highly skilled so that they can enhance EFL learning activities and the parents will get a scope to cooperate with their children in learning English. It provides region-specific insights into how EFL is approached in Khulna Metropolitan City, offering empirical data for articles discussing the state of EFL in South Asia or Bangladesh. Above all, the study hints at different approaches of learners, teachers, and parents towards EFL learning at the elementary level in Khulna Metropolitan City, Bangladesh.

### **Literature Review**

EFL Learning at the Elementary Level builds fluency in global contexts. A research on EFL learning highlights that early education is essential for language learning because young students can better internalize new linguistic structures (Cameron, 2001). For English as a second language to be successfully acquired, parents, teachers, and students must work together in an engaging manner (Richards, J. C., & Rodgers, T. S, 2014). Limited funding and insufficient teacher preparation are two challenges facing EFL instruction in Bangladesh, especially in urban areas like Khulna. Limited funding and insufficient teacher preparation are two challenges facing EFL instruction in Bangladesh, especially in urban areas like Khulna (Rahman & Pandey, 2019). Studies by Nunan (2013) emphasize that early English exposure improves youngsters' language proficiency, but how well it works mainly depends on the teaching strategies and parental support.

### **Teachers' Role in EFL Learning**

In EFL classrooms, teachers are crucial because they mold the learning environment and affect students' motivation. Communicative language teaching (CLT) is a critical component of effective EFL teaching strategies because it motivates students to participate actively in meaningful communication (Littlewood, 2007). However, a shortage of teaching resources and big class sizes make it difficult for many Bangladeshi teachers to use CLT (Ali & Rahman, 2016). Research indicates that to improve teachers' capacity to employ creative teaching strategies, they require continual professional development and pedagogical training (Rahman & Karim, 2020). Above all teachers' teaching activities and English proficiency hold a significant influence in students' learning outcomes, especially at the elementary level (Farooqui, 2014). In addition to pedagogy, the classroom environment created by teachers plays a crucial role in fostering language acquisition. According to Richards (2015), a positive and inclusive classroom environment promotes better student engagement and interaction. According to research conducted in Bangladesh, educators who employ a variety of instructional strategies and give each student individualized attention are better able to meet their unique demands (Sultana & Karim, 2018).

### **Learners' Attitudes towards EFL**

Learners' attitudes towards English learning are critical in their EFL learning journey. According to Gardner (1985), according to the socio-educational paradigm, internal and external factors impact language learning motivation. When young learners are highly motivated and have positive attitudes toward English, their language acquisition might go faster (Baker, 2015). Many Bangladeshi students feel that fluency in English is essential for future employment opportunities and academic achievement (Hossain, 2019). However, challenges like limited exposure to English outside of the classroom frequently temper this excitement. It is our responsibility to maintain this excitement and help students overcome these challenges (Kabir, 2020). Self-efficacy or belief significantly impacts learners' capacity to learn English (Shahidullah, 2021).

### **Parents in EFL learning**

Parents have significant roles in EFL education at the primary school level, where they actively support their children's language learning, and their efforts may raise their motivation and ensure academic success in their lives (Hornby & Lafaele, 2011). Parental and teacher involvement is crucial for young

learners' success in language learning, especially at the elementary level (Brown, H. D, 2007). Most of the parents of the learners think that the more money they invest in their children's language education, the more they will be successful in EFL teaching (Khan & Akhter, 2018). However, not all parents have the language abilities to directly support their children, especially in lower socioeconomic situations (Shahidullah, 2021). Poor socioeconomic setup of the learners' parents results in an overreliance on teachers for students' EFL growth (Hasan & Rahman, 2018). It is impossible to overstate the importance of parents in language acquisition, particularly in elementary school (Mitchell et al., F, 2004). In metropolitan settings like Khulna, socioeconomic differences can impact parental engagement in EFL instruction.

### **EFL in Khulna: Context and Challenges**

Large classrooms, considering the number of learners, lack of trained teachers, and inadequate financial financing, are the barriers to implementing EFL programs in Bangladesh in an expected way (Rahman, 2019). These obstacles seem acute in government schools, where access to modern teaching aids, including technology, is limited (Hossain & Tareq, 2017). Even the GTM method, rote learning, and exam-oriented teaching systems procedures impede students' development of communicative abilities (Ali & Rahman, 2016). Several studies have suggested changes to the EFL curriculum to address these concerns better. Nunan (2013) calls for a shift toward learner-centered approaches focusing on students' unique learning needs and preferences. Similarly, Richards (2015) said that using technology in EFL learning can mitigate some gaps in resource-constrained settings.

The EFL learning environment in Khulna Metropolitan City reflects Bangladesh's more significant difficulties. Studies unique to Khulna reveal that while there is increased awareness of the relevance of English, schools frequently need more facilities and trained personnel to conduct practical EFL training (Kabir, 2020). Besides, the city's socioeconomic difference means that access to excellent EFL education is uneven, with kids from wealthy households having greater access to private tuition and language resources (Hasan & Rahman, 2018). After getting different approaches from teachers, parents, and legislators, a collaborative plan needs to be taken to ensure that all students, regardless of background, may achieve English proficiency (Rahman & Pandey, 2019).

### **Theoretical framework**

This research investigates the interconnected perspectives of students, educators, and parents regarding English as a Foreign Language (EFL) instruction in Bangla-medium primary schools in Khulna, Bangladesh. It employs a multi-theoretical approach rooted in sociocultural, motivational, and behavioral theories. Gardner's motivation theory concerning second language acquisition is utilized to analyze learners' intrinsic and extrinsic motivations and the impact of parental and teacher attitudes on these motivations. Ajzen's Theory of Planned Behavior further explains how learners' attitudes, parental expectations, and teachers' instructional beliefs influence engagement with EFL.

Epstein's framework shows that parental involvement accelerates standard learning activities and develops learners' skills with support and communication with educational institutions.

In contrast, Shulman's pedagogical content knowledge (PCK) framework evaluates educators' EFL teaching methods. The ecological systems theory developed by Bronfenbrenner ultimately offers a comprehensive viewpoint that demonstrates how family, educational, and economic issues impact students' experiences studying English as a foreign language (EFL). This coherent paradigm makes an

in-depth examination of how the attitudes, strategies, and interactions of each group influence EFL Learning in Bangla-medium schools.

### **Methodology of research**

The methodology of this study is exploratory in format. Primary sources of data have been used here to obtain authentic and related information. The study is basically mixed-method in nature because it uses qualitative and quantitative methods simultaneously.

### **Research area and sample of the study**

To collect both qualitative and quantitative data for this study, The researchers conducted different activities at elementary-level schools (Class: Play, Nursery, Pre-primary, and Class 1 to 5): primary, madrasa, and Kindergarten in Khulna Metropolitan City to assess learners' teachers', and parents' approaches towards EFL learning.

#### **(a) Research Area of the Study**

Ten primary schools, ten Madrasas, and ten Kindergarten schools situated at Khulna Metropolitan were visited to meet learners, teachers, and parents and collect data. Two types of close-ended questionnaires for both the teachers and the parents were set in Google Forms to collect data through online surveys and even written forms.

#### **(b) Participants**

##### **1. Selected learners**

Learners are the first and foremost priority-level stakeholders of EFL learning at elementary schools. So, to find better and more authentic results about learners' different approaches, many close class observations are conducted, and even a focus group discussion with the learners is arranged.

##### **2. Selected English Teachers**

English Teachers are primarily related to EFL learning activities as they are instructors of English Language teaching and learning. In this study, 50 teachers from different elementary school levels were requested to answer close-ended Likert five scales questionnaires based on their points of view. It is a matter of great concern that the majority of teachers are from non-English backgrounds.

##### **3. Selected parents**

Parents are also indirectly but sometimes directly involved in EFL learning. So, to find their approaches towards EFL learning, they are attached to this study with a view to finding out their different point of views regarding it. For this, they are invited randomly in a focus group discussion and close-ended Likert Five scales questionnaires are provided to them for finding their different approaches towards EFL learning.

### **Purpose**

As the elementary level of schools in Bangladesh indicates the classes Play, Nursery, Pre-primary, and Class 1 to 5 for Primary, Madrasa, and Kindergarten schools, it hints at the initial academic learning for the learners. Moreover, in this learning journey, the learners, the teachers, and the parents of the learners are directly or indirectly involved. So, the primary purposes of this study are to find out the different approaches of the learners, the teachers, and the parents regarding EFL Learning belonging to the elementary level, to know about what problems they are facing in EFL Learning, and to sort out some probable solutions through which the existing problems faced by both learners and teachers and

observed or realized by parents in EFL Learning activities.

### **Procedures**

Some Bangla medium schools at the elementary level were selected as random samples for collecting both qualitative and quantitative data. Secondly, the researchers visited those schools and discussed their intentions with all the Headmasters or Principals of those institutions. All of them helped the researchers meet with learners, teachers, and parents, and even they felt no hesitation to provide them with the contact numbers of the parents of the learners. Thirdly, the researchers had an open discussion regarding the topic of the article and its objectives with teachers directly involved in taking English classes at the elementary level. After this discussion, printed Close-Ended Likert five Scales Questionnaires for teachers were given to them, and they were requested to mark their opinions accordingly. Thirty teachers helped the researcher and marked their views in the printed Close-Ended Likert five Scales Questionnaires. Besides these, the researchers were allowed to observe English classes from Pre-primary to Nursery and from class one to class five. Then, they met with some parents and gathered their points of view who agreed regarding EFL learning through Close-Ended Likert 5 Scales Questionnaires. Some parents were requested to provide them with their approaches towards EFL Learning through a survey using Close-Ended Likert five Scales Questionnaires. For an online survey, a Google Forms link was sent to the contact numbers of 105 parents, but 83 parents submitted their consent by answering questionnaires. A focus group discussion of fifteen learners from primary schools, Kindergartens, and Madrasas and another focus group discussion with the parents were arranged, and audio was recorded after seeking permission to find different approaches regarding EFL Learning at the elementary level in Bangla Medium Schools. It is clearly noted that all the Headmasters or Principals, learners, teachers, and parents were ensured that all their identities (Name of the Schools, Individual names, and contact numbers) would be kept hidden, secured, and never be exposed to anyone.

### **Development of tools for data collection**

The researchers set two different sets of close-ended Likert five-scale questionnaires for the teachers and the parents to get their different views; observe English classes of the learners; and arrange two focus group discussions separately with the parents and learners.

#### **(a) Class Observations**

The researchers observed five classes at Government Primary Schools, three classes at Kindergarten Schools, and five classes at Madrasas to check how the teachers are teaching, how the teachers focus on four basic skills (Speaking et al., and Listening), which teaching method they are using, how the teachers are getting the learners engaged in EFL learning, how the learners feel in the English classroom, how they learn different topics, and so on.

#### **(b) Focus Group Discussion with Learners**

With the help of class teachers, five learners from Government Primary Schools, five from Kindergartens, and five from Madrasas were invited with the consent of their parents. The learners were asked some questions (in Bangla) about EFL Learning approaches. All the students actively participated in this group discussion. The researchers mention the discussed questions in Appendix 1.

#### **(c) Close ended-Likert Five Scales Questionnaires for the Parents**

A set of close-ended Likert five-scale questionnaires containing ten questionnaires was created using Google Forms. The researchers then sent the set to the WhatsApp numbers of 105 parents of the

learners, who agreed to assist the researchers in this way, as they were informed earlier. All ten close-ended Likert five-scale questionnaires have been added to Appendix 2.

#### **(d) Close Ended-Likert Five Scale Questionnaires for the Selected English Teachers**

When visiting different schools, the researchers discussed some topics with the English Class Teachers, and many of them gave them much time, listened to them carefully, and agreed to assist them. Then, they provided close-ended Likert five-scale questionnaires to them, and they marked their own views. All the close-ended Likert five-scale questionnaires are attached in Appendix 3.

#### **Technique of data analysis**

Learners, teachers, and parents are closely connected in EFL Learning activities. So, the researchers observed English classes and arranged two focus group discussions with learners and parents to sort out their views towards EFL Learning. They analyze data qualitatively. A Close-Ended Likert Five Scales Questionnaire is set, and data are collected and analyzed quantitatively using Google Forms and presented in Pie-Diagrams. Another Close-Ended Likert Five Scales Questionnaire is set for the teachers and provided to them to collect their notions towards EFL Learning activities. The collected data are presented and analyzed within a table.

#### **Result and analysis of the study**

##### **a. Class Observations**

The researchers noticed the learners were running here and there before starting the class. When the teacher entered the classroom, all the students became silent. Then, the teachers started their classes. They used Bangla as a medium of instruction to teach the learners. Very few of them used English to instruct the students. It was seen that students felt comfortable with Bangla instruction, but when the teachers were using English, they felt embarrassed. It was obvious that very few students could understand their teachers' English speech. Teachers were conducting their classes in their own ways. They rarely followed student friendly teaching methods.

In most cases, teachers failed to engage the learners in learning effectively. There were few opportunities to focus on the basic four skills (Speaking et al.). However, they noticed that some Kindergarten Schools are trying to focus on four skills. All the classrooms were not English-centered because multimedia and practical learning materials were not used to teach English and effectively develop the learners' skills in the primary four skills. English was missing from the classrooms at Elementary Levels' Bangla-medium schools in Khulna Metropolitan City, Bangladesh.

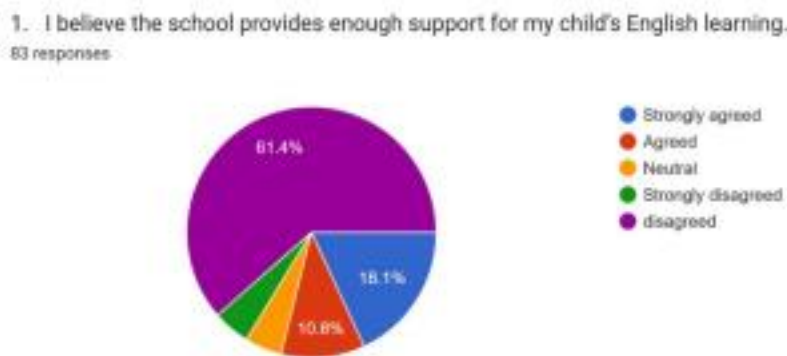
##### **b. Focus Group Discussion with Learners**

A focus group discussion with the learner's starts, and in response to question no.1, a student from Madrasa replies 'no' and adds that English is not their mother tongue, so it is very tough to learn. Another 12 students supported him. A student from kindergarten says English is straightforward to learn as there are only 26 letters. One student said nothing. In response to question no. 2, most say unanimously 'no.' they also said they feel the teachers should conduct English classes in English. However, most of them need help understanding English teachers correctly. So, for our better understanding, honorable teachers use Bangla as a medium of instruction. When the researchers asked question no. 3, the students said 'no,' and only three said 'yes' because they had attended an English Language Learning Course (Paid course). Their parents and private tutors help them practice English, including four skills. In response to question no. 4, most students said 'yes' because, with the assistance

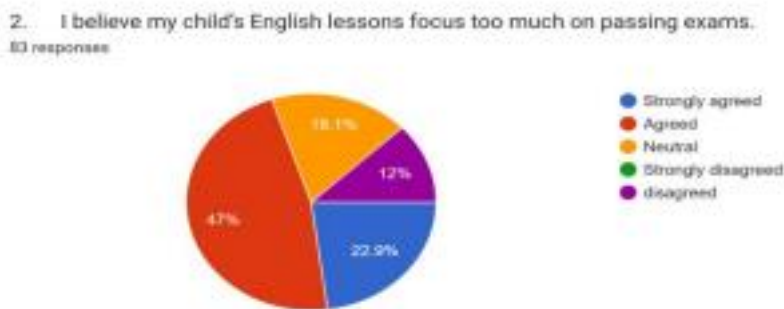


of their English teachers, they can learn English as a foreign language. To answer question no.5, most of them said ‘no.’ even they need more class time, an English Language Club for practicing English, and better-developed materials for effective English Language Learning. Most students even desire to be fluent in speaking English. They also say they need more opportunities to develop their Listening and Speaking skills as the English class uses Bangla. They wish to use English like English both in and outside the classrooms.

(c) **Close Ended Likert Five Scales Questionnaires for the Parents To gather inner insights and point** of views of parents regarding EFL Learning, a link of Google Form containing 10 close ended Likert five scales questionnaires was given to 105 parents of the learners of elementary levels’ Bangla-Medium Schools (Government Primary Schools, Kindergartens and Madrasas) situated at Khulna Metropolitan City, Bangladesh where 83 parents responded and provided the researcher with their point of views through online. The results and analysis of this online survey are as follows.



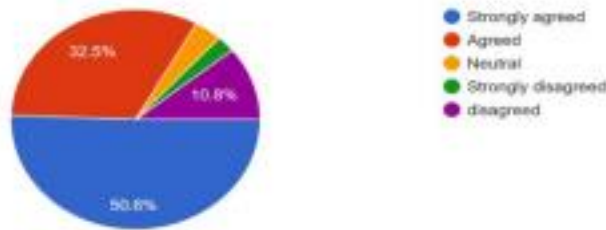
**Figure 1:** According to an online survey, the figure shows that among 83 parents of learners of elementary level schools, a maximum of them disagreed that the school provides enough support for their children's learning English. Here, 64.4% (51 persons out of 83) of the learners' parents disagreed. Where it is noticed that 4.8% (4 persons out of 83) parents strongly disagreed, 4.8% (4 persons out of 83) parents were neutral, 10.8% (9 persons out of 83) parents agreed, and the rest 18.1% (15 persons out of 83) parents strongly agreed in this questionnaire. So, here, a clear indication has been marked that the schools and school authorities at elementary Bangla Medium Schools (Government Primary Schools, Kindergartens, and Madrasas) in Khulna Metropolitan Bangladesh are failing to provide enough support for their children's learning English academically.



**Figure 2:** The above pie chart depicts that no parents of the learners at Elementary Levels’ School at Khulna Metropolitan City strongly disagreed that they believe their child’s English lessons focus too much on passing exams whereas 22.9% (19 parents out of 83) parents Strongly agreed; 47% (39 parents

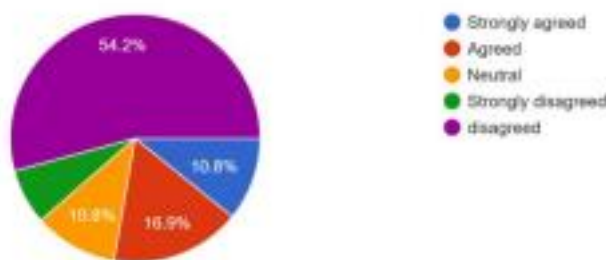
out of 83) parents are agreed; 18.1% (15 parents out of 83) parents are neutral; and 12% parents (10 parents out of 83) disagree in this point. So, based on this viewing of the different approaches of the parents who belong the parents of the learners at Elementary Levels’ School at Khulna Metropolitan, Bangladesh, it is noticed that a maximum of them (69.95%) think their child’s English lessons have been designed for them are focusing too much on passing an examination and cutting a good figure in examinations.

3. I think the school should offer more interactive activities to improve English skills.  
83 responses



**Figure 3:** The figure of the above pie-chart shows that 50.6% (42 out of 83) parents of the learners at Elementary Levels’ School at Khulna Metropolitan City strongly agreed, and 32.5% (27 out of 83) parents agreed that they think the school should offer more interactive activities to improve English skills. On the contrary, 3.6% (3 out of 83) parents are neutral; 2.4% (2 out of 83) parents disagree; and 10.8% (10 out of 83) parents disagree on this point. So, based on this viewing of the different approaches of the parents, the learners belong to the Elementary Levels School at Khulna Metropolitan, Bangladesh. It is noticed that a total of 83.1% (50.6%+32.5%) of parents feel that more interactive activities should be offered, especially to Elementary Schools, by authorities to improve their children’s English skills to be used as a language instead of being a mere subject.

4. I believe that my child’s school provides enough opportunities to practice English.  
83 responses

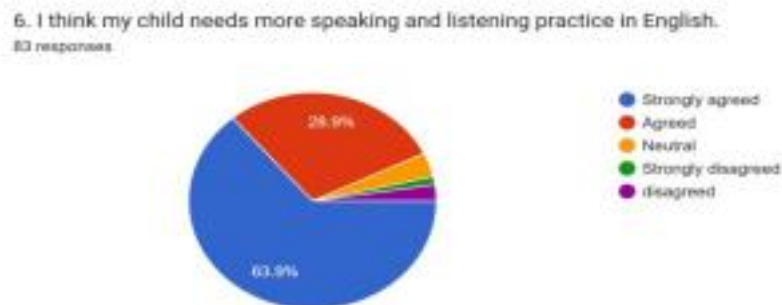


**Figure 4:** According to Figure 4, the researchers say that 10.8% (9 out of 83) parents of the learners at Elementary Levels' School at Khulna Metropolitan City, Bangladesh, strongly agreed, and 16.9% (14 out of 83) parents agreed that the schools where their children are studying provide enough opportunities to practice English. However, 10.8% (9 out of 83) of parents are neutral, whereas 7.2% (6 out of 83) parents strongly disagree, and 54.2% (45 out of 83) parents disagree on this point. So, based on the above-mentioned information, here lies an unambiguous indication of the learners' parents that more than 50% accurately 51.4% of parents of the learners of elementary levels' schools (Government Primary Schools, Kindergartens, and Madrasas) are denying the fact that schools provide enough opportunities to practice English. Even nine of the learners' parents neither agree nor strongly agree.

Rather, they stay neutral in this regard.

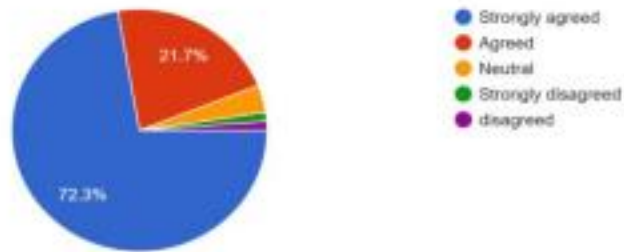


**Figure 5:** According to Pie-Diagram 5, it is clear that 25.3% (21 out of 83) parents of the learners at Elementary Levels' School at Khulna Metropolitan, Bangladesh, strongly agreed, and 28.9% (24 out of 83) parents agreed that the teachers of their children are very much effective in teaching English. However, 12% (10 out of 83) parents are neutral, whereas 10.8% (9 out of 83) parents strongly disagree, and 22.9% (19 out of 83) parents disagree with this questionnaire. So, based on the information mentioned above, here lies an unambiguous indication of the learners' parents that more than 50% accurately 54.2% of parents of the learners of elementary levels' schools (Government Primary Schools, Kindergartens, and Madrasas) have given their views that teachers of their children are very much effective in teaching English. Even ten parents out of 83 of the learners' parents neither agree nor disagree. Instead, they stay neutral in this regard.



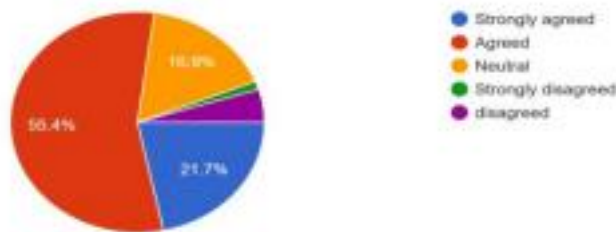
**Figure 6:** According to the Pie-Diagram 6, it is noticed that 63.9% (53 out of 83) parents of the learners at Elementary Levels' School at Khulna Metropolitan, Bangladesh, strongly agreed, and 28.9% (24 out of 83) parents agreed that their children need more speaking and listening skills in English. Here, 3.6% (3 out of 83) parents are neutral, whereas only 1.2% (1 out of 83) parents strongly disagree, and 2.4% (2 out of 83) parents disagree on this questionnaire. So, based on the information mentioned above, here lies an unambiguous indication of the learners' parents that about 92.8% of them support that more speaking and listening skills in English should be developed for their children to get enriched in English as a Foreign Language Learning. This pie diagram indicates that very few parents (only 3.6%) deny that their children need more speaking and listening skills in English. Only 3.6% of parents (3 out of 83) of the learners neither agree nor disagree. Instead, they remain neutral in this regard.

7. I believe English should be taught from an earlier age in primary schools.  
83 responses

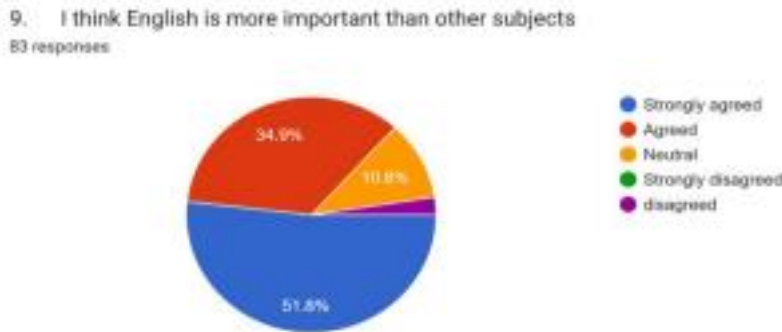


**Figure 7:** The approaches of parents of the learners at Elementary Levels Bangla Medium Schools have been gathered through Google Forms, and the seventh questionnaire of that form is ‘I believe English should be taught from an earlier age in Primary School’ where a total of 83 parents of the learners responded and gave their valuable opinions in this regard. All the responses are shown in the pie diagram. According to Pie-Diagram 7, it is noticed that 72.3% (60 out of 83) parents strongly agree, and 21.7% (18 out of 83) parents agree that English should be taught from an earlier age in Primary School. Here, 3.6% (3 out of 83) parents are neutral, where only 1.2% (1 out of 83) parents strongly disagree; and again, 1.2% (1 out of 83) parents disagree on this questionnaire. So, based on the information mentioned above, there is an unambiguous indication from the learners’ parents that about 94% (78 out of 83) of them support the idea that English should be taught at an earlier age in primary school. This pie diagram indicates that very few parents (only 2.4%) deny it. Only 3.6% of parents (3 out of 83) of the learners neither agree nor disagree. Instead, they remain neutral in this regard.

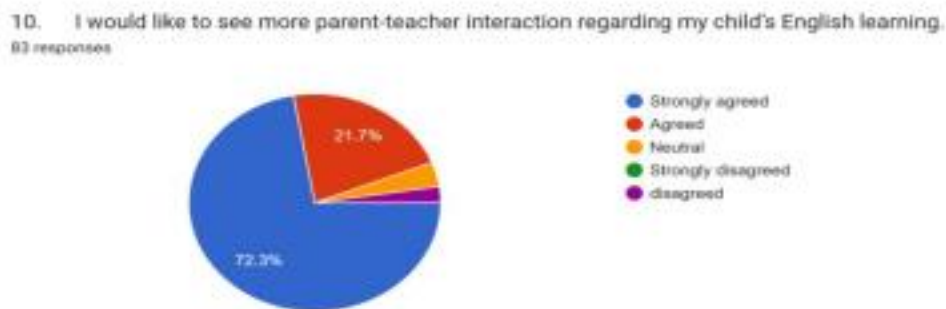
8. I provide extra resources for my child to improve their English (e.g., private tutoring).  
83 responses



**Figure 8:** According to the Pie-Diagram 8, it is noticed that 21.7% (18 out of 83) parents of the learners at Elementary Levels’ School at Khulna Metropolitan, Bangladesh, strongly agreed, and 55.4% (46 out of 83) parents agreed that they provide extra resources for their children to improve their English(e.g., private tutoring ). However, 16.9% (14 out of 83) parents are neutral, where only 1.2% (1 out of 83) parents strongly disagree, and 4.8% (4 out of 83) parents disagree on this questionnaire. So, according to the mentioned Pie-Diagram, the learners’ parents clearly indicate that about 87.1% of them support providing extra resources for their children to improve their English (e.g., private tutoring) to get their children enriched in English as a Foreign Language Learning. It is also seen in this Pie-Graph that only 3.6% deny it. Here, a good number of parents, 16.9% (14 out of 83), neither agree nor disagree. Instead, they remain neutral in this regard.



**Figure 9:** The data shown in Pie-Diagram 9 conveys a clear message that 51.8% (43 out of 83) parents of the learners at Elementary Levels’ School at Khulna Metropolitan, Bangladesh strongly agreed, and 34.9% (29 out of 83) parents agreed that English is more important than other subjects. Besides, 10.8% (9 out of 83) parents are neutral, whereas only 2.4% (2 out of 83) parents disagree, and here, no parents strongly disagree in this regard. So, according to the mentioned Pie-Diagram, it is a clear indication of the learners’ parents that a maximum of them (86.7%) support that English is more important than other subjects. It is also seen in this pie graph that only 2.4% disagree with it, whereas 10.8% (9 out of 83) neither agree nor disagree. Instead, they remain neutral in this regard.



**Figure 10:** According to the data shown in Pie-Diagram 10, it is noticed that 72.3% (60 out of 83) parents of the learners at Elementary Levels’ School at Khulna Metropolitan, Bangladesh, strongly agreed, and 21.7% (18 out of 83) parents agreed that they would like to see more parent-teacher interaction regarding their children’s English learning. Here, only 3.6% (3 out of 83) parents are neutral, whereas only 2.4% (2 out of 83) parents disagree, and here, no parents strongly disagree. So, according to the pie diagram, it is a clear indication of the learners’ parents that a maximum of them (94 %) support the idea that they would like to see more parent-teacher interaction regarding their children’s English learning. The researchers observed in this pie graph that only 2.4% disagreed with it, whereas again, only 3.6% (3 out of 83) neither agree nor disagree. Instead, they remain neutral in this regard.

**(d) Close-Ended Likert Five Scales Questionnaires for English Teacher**

Questionnaires	T.P	S.A	A	N	S.D	D
1. I speak in English while taking class	30	0	3	3	10	14
2. I use communicative activities to help students	30	5	5	2	6	12

improve their speaking skill						
3. I face difficulties in teaching English because of large class sizes	30	15	6	0	5	4
4. I regularly attend training programs to improve my English teaching skills	30	0	1	0	23	6
5. I have access to adequate resources (books, multimedia, etc.) to teach English effectively	30	0	2	3	20	5
6. I find that many of my students struggle with understanding English	30	20	5	1	3	1
7. I encourage my students to practice English outside the classroom	30	5	2	2	15	6
8. I think there is enough time in the school schedule to cover the English curriculum	30	0	0	3	25	2
9. I think students need more practical English skills (e.g., speaking, listening) rather than just exam preparation	30	25	4	1	0	0
10. I believe that students' socio economic background affects their ability to learn English	30	12	13	2	1	2
11. I believe that my students' parents are involved in supporting their English learning	30	5	6	3	12	4
12. I think more technology should be used in teaching English	30	20	8	2	0	0
13. I am satisfied with the current English curriculum for primary students	30	8	6	1	9	6
14. I find that many students are more interested in learning English than other subjects	30	2	3	2	18	5
15. I believe my own English skills need improvement	30	25	5	0	0	0

Table 1

N.B Here T.P= Total participants, S.A= Strongly, A= Agreed, N=Neutral, S.D= Strongly Disagreed, and D= Disagreed

A Closed-Ended Likert Five Scales Questionnaire was set to determine the different attitudes of the English teachers towards EFL Learn. All the teachers belonged to Elementary Bangla Medium Schools

in Khulna Metropolitan, Bangladesh. Thirty teachers were the samples here. All the findings from these questionnaires are mentioned and analyzed below.

### **1. Language Usage in Class (Q1)**

80% instructors, that means 24 out of 30 instructors "disagreed" or "strongly disagreed" with the statement, showing that they do not primarily use English while teaching. Only 10% agreed, indicating a restricted usage of English in classroom interaction and possibly a preference for native language support during sessions.

### **2. Use of Communicative Activities (Q2).**

The opinions are rather split, with 33% "Strongly Agreeing" or "Agreeing" and 60% disagreeing. This shows that some teachers use communicative methods, but many do not, maybe due to inadequate resources or large class sizes.

### **3. Difficulties resulting from large class sizes (Q3)**

21 teachers out of 30 (70%) teachers either Strongly Agreed or Agreed regarding the difficulty of dealing with large classrooms, indicating a critical challenge that affects teaching effectiveness and individual student attention.

### **4. Participation in training programs (Q4)**

23 out of 30 (77%) teachers strongly disagreed and 6 out of 30 (20%) disagreed that they have few chances to participate in training programs to improve their skills where only one teacher out of thirty agreed to this fact.

### **5. Access to Resources (Q5)**

None of the participants "Strongly Agreed" with having adequate resources, and only 7% agreed. On the contrary, 83% of teachers (25 out of 30) rejected or strongly disagreed with the claim that they had adequate resources to teach English effectively. Teachers have considerable challenges due to limited access to teaching resources such as books and multimedia, which may reduce the variety and quality of instructional materials available to students.

### **6: Students struggle with understanding English (Q6)**

About 83% of teachers give their opinions that the students who belong to the elementary level struggle with understanding English. Besides, one teacher is neutral and another one disagrees when 3 teachers out of 30 strongly disagree. This is a clear indication that faulty teaching mechanisms may create this problem for the learners.

### **7. Practice English with encouragement beyond classroom (Q7)**

According to the responses of the teachers in this questionnaire 7, it is seen that 70% of teachers do not encourage English practice outside of the classroom Where 2 out of 30 teachers are neutral and total 7 out of 30 teachers say that they encourage their learners to practice English outside the classroom. So, here lies an indication that most of the teachers fail to encourage their learners to practice English outside the classroom.

### **8. English Curriculum Time Allocation (Quarter 8)**

Totally 90% of teachers "strongly disagreed" or "Agreed" that there was adequate time for the English curriculum. Here 10% (3 out of 30) teachers were "Neutral". This agreement indicates the necessity for a lengthier training session or curricular changes.

### **9. Practical English Skills versus Exam Preparation (Q9)**

Maximum of 97% (29 out of 30) think that practical skills (e.g. speaking, listening...) are more important than exam preparation when only one teacher was Neutral in this concept. Here

demonstrating teachers' preference for a balanced, skills-based approach over exam-centric learning is needed.

**10. Socioeconomic Background Impact to learn English (Q10)** The majority of teachers (25 out of 30) think that learners' socio economic background influences their ability to learn English where only two teachers are Neutral; one strongly disagreed and the other two teachers disagree in this regard. Teachers believe that socioeconomic factors can be influential in language acquisition. Well off families who get chances to arrange extra activities to teach English by attending private or specialized programs, the poor parents of the learners fail here to accommodate such types of activities for their children.

#### **11. Parental Involvement (Q11)**

Only 11 teachers out of 30 (36.67%) have given their consent that students' parents are involved in supporting their English learning. Here three teachers remain neutral and 16 out of 30 (53.33%) teachers don't think that learners' parents are involved in supporting their English learning. This study shows that very few parents are involved in supporting their kids' English learning.

#### **12. Technology Use in English Teaching (Q12)**

In this regard, 28 out of 30 (97%) teachers opine that more technology should be used in teaching English where only three teachers out of 30 are Neutral in this concept. But no teachers deny the necessities of technology in teaching and learning English. In this sense, widespread use of digital technology such as multimedia, audio visual aids etc. can improve language training and teaching approaches, which are essential for incorporating EFL learning at the primary level.

#### **13. Satisfaction with the Current Curriculum (Q13)**

In this questionnaire, teachers opine diverse opinions on the current curriculum's effectiveness. 15 out of 30 (50%) teachers think that the current curriculum for elementary levels' students are not up to the mark where 14 teachers (about 47%) think it ok and one teacher remains neutral in this case. So, it gives a clear indication that some teachers think that the present curriculum is good while others feel it needs improvement.

#### **14. Student Interest in English Compared to Other Subjects (Q14)**

Only 16.67% of teachers agreed that students are more interested in learning English than other subjects, while 76.67% disagreed and the rest remained neutral in this regard. Here Teachers perceive that students are generally less motivated to learn English, possibly due to curriculum or teaching approaches that may not fully engage their interest.

#### **15. Self-Perceived Need for Improvement in English Skills (Q15)**

In this questionnaire 30 out of 30 (100%) teachers agreed that their own English skills need improvement. Here Teachers' unanimous response shows a self-awareness of areas for growth. It emphasizes the need of training providing them with the required skills and also to boost their confidence and competence in teaching English while also making them feel encouraged and valued.

### **Key Findings of the Study**

Class observations in primary Bangla-medium schools in Khulna Metropolitan show that teachers essentially utilize Bangla as the language of instruction, with very few using English, making kids visibly uncomfortable and failing to understand when English is spoken. Classrooms lack student-centered, interactive teaching methods, resulting in poor engagement and few opportunities for pupils to have the chance to develop the four basic language skills through classroom activities. While a few kindergarten schools try to combine all four skills, the lack of multimedia tools and suitable instructional



materials impedes English acquisition. Above all, it is seen that English is primarily absent from daily classroom interactions, emphasizing the importance of resources, training, and pedagogical strategies that help the teachers to teach and for the learners to promote English as a Foreign Language (EFL) learning from a young age.

The focus group conversation with students demonstrates a variety of attitudes toward learning English. While older pupils, particularly those from Madrasa backgrounds, regard English as challenging because it is a foreign language, younger kids, such as those in kindergarten, find it manageable, with one remarking on its simplicity due to the just 26 letters. Most students said that their teachers taught English classes mostly in Bangla for their better listening and understanding. However, they expressed a desire for English education that would improve immersion. Only three students practice English daily, thanks to individual lessons and parental encouragement. Most students believe their English professors are critical to language learning, even though class time and materials are insufficient. They stated a desire for extra resources, such as English groups and advanced materials, in order to become fluent. Many students want to speak English fluently, suggesting a great desire to develop their language skills further. A survey of 83 parents in Khulna Metropolitan City revealed a strong demand for better English language support and involvement in their children's education. Many parents (64.4%) feel that schools do not adequately support English learning, while 69.9% say that current programs focus too much on exam preparation. A large majority (83.1%) of the parents belonging to the learners at elementary level schools advocate for more interactive activities to enhance English skills, yet over half (51.4%) report insufficient opportunities for English practice at school. Notably, 92.8% of parents agree on the importance of developing speaking and listening skills, and 94% support introducing English early. Furthermore, 87.1% of parents of the learners use other resources, such as private tutoring, to develop their child's learning of English, and 86.7% prefer English over other subjects or courses. Finally, the clear majority means that 94% of parents of the learners want increased parent teacher engagement to help English learners, indicating a community that is genuinely committed to enhancing English language teaching at the primary level.

A survey of 30 English instructors from Khulna Metropolitan primary Bangla medium schools highlights critical issues and perspectives in EFL education. Most teachers (80%) use Bangla instead of English in class, and communicative activities are limited, with only 33% supporting their usage. Large class sizes (70% agreement) and a lack of resources (83% disagreement) are significant barriers to effective teaching. Nearly all teachers (97%) seldom participate in training, and 70% do not encourage English practice outside class. While 97% prioritize practical skills over exam preparation, 90% feel there needs to be more time for a comprehensive English curriculum. Socioeconomic factors are seen by 83% of teachers as influencing student learning, and only 17% believe students are more interested in English than other subjects. Technology is seen as essential by 97% of teachers, though only half are satisfied with the current curriculum. This research shows that most of the teachers are from non-English backgrounds. So, most of them need to be more skilled in speaking for two reasons: 1. They are from non-English background, and 2. They do not have enough teacher training in language instruction. So, they need to conduct English classes using the English language, which decelerates the chances of developing their listening and speaking skills. Even many of them hold little ideas about suprasegmental features. So, their pronunciations become faulty, adversely affecting the learners' English Linguistic development. Besides, essential EFL learning starts at the elementary level. So, the more the teachers will be skilled in the four basic language skills, the more the learners' proficiency will be developed.

Another fact is that all instructors agree that they need to improve their English skills, and they emphasize the importance of professional development to increase their teaching efficacy.

### Recommendations

The study recommends the following suggestions to promote EFL Learning, especially in elementary-level schools.

1. English should be used as the Primary Language of Instruction while teaching English to learners at the elementary level.
2. Teachers should be encouraged and supported to use English more consistently in classrooms.
3. Student-centered and interactive teaching methods should be implemented mandatorily at elementary-level schools.
4. Skilled and proficient teachers from English background should be appointed at elementary level and more multifaceted training programs should be arranged for English teachers ensuring suprasegmental features.
5. Phonetics and phonology, which are very basic lessons, should be introduced from the very beginning of learning to ensure correct spelling and maintain superior features.
6. Multimedia resources like projectors, audio materials, and digital content are urgently needed, and supplementary materials such as English storybooks, games, and visual aids should be made accessible to increase Access to Resources and Multimedia Tools.
7. More teachers training should be arranged to ensure the Professional Development of elementary-level teachers.
8. The Ideal Class Size (1:35) should be ensured to create a better learning environment and reach every learner at the initial level of learning. Schools should provide additional support, such as assistants or volunteers, to manage large classrooms so that they can help teachers maintain student engagement and offer more personalized attention.
9. English Practice beyond the Classroom should be incorporated to encourage practical language use. This can be done by giving short speeches or presenting real-world scenarios in English, which will be helpful for building confidence and fluency.
10. Socioeconomic Barriers to Learning should be addressed, and steps should be taken or reduced to ensure common access to EFL Learning at elementary school levels.
11. Parental Involvement in learners' attachment towards EFL Learning at the elementary level should be strengthened.
12. Parent-teacher meetings and workshops should be arranged monthly or quarterly to inform parents about effective home practices for supporting English learning. These meetings should provide simple English activities or materials that parents can use with their children to help bridge the learning gap at home.
13. Language-learning apps should be used, and interactive games and online exercises should be included in their English Curriculum to provide a dynamic and engaging classroom experience.
14. The Curriculum should be refined to balance practical skills and exam preparation. For this, more time should be scheduled to engage the learners in activities like conversation practice, listening exercises, and interactive tasks. Here, schools can equip students with the skills they need for real-life communication.
15. Aligning the Curriculum with student interests and needs should be developed for elementary-level

learners, where stories, games, or current events can be used as learning materials to make English lessons more enjoyable and relevant.

## Conclusion

It is very clear from the findings of this study that English language instruction in Khulna Metropolitan City's Bangla-medium elementary levels schools requires immediate reformation. The current system disadvantages young learners, including limited English instruction, inadequate interactive approaches, a need for multimedia materials, and a need for skilled and proficient English instructors. As essential learning starts in elementary school, an excellent opportunity can be shaped to establish a love of English at a young age. Classroom experience can be improved by encouraging student-centered learning, hiring skilled English teachers, and utilizing multimedia technologies. Regular discussions with parents and instructors and professional development opportunities will help strengthen this foundation. The environment of classrooms must be ensured in such a way that English comes alive—not only in textbooks but also through games, storytelling, and real-life scenarios. With small class sizes and enhanced resources, every child could feel seen, supported, and motivated to speak, read, write, and listen in English confidently. If we align the Curriculum with students' interests, provide digital tools, and encourage English practice beyond the classroom, which is the home of learning, we can closely connect theoretical knowledge and practical communication to improve the learners' abilities. A supportive atmosphere should be ensured, engaging schools, parents, and instructors in EFL Learning in which young students perform academically and emerge as confident English speakers, ready to thrive in a globalized society.

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