



**Daffodil**  
*International*  
**University**

A thesis report titled  
**Ambitions and Obstacles to English Learning among Children  
of Tea Garden Workers in Bangladesh**

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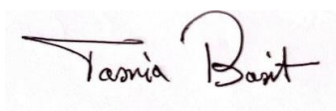
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This thesis report is submitted to the Department of English, Daffodil International University, for the partial fulfillment of the requirement for the degree of Bachelor of Arts (B.A.), in English.

## **STUDENT'S DECLARATION**

I hereby solemnly declare that the thesis report titled Ambitions and Obstacles to English Learning among Children of Tea Garden Workers in Bangladesh is prepared and completed by me under the supervision and guidance of Mr. Md. Rafiz Uddin, Senior Lecturer, and Department of English, Daffodil International University. This report has not been previously submitted to any other university, college, or organization.

I hereby acknowledge that the study I have presented does not breach any existing copyright.



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### **CERTIFICATION OF THE ACADEMIC SUPERVISOR**

I hereby declare that the internship report on “Ambitions and Obstacles to English Learning among Children of Tea Garden Workers in Bangladesh” has been submitted for the award of project paper with internship under my supervision. The author of this report is Tasnia Basit bearing ID 221-10-1053, Department of English. This internship report is recommended for submission to the Department of English, Daffodil International University.

It has been a great satisfaction to work with him. I wish infinite achievement for his future life and career.



-----  
Md. Rafiz Uddin

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# Abstract

This study aims to investigate the ambitions of Tea Garden Workers' children in learning the English language, as well as the obstacles they experience in this process, with a particular focus on how extreme poverty within their community hinders the quality of English education they receive. The study provides recommendations for policymakers to implement real-life solutions that ensure equal learning opportunities for the children of this marginalized community. A closed ended questionnaire consisting of 30 Likert-scale questions was developed for data collection to measure six factors that are based on Stephen Krashen's Affective Filter Hypothesis and Vygotsky's Sociocultural Theory. A task was also provided to measure the participant's English proficiency. Using the questionnaire, data has been collected from 75 children enrolled in three primary schools located in three different tea gardens in Moulvibazar. Findings from this quantitative study reveal that although these children possess strong motivation to learn English, significant economic and social barriers hinder their learning process which keeps them stuck inside the constant intergenerational poverty cycle. The study provides insights and recommendation for the governmental and non-governmental organizations to take necessary initiatives in order to enhance the quality of English education of the children in Tea Garden communities.

**Key Words:** Tea-Garden, Tea Garden Workers, English Learning, Children.

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## Chapter: 1

### **Introduction**

English has become more than just medium of communication in the world creating opportunities for people to achieve career ambitions, tertiary education and professional employments. In developing countries like Bangladesh, English is not just a mere language but a tool to measure ability of a person to strive in global platforms and professional world. While most people struggle to secure a middle range income in Bangladesh, English is known to be a skill that makes them take a leap one step ahead with ability to survive in the recruitment hustles (Erling, E, et al, 2014). In Bangladesh, English is not learned as just a second language but as an inevitable skill that is required to achieve educational goals as well as economic excellence in many contexts. To determine the quality of higher education, create international opportunities such as migration and ensure competitive employment in both public and private sector, English plays a significant role among other global language.

Despite of having multiple functional suitability, a part of Bangladesh remains highly under educated in English language. (Mridula and Ahsan, 2025) The distribution of this language remains unequal depending on a lot of factors such as financial stability, social status and geographic locations. Even though the people residing in Urban areas get access to the language through institutions and private support, the marginalized people or the ones residing in Rural areas remain illiterate in terms of English language acquisition. (Islam, 2019) Among the marginalized communities of Bangladesh, the community of Tea Garden Workers face drastic deprivation of every educational opportunity.

The Tea-Gardeners community is very extensive as there are more than 166 Tea Estates in Bangladesh. (Bangladesh Tea Board, 2019) The people working in these gardens face severe financial deprivation as they earn quite less than a dollar everyday and do not get paid regularly or often work overtime without getting paid (The Daily Star, 2022). The Tea gardeners since 2018 have been in several protests as they demand for TK 300 per week. But despite of continuous protests their demands go unheard (Al Jazeera, 2022). Their financial insolvency stands in their way to get quality education and break the

intergenerational poverty. They do not get access to education as the other parts of the country because of the underdeveloped areas where trained teachers do not approve to go for their employment. Researchers suggest that the dropout rates in Tea gardens is very high while most of them do not opt for higher education and continue to work in the Tea Garden areas (Roy and Sattar, 2015).

To break the intergenerational poverty, it is important for the community of Tea Gardeners to learn English language in order to ensure that they get basic access to important opportunities in real life context. This Study addresses and identifies the reasons behind the lack of competency in English Language among the children of Tea gardens.

### **1.1: Statement of the problem:**

Even though history of tea gardeners are hundreds of years old, the exact data to identify the reasons behind the indifference to English language learning remained unstudied. Lot of factors such as aspirations, motivation and access to resources play vital role in the language learning process. The children of tea gardens remain out of access when it comes to the support and required input that is necessary to ensure quality education as well as English literacy. This study addresses to what extent the children of tea gardens aspire to learn the English language and the barriers that they face while learning English and provide insightful recommendations for the policymakers and other responsible social groups to address the issues and resolve them. The study aims to contribute to enable the children of tea gardens to break the intergenerational poverty, educational deprivation and cultural marginalization that has been going on since centuries, starting from the scratch to ensure fundamental skill of English language competency.

### **1.2; Limitation of the Study**

This study acknowledges the probability of generalization and biased or partial interpretation of the findings as a limitation. The sample of 75 students from three tea garden schools, while adequate for initial investigation, may not be sufficient to portray the real scenario of 168 tea gardens of Bangladesh, which vary in management protocols, quality of education, and community characteristics. Geographic focus on selected districts means findings may not equally apply to tea gardens in other regions where policies, social life and financial stability may vary. The multistage design provides a data across grade levels but cannot track individual developments of the students or definitively establish causal relationships; longitudinal research could precisely reveal whether proficiency evolves over time or not. The quantitative approach, while enabling systematic measurement and statistical analysis, offers limited depth regarding lived experiences and cultural dynamics that richer qualitative inquiry as well as in depth interviews might uncover. Data collection faces challenges including too much reliance on students' self-reports, which may reflect social desirability bias or limited self-awareness, particularly among younger children; language and cultural barriers in implementing questionnaires to ethnic minority children; and absence of systematic data from parents, teachers, or tea estate management whose perspectives are captured only indirectly. Statistical associations identified between variables suggest but do not prove strict data, requiring experimental or longitudinal designs for definitive causal claims. Finally, the intervention recommendations, though evidence-based, remain untested hypotheses requiring empirical validation through implementation research.

Despite these limitations, this study makes valuable contributions by establishing initial empirical data where none previously existed, identifying patterns warranting further investigation, and generating evidence-based intervention hypotheses. These limitations suggest productive directions for future research with larger samples, broader geographic coverage, longitudinal tracking, and experimental intervention testing.

### **1.3: Research Questions:**

RQ1: To what extent do the children of tea gardens aspire to learn English compared to the resources and input they are getting?

RQ2: How is their financial insolvency affecting the English language learning process of the children of tea garden workers?

RQ3: What are the initiatives that can be taken to improve the quality of education among the minority community of tea garden workers?

### **1.4: Research Objectives**

- To identify the extent of the children of tea gardens aspirations to learn English compared to the resources and input they are getting.
- To investigate how their financial insolvency is affecting the English Learning process of the children of tea garden workers.
- To address the initiatives that can be taken to improve the quality of education among the children of tea garden workers.

## Chapter-2

### **Literature review**

This chapter is dedicated to provides a detailed overview of the related studies that explore the importance of English language learning according to Bangladeshi context and the aspirations and barriers that affect the English literacy of the minority community of tea garden workers. The whole study is conducted following strict theoretical framework which will be discussed in the theoretical framework sub-chapter.

#### **2.1: English Language Education in Bangladesh**

Rahman et al. (2019) emphasized the current situation of English learning of Bangladeshi children and how many political upheavals constantly create tension among the students and the institutions which affects their effective learning. According to them the book *English For Today* often fails to meet the national expectations of communicative English and other factors such as lack of resources and undertrained teachers stand in the way of effective language learning in Bangladeshi government primary schools. This article is important for understanding the level of English education in primary schools of Bangladesh and to understand how worse it can be in rural areas or specially Tea garden areas where very little attention has been drawn till now. This article also emphasizes the importance of English Language learning in order to ensure the sustainable career and economic security through employment in the Bangladeshi context.

#### **2.2: Education of the Tea Gardener's Children:**

Tea garden workers community is a distinct marginalized community in Bangladesh initially residing in the Sylhet, Moulvibazar, Habiganj, and Panchagarh districts where 163 tea estates of the country are located. (Bangladesh Tea Board, 2020). This community often participate in protests in order to get their demands met by the Tea Estate authority. *The daily Star* published a report on 22<sup>nd</sup> August 2022 titled “Tea workers block roads demanding Tk 300 daily wage” and the report showcases how devastatingly the Tea

gardeners work from morning to evening while at the end of the day they receive only 120 TK wages which less than a dollar. After several protests for 300 TK daily wages, no results have been found from the tea gardener community's side. This economic hustle is a constant part of their life and it affects the lives of their children as they cannot provide for their children's education.

Al-Amin and Islam (2024) in their qualitative case study draw international attention to how the children of Tea-Gardeners fail to develop an aspiration for higher studies. Economic struggle, large size family, early need for money push the children of tea gardens toward work rather than education. On the other hand, illiterate parents and lack of educational environment limit their educational outcome and aspiration for further studies.

Roy and Sattar (2015) in their mixed method study explored how the Tea Garden workers are among the most marginalized and the deprived groups in Bangladesh. Their study covers 6 tea gardens in Sylhet and Bangladesh and the results show 39% of the population are entirely illiterate and 40% completed up to class 5 education. They financial barrier as the most significant limitation that does not allow the children of Tea gardens to get access to education.

## **2.3: Theoretical Framework:**

### **2.3.1: Krashen's Affective Filter Hypothesis: (Krashen, 1982)**

Stephen Krashen's Affective Filter Hypothesis (1982) explains how learners' emotional states can affect the language acquisition process positive or negatively. The Affective Filter is a barrier suggested by Krashen which is the influence of negative emotions that prevents comprehensible input from reaching the Language Acquisition Device (LAD) when it's high, which leads to affecting the learning process. Krashen identifies three key affective variables that are motivation (desire to learn and perceived value of language), anxiety (nervous to use the language), and self-confidence (belief in one's ability). High motivation and confidence hinder the filter, enhancing the learning process while high

anxiety enables the filter which leads to affect the language learning process in a negative way.

This framework is crucial for investigating English learning of the Tea Gardener's children which will reveal whether these children's language acquisition experience is hindered by these factors or not. The questionnaire used for the data collection is composed implementing two factors of Stephen Krashen's Affective Filter Hypothesis.

### **2.3.2: Vygotsky's Sociocultural theory: (1928) :**

Lev Vygotsky's Sociocultural Theory (1978) examines how learning is ensured through social interactions and peer collaborations within social and cultural settings compared to any individual isolated learning. Social exchanges are very important for internalizing the language development in learner. The three concepts that define the theory are the Zone of Proximal Development (ZPD) which is the gap between independent and scaffolded performance; scaffolding that refers to temporary support from teachers or fellow students for enabling competency tasks; and cultural tools such as books, technology, and language itself which mediates the learning.

For English language learning, Vygotsky's theory is essential because it explains that proficiency requires social interaction with competent speakers, access to mediating resources, appropriate scaffolding, and supportive environments. Students lacking these conditions face severe constraints regardless of motivation or ability. This framework is perfectly suitable for the children of the tea gardens whose extreme poverty makes them being deprived of the books, technology, teacher support, and social interactions that are identified as necessary by Vygotsky for successful language acquisition which leads to their low proficiency in the language.

## **2.4 Research Gap**

Literature review shows that there is a research gap on English language learning among tea garden children in Bangladesh. Although Rahman et al. (2019) consider the issue of English education in the government primary schools of Bangladesh as a whole, the

particular weaknesses of tea garden populations are not discussed in their analysis. Educational deprivation in tea garden communities is described in al-Amin and Islam (2024) and Roy and Sattar (2015), and the two articles mainly cover access barriers, economic limitations, and low expectations of higher education, yet they do not specifically analyze the English language proficiency, learning experience, and the influence of the affective and sociocultural factors on English acquisition in this marginalized environment.

None of the literature systematically explores the specific impact of the affective variables of motivation, anxiety, and self-confidence proposed by Krashen, on the outcome of English learning in the tea garden children since they are highly marginalized and may pose extra affective obstacles. Likewise, although the sociocultural theory by Vygotsky states that social interaction, scaffolding, and cultural tools are crucial in the process of language acquisition, no research studies empirically determine the presence or absence of effects of a lack of these resources on English proficiency in tea garden context.

This study fills this gap by integrating the two theoretical frameworks to present the first integrated quantitative research on the English language proficiency and their affective and sociocultural factors on the primary level tea garden students. It does not end with the general accounts of educational poverty but moves further to find out how exactly marginalization becomes English learning disadvantage to produce evidence that is essential in developing interventions that will be specific and theoretically informed to this invisible group of people.

## Chapter:3

### **Methodology:**

This chapter provides structured detailed overview of the research design and data collection as well as analysis process. In the beginning of this chapter the overall research paradigm is described and followed by that the research design or approach, emphasizing the study area and target population is also introduced. The characteristics and type of sampling are then documented alongside with questionnaire and proficiency tests as instruments.

#### **3.1 Research Design**

A quantitative approach has been conducted using a descriptive cross-sectional survey design. A systematic measurement of motivation, anxiety, and English proficiency across a certain sample at a single point in time is ensured in this approach. (Creswell, 2014; Bryman, 2016). The design is used because of the research objectives that requires baseline empirical data about tea garden children's English learning experiences, which has never been undocumented before. These children's motivation levels, resource supply, obstacles in learning, and proficiency outcomes must be tested before any testing of interventions.

Data collection combines structured questionnaires with 5-point Likert-scale items measuring affective variables and resource access alongside proficiency tests that are constructed following the textbook objectives of NCTB measuring the children's English competency. This comparison of self-given data and performance tests makes the research strong enough that captures both subjective perceptions and objective results. Field observations while visiting the schools compliments the quantitative data, providing contextual understanding of classroom conditions, teaching practices, and student engagement that makes the meaning of the statistical findings more enriched.

### **3.2: Locations of data collection:**

Among the huge number of tea gardens in Bangladesh, the researchers collected data from three tea gardens of Moulvibazar districts in Bangladesh which has the highest number of Tea Gardens in Bangladesh, 91 Tea estates in total. Data were collected from three schools of three distinct Upazilla of the mentioned district, The schools are 1. Alauddin Tea Garden Government Primary School in Gazipur Tea Estate, Kulaura Upazilla, 2. Mertinga Tea Garden Government Primary School in Mertinga Tea Estate, Komolgonj Upazilla and 3. Kalighat Tea Garden Government Primary School in Kalighat Tea Garden, Sreemangal Upazilla. Verbal Permission has been taken from three Upazilla Primary Teaching Officer in-charge of three Upazilla offices before data collection.

### **3.3: Target Population:**

The target population for this study are primary school students of classes 1-5, who are children of tea garden workers living in tea estate of Bangladesh. This population was targeted for many reasons. First of all, the primary education of children represents the foundational period for English language learning in Bangladesh's education system with English instruction officially beginning in Class 1 (Ministry of Education, 2010). To provide suggestions for designing recommendations it is important to identify and address the ambitions and obstacles in English learning of these children at this foundational age.

Since a small number of students go to secondary school for education according to previous data, primary school is perfect to have these children in accessible spot. (Roy & Sattar, 2015). Instead of finding random students who are receiving education, the study focuses on the children who are already receiving primary education. On the other hand, investigating the children's data implies to the fact that these children are still in their beginning stage of learning, so data will be fresh and raw since they're still in school.

Thirdly, testing the students' proficiency across classes of 1-5 will provide insights into how the learning is progressing or failing as the students continue to study in the primary school. Also data comparison from lower grades to upper grades will provide the framework to understand whether with years of instructions these children could learn the language or could not learn the language because of the obstacles.

The students are from Tea garden schools which is the geographic requirement and they are the offspring of Tea garden workers not the management staff's children who live in Tea Gardens but belong to different socioeconomic background. Students that are not authentically the offspring of the laborers were excluded from the study to avoid any foul in the data to identify the disadvantage these children face because of their financial instability.

### **3.4 Sampling**

The data were collected through purposive sampling which is non-probability sampling usually adapted by researchers to select a particular population based on research objectives (Palinkas et al., 2015). To collect data from this specific community which the Tea-Gardener's children, purposive sampling is most appropriate which requires intentional selection of the participants who meet the criteria that is required for the research rather than just collecting data from general population.

Data were collected from three schools in total. Within each school, students were selected from all five grade levels (Classes 1-5). Data were collected from 75 participants total, 5 students per grade level from each school, providing suitable representation of each grade while remaining accessible for the intensity of the data collection.

### **3.5 Research Instruments**

#### **3.5.1 Questionnaire Design and Structure**

Following Krashen's (1982) Affective Filter Hypothesis and Vygotsky's (1978) Sociocultural theory a structured questionnaire consisting 30 likert scale questions organized in six particular section investigating each factor (5 questions per factor) is formed as instrument for primary data collection.

##### **Questionnaire Structure:**

First section consists 5 questions to investigate Krashen's one of the affective factor "Motivation" which affects learning in a positive way. For: "I enjoy learning English" and "English will help me to become successful in future."

Second sections investigates the anxiety and self-confidence in learner which plays a crucial role in effective learning. Example items: "I feel nervous when writing or speaking English" and "I feel confident in my English skills."

In the third section 5 questions are constructed to investigate Social Collaboration and Learning. Based on Vygotsky's emphasis on learning through social interaction. Items assessed opportunities to practice English with classmates, teacher assistance with English tasks, family support with homework, and availability of English-speaking conversation partners. Example: "I often talk to my classmates to learn new English words or phrases."

In the fourth section Vygotsky's concepts of scaffolding and Zone of Proximal Development. Items assessed adequacy of teacher support for completing challenging activities, peer assistance, teacher use of demonstrations and examples, breaking complex tasks into manageable steps, and provision of helpful feedback. Example: "My teacher breaks down difficult English lessons into smaller, easier steps."

In later section, Based on Vygotsky's emphasis on cultural tools mediating learning. Items assessed access to learning materials at home and school, availability of books in school libraries, technology access for language learning, and exposure to English media. Example: "I have access to enough learning materials (books, resources) at home."

This section is designed based on Vygotsky's emphasis on learning environments shaping development. Items assessed whether classroom atmosphere encourages practice, opportunities for authentic language use, supportiveness of teachers, regularity of school attendance, and home environment support for learning. Example: "My classroom environment encourages language practice."

Each item employed a 5-point Likert scale with response options: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree. This scale provides sufficient response variability to detect differences in students' perceptions while remaining simple enough for young primary students to understand. For analysis, items within each section were averaged to create composite factor scores ranging from 1 to 5, with higher scores indicating more favorable conditions (higher motivation, lower anxiety, better resource access, etc.).

The questionnaire also included a brief demographic section collecting information on gender, age, grade level, and school. This demographic data enables analysis of how English learning experiences and outcomes vary across student characteristics.

### **3.5.2 English Proficiency Tests**

To complement self-reported questionnaire data with objective performance measures, age-appropriate English proficiency tests were administered to students in each grade level. Proficiency tests were designed to assess students' actual English competency rather than relying solely on their perceptions or teacher evaluations. Each test was worth 10 marks total and designed to be completed within 20-30 minutes.

This progression of assessments reflects increasing cognitive and linguistic demands across grade levels, moving from basic recognition and reproduction (Classes 1-2) through comprehension and translation (Classes 3-4) to production of original text (Class 5). The tests were designed to align with Bangladesh's primary English curriculum while remaining achievable for students in resource-constrained tea garden schools, avoiding

ceiling effects (tests too easy, everyone scores perfectly) or floor effects (tests too difficult, everyone scores near zero) that would prevent meaningful measurement of proficiency variation.

#### Scoring and Administration:

Tests were administered in classroom settings during regular school hours with permission from school authorities. Researchers explained instructions clearly in Bengali to ensure comprehension, and students were permitted to ask clarification questions. For Class 1 oral components, researchers worked with students individually or in small groups. Written components were completed independently with researcher supervision to prevent copying while providing support when students had procedural questions.

Scoring followed standardized rubrics developed in advance. For objective items (letter identification, fill-in-blanks, vocabulary, comprehension questions), correct responses received full marks with no partial credit. For the Class 5 writing task, two independent raters scored essays using the five-category rubric, with discrepancies resolved through discussion to reach consensus scores. This process enhanced scoring reliability compared to single-rater evaluation.

### 3.6 Data Analysis

Following data collection, questionnaires and proficiency tests were checked for completeness and clarity. All 75 questionnaires were complete with no missing data, likely due to researcher-assisted administration that allowed immediate follow-up when students skipped items. Proficiency tests were similarly complete, though quality varied considerably across students as expected.

Data were entered into Microsoft Excel, creating a dataset with one row per student and columns for demographic variables (student ID, gender, age, grade, school), individual questionnaire item responses (Q1-Q30), calculated factor scores (averaging items within each of the six factors), and proficiency test scores. Data entry accuracy was verified through double-checking a random 20% sample of cases, comparing entered data against original questionnaires to identify and correct any entry errors. SPSS version 7 has been used to analyze the data.

Factor scores were calculated by averaging the five items within each factor:

Motivation (MOT) = mean(MOT1, MOT2, MOT3, MOT4, MOT5)

Anxiety (ANX) = mean(ANX1, ANX2, ANX3, ANX4, ANX5)

Social Interaction (SCL) = mean(SCL1, SCL2, SCL3, SCL4, SCL5)

Mediation & Scaffolding (MS) = mean(MS1, MS2, MS3, MS4, MS5)

Cultural Tools (CLT) = mean(CLT1, CLT2, CLT3, CLT4, CLT5)

Learning Environment (LLE) = mean(LLE1, LLE2, LLE3, LLE4, LLE5)

This averaging approach creates composite scores ranging from 1 to 5 for each factor, facilitating interpretation using a common scale: 1.00-2.33 = Low, 2.34-3.66 = Moderate, 3.67-5.00 = High.

Chapter; 4

## **Findings**

### **4.1: Overall Findings:**

**Table:1**

| Factor                       | Mean           | SD   | Interpretation  |
|------------------------------|----------------|------|-----------------|
| <b>Motivation (MOT)</b>      | <b>4.40</b>    | 0.41 | <b>HIGH</b>     |
| <b>Anxiety (ANX)</b>         | 3.65           | 0.49 | High            |
| Social Interaction (SCL)     | 2.50           | 0.58 | <b>LOW</b>      |
| Mediation & Scaffolding (MS) | 2.86           | 0.62 | Moderate        |
| <b>Cultural Tools (CLT)</b>  | <b>2.00</b>    | 0.44 | <b>LOW</b>      |
| Learning Environment (LLE)   | 2.50           | 0.43 | <b>LOW</b>      |
| <b>English Proficiency</b>   | <b>2.26/10</b> | 2.06 | <b>Very Low</b> |

This study examined 75 primary school students from tea garden communities across three schools in Bangladesh investigating their English language learning experiences through six theoretical constructs: motivation, anxiety, social interaction, mediation and scaffolding, cultural tools, and learning environment. Descriptive analysis revealed a striking paradox: students demonstrated exceptionally high motivation ( $M=4.40$ ,  $SD=0.41$ ), significantly exceeding the neutral midpoint ( $t=29.619$ ,  $p<.001$ ), indicating strong desire to learn English and recognition of its importance for future success. However, this high aspiration contrasted sharply with severely inadequate learning conditions. Anxiety levels were moderately high ( $M=3.65$ ,  $SD=0.49$ ), while social

interaction ( $M=2.50$ ,  $SD=0.58$ ), mediation and scaffolding ( $M=2.86$ ,  $SD=0.62$ ), cultural tools ( $M=2.00$ ,  $SD=0.44$ ), and learning environment ( $M=2.50$ ,  $SD=0.43$ ) all scored in the low to moderate range, meaning a deprivation of essentials support. Notably, actual English proficiency skill has resulted in only 2.26 out of 10 ( $SD=2.06$ ), representing a competency rate of 22.6% which is failing level despite years of instruction. These findings are important to understand that tea garden children do have the affective motivation level for learning but do not have the access to the structural supports necessary to turn aspiration into success.

## 4.2 RQ1: Aspiration vs Input

| Input Indicator                          | Mean | % Lacking                      | Finding             |
|------------------------------------------|------|--------------------------------|---------------------|
| <b>Learning materials at home (CLT1)</b> | 1.32 | <b>86.7% strongly disagree</b> | No books/resources  |
| <b>Technology access (CLT5)</b>          | 1.20 | <b>90.7% strongly disagree</b> | No digital tools    |
| <b>Family English support (SCL4)</b>     | 1.79 | <b>76% strongly disagree</b>   | No home practice    |
| <b>School library (CLT3)</b>             | 1.45 | <b>81.3% strongly disagree</b> | No borrowable books |

Research Question 1 examined whether tea garden children aspire to learn English and whether they receive necessary input. Findings showed a significant aspiration-achievement gap. Motivation analysis results show high levels in motivation: the overall mean of 4.40 significantly exceeded the scale midpoint with a large effect size (Cohen's  $d=3.420$ ), confirming strong aspiration. Item-level analysis showed 88% of students strongly agreed they feel motivated to learn English (MOT2), 93% agreed English helps future success (MOT3+MOT4), and 71% strongly agreed they enjoy learning (MOT1). Students clearly recognize English's importance and want to acquire it. However, input analysis show a very dramatic result. Learning materials at home scored only 1.32, with 86.7% of students strongly disagreeing they have books or resources (CLT1). Technology access scored even lower at 1.20, with 90.7% lacking digital learning tools (CLT5). School

library resources scored 1.45, with 81.3% reporting that there is unavailability in English books (CLT3). Family English support scored 1.79, with 76% having no one at home to help practice (SCL4). These findings directly answer RQ1: students possess high aspiration but receive virtually no necessary input. They want to learn but have nothing to learn with, no practice opportunities beyond minimal classroom time, and no support systems to reinforce learning. This represents systematic denial of educational opportunity despite strong internal motivation.

### 4.3 RQ2: Financial Insolvency vs Learning

**Table:2**

| <b>Learning Tool/Resource</b>                     | <b>Mean Score (1-5)</b> | <b>% Students Lacking</b>      | <b>Correlation with Proficiency</b> | <b>Impact Level</b> |
|---------------------------------------------------|-------------------------|--------------------------------|-------------------------------------|---------------------|
| <b>Learning materials at home (CLT1)</b>          | <b>1.32</b>             | <b>86.7%</b> strongly disagree | $r = .024$ (ns)                     | <b>CRITICAL</b>     |
| <b>Technology access (mobile/internet) (CLT5)</b> | <b>1.20</b>             | <b>90.7%</b> strongly disagree | $r = .024$ (ns)                     | <b>CRITICAL</b>     |
| <b>School library resources (CLT3)</b>            | <b>1.45</b>             | <b>81.3%</b> strongly disagree | $r = .024$ (ns)                     | <b>CRITICAL</b>     |
| <b>Family English support (SCL4)</b>              | <b>1.79</b>             | <b>76.0%</b> disagree          | Part of SCL (ns)                    | <b>HIGH</b>         |
| <b>Teacher support/guidance (MS)</b>              | <b>2.86</b>             | 50% neutral/disagree           | $r = .339\checkmark$                | <b>MODERATE</b>     |
| <b>School resources (CLT2)</b>                    | <b>3.13</b>             | 26.7% disagree                 | $r = .024$ (ns)                     | <b>MODERATE</b>     |

Research Question 2 inquired in what ways financial insolvency affects English learning.

Analysis revealed that extreme poverty creates a complete deprivation of educational

resources through multiple ways. Tea garden families where each member earns approximately Tk 69 daily (less than \$1 USD) cannot afford any educational expenses after paying for survival necessities. This financial limitation is evidence that learning tools are not present: 86.7% lack home learning materials, 90.7% lack technological support, 81.3% lack library access, and 76% lack family support who are capable of helping with English. Correlation analysis revealed an exceptional finding: despite this near-total resource absence, cultural tools showed no significant correlation with proficiency ( $r=.024$ ,  $p=.838$ ). On the other hand, teacher support (available to all students regardless of wealth) significantly predicted proficiency ( $r=.339$ ,  $p=.004$ ), suggesting that universally available resources matter more in contexts of universal deprivation. The practical impact here is undoubtedly severe: average proficiency of 22.6% indicates students cannot study at home (no books), cannot practice outside class (no technology), cannot get family help (parents don't speak English), and therefore depend entirely on minimal classroom instruction occurring in under-resourced schools. Financial insolvency creates learning limitedness through complete resource deprivation, restricting learning to inadequate classroom time alone and producing systematic educational failure across the entire tea garden population studied.

#### 4.4 RQ3: Resources that can be provided to improve the learning process

**Table: 4**

| Rank | Barrier                           | Mean     | % Problem               | Question                                |
|------|-----------------------------------|----------|-------------------------|-----------------------------------------|
| 1    | <b>Technology access</b>          | 1.20     | 90.7% strongly disagree | "I use technology to learn" (CLT5)      |
| 2    | <b>Learning materials at home</b> | 1.32     | 86.7% strongly disagree | "I have books/resources" (CLT1)         |
| 3    | <b>School library</b>             | 1.45     | 81.3% strongly disagree | "Library has English books" (CLT3)      |
| 4    | <b>Family English support</b>     | 1.79     | 76% disagree            | "Someone at home speaks English" (SCL4) |
| 5    | <b>School resources</b>           | Variable | ~75% neutral/disagree   | Adequate materials (CLT2, CLT4)         |

Research Question 3 identified initiatives needed to improve educational quality. Data analysis provides five critical intervention priorities that can be implemented ranked by severity of problem. First priority: technology access (M=1.20, 90.7% lacking), representing the most severe resource gap requiring immediate attention through provision of tablets, computer labs, or subsidized internet access. Second priority: learning materials at home (M=1.32, 86.7% lacking), necessitating free distribution of English textbooks, workbooks, and storybooks directly to students. Third priority: school library resources (M=1.45, 81.3% lacking), requiring establishment of libraries with age-appropriate English books. Fourth priority: family English support (M=1.79, 76% lacking), suggesting need for community English programs that will help parents to support children. Fifth priority:

enhanced teacher support, which despite being the strongest predictor of success ( $\beta=.339$ ,  $p=.004$ ) scored only moderately ( $M=2.86$ ), indicating need for specialized training for the teachers that are working with marginalized populations. SPSS v7 analysis showed significant grade-level differences in both proficiency ( $F(4,70)=36.497$ ,  $p<.001$ ) and motivation ( $F(4,70)=7.600$ ,  $p<.001$ ), suggesting that interventions must address the cumulative disadvantages that vary depending on the grades. School comparison revealed no significant differences ( $F(2,72)=0.577$ ,  $p=.564$ ), indicating systemic community-wide problems which requires comprehensive rather than school-specific interventions. These findings suggest multi-stakeholder approaches: policymakers must allocate special funding; schools need to implement peer learning and resource-sharing; NGOs must provide supplementary programs; and communities need awareness initiatives. The priority of both human resources and material resources should be emphasized.

## 4.5 Key Findings

This study of 75 tea garden children across three schools revealed a striking paradox: students expressed through data that they exceptional motivation to learn English language ( $M=4.40$ , significantly above the midpoint with  $p<.001$ ), with 88% strongly agreeing they feel motivated and 93% recognizing English's importance for future success, yet they achieved devastatingly low proficiency averaging only 2.26 out of 10 (22.6%) which is a failing level despite years of instruction. This aspiration-achievement gap is from systematic resource deprivation, with 86.7% of students completely lacking learning materials at home, 90.7% lacking technology access, 81.3% lacking school library resources, and 76% having no family English support. Multiple regression analysis revealed that teacher support ( $\beta=.339$ ,  $p=.004$ ) and motivation ( $\beta=.329$ ,  $p=.003$ ) significantly predicted proficiency, together explaining 25.5% of variance ( $R^2=.255$ ,  $p=.002$ ), while surprisingly, material resources has no direct correlation ( $r=.024$ ,  $p=.838$ )—a paradoxical finding reflecting that when 87-91% of students universally lack resources, insufficient variation are there to show the statistical relationships despite resources' obvious theoretical importance. Grade-level analysis showed non-linear proficiency patterns with dramatic drops in Classes 2 and 4, yet motivation is seen to be consistently high across all grades ( $M=4.09-4.71$ ), which confirms that poor performance reflects structural barriers rather than student disengagement. These findings demonstrate that tea garden children have favorable affective conditions for learning but they lack the sociocultural supports such as social interaction, cultural tools, scaffolding, and supportive environments that Vygotsky identifies as essential for language acquisition, creating educational failure that is structural rather than individual in origin.

## CHAPTER 5:

**RECOMMENDATIONS AND CONCLUSION****5.1 Recommendations****5.1.1 To the Policymakers and Government officials.**

The Ministry of Education should come up with special funding to tea garden schools, as such communities have distinct problems that demand special resources other than the general education funding. This special budget must offer free learning resources to the students themselves- textbooks, work books, story books and dictionaries so that every child has something to take home and it was found out that, a greater percentage of 86.7% of the students did not have any learning materials. Teacher training schemes should be developed, which will equip teachers to teach multilingual ethnic minority students in resource limited situations because generic training is a failure in the tea garden realities. Technology access initiatives must also develop local facilities with computers, tablets, and internet, with a team of trained facilitators, which will be dealing with the most critical shortage found that 90.7% of the students do not have any access to technology. Children of tea gardens should be clearly mentioned in the available scholarship and stipend schemes with simplified application procedures since present bureaucracy does not allow them to access even when they are technically eligible. Lastly, there is a need to reform the curriculum and assessment systems to accommodate the students who start school with no background in Bengali or English and achieve alternative progression levels which are based on individual student starting points and do not match against the standards of the mainstream students they simply cannot achieve.

**5.1.2 To Educational Administrators and teachers.**

The status-quo can be enhanced with the help of the strategic utilization of resources and the innovation of the pedagogical process by school-level actors acting in immediate improvements in the given circumstances. Systematic peer learning arrangements ought to be created where by, weak students are tutored by more capable students and this will allow the tutor to give personalized attention to such students which the overextended teachers

are incapable of achieving and at the same time boosting both the tutor and the tutee as they learn together. The teachers must make their own teaching materials cheaply using what can be found locally, flashcards made of cardboard, posters made of paper, games made of found materials, etc. and not wait till they will get commercial materials, which will hardly ever arrive. The systems of sharing resources should be institutionalized, with rotational libraries where books collections can be loaned to different classes on a monthly basis and mobile teaching aids kits, which will move amongst schools in a weekly basis, as much as possible to make the most out of the limited resources available. This should be directly done by classroom activities which aim at creating confidence and anxiety free and reducing environments through games, songs and small group works which can be used to create low-anxiety environments where students feel comfortable practicing English without fear of being laughed at or lost. Formative assessment can be used to diagnose particular skill gaps that need to be remedied, teachers need to detect struggling students early and intervene with them before they find the gap too big to climb. In the entire process of instruction, teachers ought to express high expectations toward the learning of all students, and at the same time offer the scaffolding to the student which meet those expectations without engaging in deficit views that set poor performance as a limitation of an individual and not the constraints of a structure.

### **5.1.3 In the case of NGOs and Development Organizations.**

Non-governmental organizations are characterized with the details of flexibility and the ability of introducing innovations to the marginalized populations that the governmental systems fail to cover in many cases. NGOs are supposed to come up with community learning centers in tea garden regions where they can have additional English classes, homework, libraries and technology in safe conducive conditions with flexible schedules that the students can use considering their work commitments. Such organizations are able to provide specialized teacher professional development emphasizing practical skills in resource-constrained situations, ongoing coaching and mentoring instead of a workshop one-time, teacher capacity building based on the sustained support. It must establish scholarship programs particularly those that focus on tea garden children which will offer holistic financial aid to secondary and tertiary education in addition to non-financial aid

such as mentoring, tutoring and career counseling so that motivated students can continue studying beyond the primary level, where the number of children dropping out of school is now close to 100 percent. Parent awareness and engagement programs should inform the families about the importance of education and provide the parents with the means of aiding them in learning even when they have low literacy, including providing learning environments, imposing homework time, and communicating with teachers. With credibility and networks, NGOs ought to be able to persuade the government to make changes in policy through the use of research evidence to prove the needs of tea garden children and the effective intervention strategy to be used to address the needs of marginalized groups of people.

## 5.2 Conclusion

The study has offered the first systematic empirical study of the English language learning among children of tea garden workers in Bangladesh, a disadvantaged group whose learning experience in school has remained relatively unnoticed by the research community as well as the policy arena. The researchers analyzed the 75 primary school students in three tea gardens, assessed the motivation, anxiety, access to learning materials, teacher support, learning conditions, and the actual English proficiency using questionnaires and age-specific tests based on Affective Filter Hypothesis and Sociocultural Theory of Krashen and Vygotsky, respectively.

The results show that there is a tragic paradox in the very essence of the educational experience of tea garden children: these students are incredibly motivated to learn English, as they have understood its paramount importance in future success and are fully willing to gain proficiency, but they are unable to do it, showing an appallingly low level of proficiency of 22.6 on average, a grade that denotes failure despite years of formal education. Such aspiration-achievement disparity does not represent personal or cultural shortages but a structural deprivation or systematic deprivation. Students have the internal psychological prerequisites effective learning, which Krashen refers to, high motivation and the affective filter reducing, but do not have the external sociocultural prerequisite the most common ones identified by Vygotsky: social interaction with competent speakers of the target language, access to cultural resources such as books and technology, scaffolding with well-trained teachers, and conducive learning environments.

The study has captured the exact processes which extreme poverty generates educational marginalization. The families in tea gardens whose incomes are below 1 dollar a day are unable to purchase any learning materials and as such 86.7 percent of the students do not own any learning materials at home and 90.7 percent do not have any access to technology- the worst two shortcomings discovered. In addition to material deprivation, there are several compounding mechanisms whereby parents with low education levels are unable to support their children with homework; poor dieting affects cognitive ability; child labor causes abnormal school attendance; geographic isolation denies those in need access to

extra facilities; and systematic neglect places poor children in schools that lack adequate resources. These processes interact and build upon each other, forming a cumulative disadvantage that only increases and not decreases during the academic careers of the students.

At the grade level, the analysis showed complicated trends as proficiency is not rising linearly but rather declines sharply in Classes 2 and 4, indicating critical points at which students cannot acquire the basic material and become uninterested. More importantly, motivation is consistent and relatively high in all grades which proves that performance decreases are not because of student disengagement but structure prevents performance. All three schools being found to be performing equally poorly implies systemic issues plaguing tea garden schools in general as opposed to idiosyncratic issues in specific schools and that attempting to change individual schools without altering systemic issues will not be sufficient.

On the social justice platform, this study records the ongoing marginalization of a community that already had a history of abuse when the British colonialists exploited their forefathers as indentured laborers and the same case applies to the modern day systems that leave their children without access to education that other citizens of Bangladesh enjoy unquestionably. The tea garden children, by no fault of their own, are left out of the channels of social progression which education theoretically offers them. They are highly motivated and this shows that they do not have low expectations and no longer have hope or lost in education but they keep trying and trying against the heavy structural odds. This tenacity of aspiration despite institutional failure is a resource that the interventions can draw on and a criticism of the systems that squander human potential by being unable to offer even adequately poor educational conditions.

The importance of the study does not only focus on that of documenting some problems but also in generating evidence that is required to design effective interventions. The research can help prioritize and solely address areas of concern by finding out which variables are the most predictive of proficiency (teacher support, motivation) and which gaps within the set of factors are the most critical (access to technology, learning materials)

so that any intervention or intervention activity can maximize the use of limited resources. It makes available the means by which poverty causes learning so that interventions can be made focusing on real causal pathways and not on generic assumptions. It provides baseline data on a population that has not been studied and this forms the basis of future researches that will assess the effectiveness of the interventions and monitor progress.

Finally, this study confirms the inadmissible and unavoidable failure of school education of tea garden children. These are students who have the motivation, the aspiration and mental ability to learn English successfully, they just do not have the resources, support and opportunities that the society has been unable to offer to them. The challenge on this failure needs political will rather than money- acknowledgment that tea garden children are citizens of Bangladesh and deserve to be invested in the same manner as other students, the political commitment to educational equity as a national priority and action to convert political commitment into tangible gains. It is not whether we can afford to give tea garden children appropriate education but whether we can afford it morally, ethically and developmentally to keep on depriving them of the avenue available through education.

According to Nelson Mandela, education is the most effective weapon as well as the one you can apply to transform the world. That weapon has been withheld systematically in the case of tea garden children. This study shows that it is time that is way over time to put it in their hands.

### 5.3 Future Research Directions

This introductory research demonstrates that there are many questions to be answered in the course of the research in many dimensions:

A Longitudinal study can be conducted observing the growth from Class 1 through Class 5 (and beyond) to trace development patterns, when students disengage, whether initially motivated students with recurring failure are motivated and whether not, and determine long-term outcomes such as finishing secondary school and economic success. It would allow more powerful causal interpretation, because the change in conditions would be observed to relate to change in outcomes in an individual.

A study on the greater geographical spread can be conducted researching over all 166 tea estates in Bangladesh to determine whether results are broadly applicable or specific to each region, type of tea estate or ethnic group. A comparative study of better and worse outcomes of estates would allow identifying successful practices to be replicated.

The qualitative Depth can be measured through a study by conducting interviews, focus groups, ethnographic observation and participatory research to uncover lived experiences, cultural dynamics and contextual nuances. This would enlighten on the experience that students have in learning English, the challenges that they find most challenging, family approaches to education, teacher teaching issues, and real classroom activities.

A research on the interventions only can be done. Develop and rigorously test particular programs-access to technology, learning materials, teacher training, peer tutoring, community learning centers to create evidence on what really works. Cultural appropriateness and contextual feasibility might be provided by action research in which communities are involved in the designing of interventions.

A Comparative Analysis can be done in future by comparing the experiences of learning English among various marginalized groups, that is, children of urban slums, populations on river islands, other ethnic minorities, in order to distinguish among context-sensitive and context-universal issues of poverty and marginalization.

Investigation on Family and Community can be done by discussing the education goals of parents, their knowledge of the educational systems, visualized obstacles and their ability to participate in schools. Explore community-level social networks, community efficacy, and community-based assets.

A research on the capacity of the teachers can be done to explore the English proficiency, pedagogical knowledge, student-related beliefs, sources of professional support, and impediments to employing effective practices by teachers. Determine the difference between the relatively successful teachers.

A long-term impact study can be conducted by following the students into adulthood to determine whether education achievement will result in real social mobility or whether structural impediments must be met by wider social change, not necessarily education.

Such research directions would construct holistic knowledge as well as create actionable evidence to implement tangible changes. Research has to do justice to shedding light on marginalization, informing intervention and empowering communities to demand their right to education. This research is one of the steps; a lot of valuable work is left.

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## Appendices:

**Appendix 2:** Pictures taken while collecting data from Kalighat Tea Garden Government Primary School, Sreemangal.



Picture: 1



Picture: 2

Appendix 2: Pictures taken while data collection at the Mertinga Tea Gaeden Government Primary School, Komolgonj.



Picture 1



Picture 2

Appendix 3: Pictures taken while data collection in Alauddin Tea garden Government primary School, Kulaura.



Picture 1



Picture 2

## Appendix 4: Questionnaire

## Ambitions and Obstacles to English Learning among Children of Tea Garden Workers in Bangladesh

### Questionnaire (Mixed Method)

#### A. Demographic questions

1. Name: \_\_\_\_\_
2. Age: \_\_\_\_\_
3. Gender: \_\_\_\_\_
4. Occupation: \_\_\_\_\_
5. Institution: \_\_\_\_\_

Read the statements below and tick the given options. This data will be kept confidential and used for research purposes only.

| <b>B) Affective Filter Factors (Krashen's Hypothesis)</b> |                                                     |                |       |         |          |                   |
|-----------------------------------------------------------|-----------------------------------------------------|----------------|-------|---------|----------|-------------------|
| No.                                                       | Questions                                           | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| <b>Motivation</b>                                         |                                                     |                |       |         |          |                   |
| 1.                                                        | I enjoy learning English                            |                |       |         |          |                   |
| 2.                                                        | I feel motivated to learn the English language      |                |       |         |          |                   |
| 3.                                                        | My parents encourage me to study English            |                |       |         |          |                   |
| 4.                                                        | English will help me to become successful in future |                |       |         |          |                   |
| 5.                                                        | Learning English makes me feel more confident       |                |       |         |          |                   |

| <b>Anxiety and Self-Confidence</b> |                                                                |  |  |  |  |  |
|------------------------------------|----------------------------------------------------------------|--|--|--|--|--|
| 1.                                 | I feel nervous when writing or speaking English                |  |  |  |  |  |
| 2.                                 | I am afraid of making mistakes when using the English language |  |  |  |  |  |
| 3.                                 | I feel confident in my English skills                          |  |  |  |  |  |
| 4.                                 | I feel comfortable asking questions in class                   |  |  |  |  |  |
| 5.                                 | I'm afraid my friends will laugh if I make mistakes            |  |  |  |  |  |

| <b>C) Sociocultural Factors (Vygotsky's Theory)</b>  |                                                                     |                |       |         |          |                   |
|------------------------------------------------------|---------------------------------------------------------------------|----------------|-------|---------|----------|-------------------|
| No.                                                  | Questions                                                           | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| <b>Social Interaction and Collaborative Learning</b> |                                                                     |                |       |         |          |                   |
| 1.                                                   | I often talk to my classmates to learn new English words or phrases |                |       |         |          |                   |
| 2.                                                   | My teacher helps me when I struggle with English language tasks     |                |       |         |          |                   |
| 3.                                                   | My family helps me with my English homework                         |                |       |         |          |                   |

|                                                                 |                                                                             |  |  |  |  |  |
|-----------------------------------------------------------------|-----------------------------------------------------------------------------|--|--|--|--|--|
| 4.                                                              | I have someone at home who can speak English with me                        |  |  |  |  |  |
| 5.                                                              | I feel supported by my community to learn English                           |  |  |  |  |  |
| <b>Mediation and Scaffolding (Zone of Proximal Development)</b> |                                                                             |  |  |  |  |  |
| 1.                                                              | I receive enough support to complete challenging class activities           |  |  |  |  |  |
| 2.                                                              | My peer students help me learn English vocabulary and phrases               |  |  |  |  |  |
| 3.                                                              | My teacher uses examples and demonstrations to teach English                |  |  |  |  |  |
| 4.                                                              | My teacher breaks down difficult English lessons into smaller, easier steps |  |  |  |  |  |
| 5.                                                              | I get feedback from my teacher that helps me improve my English             |  |  |  |  |  |
| <b>Cultural Tools and Resources</b>                             |                                                                             |  |  |  |  |  |
| 1.                                                              | I have access to enough learning materials (books, resources) at home       |  |  |  |  |  |
| 2.                                                              | My school has adequate language learning resources                          |  |  |  |  |  |
| 3.                                                              | I use technology (mobile, internet) to learn languages                      |  |  |  |  |  |
| 4.                                                              | My school library has English storybooks that I can borrow                  |  |  |  |  |  |

|                                      |                                                                 |  |  |  |  |  |
|--------------------------------------|-----------------------------------------------------------------|--|--|--|--|--|
| 5.                                   | I have access to English language TV programs, videos, or songs |  |  |  |  |  |
| <b>Language Learning Environment</b> |                                                                 |  |  |  |  |  |
| 1.                                   | My classroom environment encourages language practice           |  |  |  |  |  |
| 2.                                   | I have opportunities to use language in real-life situations    |  |  |  |  |  |
| 3.                                   | My teacher creates a supportive learning atmosphere             |  |  |  |  |  |
| 4.                                   | I attend school regularly without interruption                  |  |  |  |  |  |
| 5.                                   | My home environment supports my English learning                |  |  |  |  |  |

## Task

### Class-1

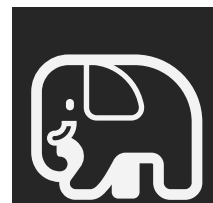
A. Say the names of the following objects:



Cats



Man



Elephant

B)

Write small letters.Write capital letters

A \_\_\_\_

k \_\_\_\_

C \_\_\_\_

z \_\_\_\_

T \_\_\_\_

v \_\_\_\_

B \_\_\_\_

Class-2A. Fill in the blanks with am/is/are

1. I \_\_\_\_ a student.
2. She \_\_\_\_ a girl.
3. My school \_\_\_\_ in Moulvibazar.
4. They \_\_\_\_ my friends.
5. We \_\_\_\_ playing football.
6. He \_\_\_\_ a boy.
7. You \_\_\_\_ a good student.
8. \_\_\_\_ you okay?
9. She \_\_\_\_ doing homework.

10.They \_\_\_\_ running fast.

### **Class-3**

Write the meaning of the following words in Bangla:

Bird=

Fan=

Cow=

Apple=

Ink=

Chair=

Book=

Pen=

Zoo=

Vehicle=

### **Class-4**

#### **A Conversation Between Two Friends**

##### **At the Park**

**Riya:** Hello, Amin! What are you doing here?

**Amin:** Hi, Riya! I am playing with my ball. Do you want to play with me?

**Riya:** Yes, I would love to! I like playing ball games.

**Amin:** Great! We can play catch. You throw the ball to me, and I will throw it back to you.

**Riya:** That sounds fun! Oh, I am thirsty. Do you have any water?

**Amin:** Yes, I have a water bottle in my bag. Here you go.

**Riya:** Thank you so much! You are a good friend.

**Amin:** You're welcome! Do you come to the park every day?

**Riya:** No, I come here on Fridays and Saturdays. What about you?

**Amin:** I come here every evening after I finish my homework.

**Riya:** That's nice! Look, there is my little brother on the swing. I should go and help him.

**Amin:** Okay! Let's play again tomorrow.

**Riya:** Sure! See you tomorrow, Amin. Bye!

**Amin:** Goodbye, Riya! Have a nice day!

## Comprehension Questions:

1. Where are Riya and Amin?
2. What game do they want to play?
3. What does Riya ask Amin for?
4. When does Riya come to the park?
5. Who is on the swing?

## Class-5

Write a paragraph about “My School” within 150 words. (20 minutes)

### Marking Rubric

| Content | Grammar | Vocabulary | Sentence Structure | Spelling and Punctuation |
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