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Editorial Note

The Prime University Journal (PUJ), ISSN: 1995-5332 is a peer reviewed International Journal published twice a year (January to June and July to December). It has a strong Editorial Board consisting of scholars of various disciplines from home and abroad. The main objective of Prime University Journal is to provide an intellectual platform to the emerging scholars to disseminate their research activities.

Eight research papers on different disciplines have been selected in the current issue through proper review by academics of different reputed universities.

The *first* paper is an attempt to identify the causes of the undergraduates' low proficiency in English language in Bangladeshi context basing on the analysis of students' opinion and observations.

The *Second* paper tried to explore the deprivation resulted in lower confidence and motivation for learning English among the students living in rural areas.

The *third* paper aimed to examine the use of some basic satirical tools as a way of exposing the social ills in Aravind Adiga's curtain raiser novel, *The White Tiger*.

The *fourth* paper tried to build mathematical models about the process of divorce, which may be suitable to all cultures or faiths without boundaries meeting the 21st Century than ever before.

The *fifth* paper is an endeavor to locate the scope of innovation of the teachers in the classroom for successful implementation of the Communicative Language Teaching (CLT) approaches ensuring panic free classroom environment.

The paper *sixth* determines the impacts of financial management practices on performance of selected Micro and Small Enterprises (MSE's) in Bangladesh and recommends that MSE's need to invest adequate capital to sustain long-term in the business and also need to give more attention on financial management practices to improve the business performances.

The *seventh* paper makes an attempt to analyze the novel *Devil on the Cross* written by Ngugi wa Thiong'o through the lens of the two books of Frantz Fanon: *Black Skin, White Masks* and *The Wretched of the Earth*. These three books have been delved into detail in this paper.

The *last* paper focuses on the attitude of the tertiary students towards feedback in 2nd language (L2) writing. The paper not only explores different feedback attitudes of the students but also shows the views of the teachers regarding feedback provision that lead to positive or negative outcome to improve students' second language writing skill.

Finally, it is a privilege for me to pay my sincere thanks to the Patrons of the Journal, all the members of the Editorial Board and the authors for their contribution. I hope that this volume will be of great benefit to the students, researchers, academics and the society.

Professor Dr. Md. Jahangir Alam
Chief Editor

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Undergraduates' Low Proficiency in English Language: An Empirical Study at a Private University in Dhaka

Mossammad Salma Sultana¹
and Kazi Shamema Islam²

Abstract: Research on English language learning has shown huge interest in learners' opinions and observations of their learning experiences. The present paper analyses a group of undergraduate students' perceptions and experiences of learning English language in relation to their school environment, classroom practices, testing system, English curriculum, teachers' quality, availability of learning resources, parental consciousness, level of motivation, personal liking or disliking towards English and, so on. In the education system of Bangladesh English language learning has received a significant concentration. Here English is taught mandatorily for twelve years from class I to class XII. Yet, students' proficiency level in English is very disappointing. The truth of such unpleasant reality is often reflected in the results of national examinations and even in the results of university admission tests. Certainly, there are some reasons responsible for such failure in learning English. Basing on the analysis of students' opinions and the observations about the issue, an attempt has been made to identify those causes.

Keywords: English Language Learning, Focused Group Discussion (FGD), National Education Policy, Fossilization.

Introduction

English language has appeared to be an integral part in the education system of Bangladesh for decades. The language has also got a significant place in the national curriculum of the country and it is compulsorily taught from Grade-I to Grade-XII. Not only that, the language is also taught in almost all undergraduate programs conducted by the universities of the country. Naturally, students are expected to show some sort of mastery over the language. Unfortunately, the reality is quite opposite as almost every year the results of the Secondary

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School Certificate (SSC) and the Higher Secondary Certificate (HSC) Examinations, two major public examinations of the country, show the picture that students failing in these two public examinations mostly fail in English. Again, many of the students who pass in these examinations get very poor grades in English proving that their overall proficiency level is very low in this language. In recent years, results of admission tests of different universities have also produced the same picture since a very large number of students appearing in those tests have failed to secure pass marks in English. Now, the point is where the problem lies. Different linguists, educationists, and policy makers have expressed their concerns over the matter. The present study, basing solely on learners' opinion, experience and observation found through a focused group discussion, tries to identify the causes responsible for such unpleasant truth.

Statement of the Problem

Students cannot show the optimum level of proficiency in English language in different public examination as well as in classroom performance. "Students acknowledged that despite learning the language for 10 years, their functional competence was very limited" (Hamid & Baldauf, 2011, p. 210). Again, the impact of such poor performance is not confined to the low passing rate only; the students who pass in the examination also get poor GPA in English language. Nevertheless, these students get enrolled in different public and private universities of the country for their higher education. The medium of instruction in all private universities and in many public universities is English. In all universities, science and technology based subjects are taught in English. Not only this, most of the resources (books, research papers, journal articles, on-line materials, lectures available online), which are needed for higher education, are mainly in English. Naturally, a certain level of proficiency in English language appears to be a basic requirement for the undergraduate students to carry on their studies smoothly. Keeping this reality into consideration, many of the public universities and all the private universities have introduced compulsory foundation courses for English language. Despite all these efforts, the undergraduate students often stumble down carrying on their studies at tertiary level. Some of the students also quit the program due to their low proficiency in English language. Even, after completing the compulsory foundation English courses, many students report that they cannot confidently use this language to fulfill their educational and social needs. Thus, it becomes obvious that something is going wrong with the existing culture of learning and teaching English language in this country.

Justification of the Study

English language learning carries a huge significance in Bangladesh. The language is given as equal importance as Bangla, the only national language of the country. Like Bangla, learning English is also compulsory. Thus, it appears that learning the language has been a part of the national expectation of this country. Along with this, there is a big question of the investment of time and energy from the parts of both teachers and learners. Yet, the performance of learners in English language is not satisfactory rather, to some extent, very frustrating. Hence, exploring and investigating learners' own observation about the factors responsible for their low achievement in English language deserves an unquestionable significance.

Significance of the Study

This study tries to investigate the judgement and observation of some undergraduate students regarding their level of proficiency in English, the problems they undergo at learning the language, the classroom activities they get involved in, teachers' quality, the extent of the use of text books and the examination system. So, the findings of the study are expected to illuminate students themselves, teachers, parents, and policy makers to formulate better teaching-learning strategies creating a better learning culture. Learners are also expected to realize their own drawbacks and to take practical initiatives to overcome those shortcomings with a view to developing the level of proficiency in English.

Research Objectives and the Research Question

The study attempts to find out the reasons behind low English language proficiency of the undergraduate students from their own perspectives. It also explains how students' opinion and observation are reflected in the available literature concerning the issue. Based on these objectives, answer of the following research question has been sought in the study.

- Do the existing process and practices of English language learning affect students' learning the language?

Literature Review

Since the beginning of the British colonial rule, English language has started to establish its root in this subcontinent. In

1835 a minute was passed advocating English as the medium of instruction instead of Sanskrit and Persian. From then, the language has gradually turned to be an important part of the life of the people of this region. But in 1974 the Ministry of Education passed a declaration regarding the education policy of the country making Bangla the only language to be used as medium of instruction in all levels of education (Ministry of education 1974, in Baldauf et al., 2008). Thus, English language was officially relegated for few years leading to a widespread confusion over the status and uses of the language resulting in a nationwide frustrating picture of very low proficiency of students in English. “The standard of English in the country deteriorated severely because of the reduced role ascribed to English” (Baldouf et al., 2008). However, in 1986 the government made a shift from this standpoint and decided to include English in the national curriculum. In the same way, in 1998 an English foundation course was introduced for undergraduate students. Thus, since then students are supposed to study English compulsorily for thirteen years. Again, English occupies around 19% curricular load at the secondary level and it is taught for at least one class-hour every day. This curricular load and the length of English instruction in the country (13 years) represent a massive state commitment to English teaching (Baldouf, et al., 2008). Despite all these effort and resolution of teaching-learning English, learners do not achieve the optimum proficiency in it. Yasmin (2005) pointed out, “English teaching at the school level has been largely ‘unsuccessful’ as students’ proficiency levels in the language after years of compulsory instruction remain deplorable” (cited in Baldouf, et al., 2008).

The *Daily Prothom Alo* (17 June, 2007) reported, “Over 30% of all students who could not pass the national school-leaving examination in 2007 failed in English.” After a decade, the situation is also seen to remain unchanged. *The Daily Asian Age* made the following headline of its news about the results of SSC Examination of 2018, “Math and English caused SSC pass rates fall”. In the same way, the *bdnews24.com* pointed out, “Bad performance in Math and English caused SSC pass rates to drop to lowest in nine years.” Similarly, after the publication of result in 2018 *The Daily Star* (May 7, 2018) reported, “English, Maths drag results down again”. For the report published in *The Daily Star* on July 20, 2018 Wasim-Bin-Habib made an ironical heading, “11-year low: HSC success rate keeps falling thanks to students' poor performance in English, Physics and ICT, strict evaluation”. The report presented a

comparative analysis among recent years' results, "This year's HSC exam success rate is the lowest in 11 years and it dropped 2.29 percentage points from last year's 66.84 percent, owing to students' poorer performance in English, Physics, and ICT". It was also reported that "in Jessore Board, the pass rate in English came down to 65 percent from last year's 72.95 percent. In Dinajpur Board, it was 65.51 percent from 70.30 percent of 2017. The pass rate in English in Dhaka, Rajshahi, and Barisal boards also dropped and Sylhet remained unchanged" (July 20, 2018).

Students' such poor performance in English is often reflected in university admission test results also. Regarding the results of admission tests of Dhaka university held in 2016, the Daily Independent reported, "Around 90% of the applicants who took the admission tests for the science, arts and commerce faculties at Dhaka University have failed. The university said that many of the students could not succeed because of their weakness in the English Language" (26 October, 2016). Thus, low proficiency in English language seems to be common to students of all levels. Different academicians, educationists and researchers have tried to identify the causes working behind students' low proficiency in English. Most of them questioned about teachers' quality, lack of teachers' training, poor infrastructures of educational institutions, insufficient teaching-learning materials, inappropriate teaching method and the problems related to testing system, etc. Alamgir wrote in the daily Star about the zero-pass schools "Education officials primarily blamed the dearth of competent teachers, especially for the subjects like English, Mathematics and science, for the dismal performance of these institutions" (May 08, 2019). Almost a same statement was made by Professor Abul Kalam Azad, the then Chairman of Rajshahi Education Board, (ibid.), "Most of these schools with unsatisfactory results do not have qualified teachers and proper infrastructure" Even a guardian, Mawduda Hasnin, expressed her anxiety in the *Dhaka Tribune* through the following words:

"Guidebooks hinder our students from being creative and building on skills such as critical thinking and adjusting their thinking. The same is true for coaching centers. The government, however, has not taken any initiatives to stop these measures. Regarding creative questions, students are told to buy a good number of guidebooks. Most of these schools with unsatisfactory results do not have qualified teachers and proper infrastructure and questions are selected from the guidebook for the SSC Examinations. Students had to create nothing and they

had to spend a handsome amount in this regard” (2013, May 13).

Thus, there are lots of researches, individual statements and newspaper reports which attempt to address the problems of learning English in Bangladesh mainly from teachers’, guardians’ and educationists’ perspectives. Very little attention has been paid to students’ opinion and observation regarding the issue though the students are probably the most important and more accurate persons to say something clearly about the overall situation what they face while learning English language. Their recommendations and suggestions to bring about a positive change to the learning outcome are also worth considering. In fact, voice of those, who are directly involved in learning, cannot remain ignored. Hence, the present research is projected to focus learners’ assessments and judgments about the causes of low outcome from their learning English.

Methodology

As the proposed study tries to explore and explain the causes of students’ low proficiency in English analyzing learners’ statements based on their direct involvement in the learning process, the research is empirical and qualitative in nature. It can also be defined as an exploratory and explanatory research. According to the nature of the research, information regarding the feelings, opinions and experiences of the students was collected through a focus group discussion (FGD).

Population

The population of the research is the second semester students of BBA program of Bangladesh University of Business and Technology, a private university, located in Dhaka. These students have already completed twelve years of learning English formally and compulsorily. They are now in the thirteenth year of their learning the language and thus, they are expected to be mature enough to understand and identify the factors which they hold responsible for their low proficiency level in English. They are also believed to be aware of learning conditions like institution environment, teachers’ quality, examination system, applied methodology, family conditions, social settings, parents’ awareness, etc. Therefore, they must be the most suitable population for the research.

Conducting Focus Group Discussion

The total number of students in the second semester of BBA program is around 110 including regular students, re-takers and improvement seekers. Among those students, only the re-takers and the improvement seekers have been purposively chosen for the study. The number of such students is twenty-four. Out of those students, only nineteen students participated in the discussion.

As the purpose of the research is to explore the causes of students' failure in learning English, a focus group discussion involving learners themselves seems to be the best way of getting a deeper insight of the issue. However, a semi-structured questionnaire has been used for the discussion. The discussion started with a probe question to introduce the participants to the discussion topic and make the students feel comfortable in sharing their perceptions with the group. When required, the respondents were asked some supplementary questions so that they could share their observations comprehensively and precisely. Students took part in the discussion very spontaneously as they got a chance for expressing their feeling and opinion probably for the first time in such a formal situation. They also seemed happy and confident as they could use Bangla for exchanging their views. In the discussion, the respondents focused on different aspects of their English language learning process and tried to identify causes responsible for their poor performance in the language. The discussion was lively as most of respondents took part spontaneously. They were also found to take turn and fill the gaps of other participants and help others to clarify their position and observation when required. The discussion session came to an end with an exit question whether they had any more issue to discuss. The Key ideas of the discussion were noted down instantly and the entire session was recorded and heard several times to check whether any important idea was missing.

Discussion of the Findings

In the focused group discussion, the respondents were encouraged to share their past and present experience of learning English language both inside and outside their educational institutions. They were found to be enthusiastic to exchange their opinion about various issues and aspects which they had undergone throughout their language learning process. Their discussions have covered a wide range of areas including

reasons for learning English, teachers' quality, teachers' classroom activities involving tests and syllabus, classroom practice, examination patterns and preparations for examination, testing system, social setting, school environment and family learning culture. They have also talked about their own practices and motivation and demotivation towards learning the language as well as how they evaluate English language and what they expect from learning the language.

Almost all respondents have reported that the focus of their learning English is predominantly examination oriented. Thus, completion of syllabus becomes the point of their learning. Teachers are also more concerned with completing the syllabus than teaching topics thoroughly. Some of them further observe that from childhood they have, somehow, been taught to look for good marks and good grades not for true learning. A few of the respondents, referring to their parents and family members, report that their parents and family members are usually happy with good marks and never inquire whether they are learning in the true sense. This group of students further makes it clear that their own expectation from English language learning has, thus, been made narrow and so, they can seldom think beyond this. It seems that there is indeed none to think of the gap between test result and learning outcome.

Most of the respondents have pointed to the manipulation in selecting items for practicing for test. Question items which are easy to answer and can help students carry good marks are usually chosen for practicing and learning in the classrooms. In this regard, students tell that they prefer learning items like reading comprehension passage, paragraph, composition, application and flow chart as answering these types of questions easily help students to get good marks in examinations. About grammar points, a few of the respondents have pointed out that in case of grammar, easier items were usually emphasized over difficult items with just the intention of obtaining good marks. Some of the respondents have further added that they also felt tempted to get marks in that easy way. Almost all the respondents have confirmed the statement that they used to practice items as per the importance of the topics for the examinations. Again, some respondents have directly pointed out that they used to practice fixed model questions without trying to understand them at all. Again, some of the students claim that as there was no variation and no creativity in question items and as the same stereotyped questions from fixed sources revolved throughout the year, they were very

much eager to get suggestion which ultimately discouraged them to take challenges for learning English.

While talking about teachers' quality, students coming from rural area observed that they did not get well trained and qualified teachers. Their teachers used to teach them either from text books or from note books or guide books. They also observed that some of the teachers could not explain grammar points well and gave examples only from the text book or from the guide books. Those teachers never ventured to create examples by their own from life, experience and surroundings. Some of them blame such tendency of teachers is responsible for their inability to use their acquired grammatical knowledge to express their real-life happenings. Even, they cannot use the grammatical knowledge when needed. One of them has made it clear that he knows the rules of forming passive sentences from active sentences. But he does not know the situations in which using passive structures is appropriate. Few other students have also agreed on the point and acknowledged that they are also confused with uses of passive sentences. Thus, though they memorize and practice rules from high school, they cannot use it in writing let alone in speaking. This is, indeed, not an exclusive picture of this item of grammar only, as claimed by some other respondents who point out that they memorized the structures of tenses at grade VII or VIII; yet they make mistakes in tenses as they do not know the situations and circumstances where to use which structure. Again, they say that they usually do not feel encouraged to use English language in their everyday life as they get no connection between their learning and their life. A respondent raised a question about why she should learn English if she does not notice any use of the language in her surroundings. Another respondent has also made a similar statement, "I cannot understand how to use my knowledge of English language taught in the classroom in my practical life." About half of the respondents have made it clear that they treat English language just like other subjects not as a means of communication. They have also said that their passing or getting good marks in this subject is their only goal.

Around three fourth of the respondents having little interest in speaking in English see their inhibition as a great barrier as they are afraid of being laughed at by their friends or classmates. In addition to such inhibition, a few of the respondents have pointed out that from childhood they were afraid of English language as, they think, their teachers and parents failed to create an encouraging environment of learning the language.

Consequently, they usually did not ask anything to their teachers even though they could not understand something. They were hesitant, confused and fearful of asking anything to their teachers. Such characteristics have two dimensions. On the one hand, they were afraid of being mocked at by the peers; on the other, they were afraid of their teachers. Thus, they hint out that the responsibility of students' failure to learn English also goes to teachers' treatment and the learning environment.

Couples of respondents have given the opinion that the lack of extended reading is a cause of their low proficiency. They say that they do not have the habit of reading story books, magazines or journals in English. Neither the school nor their home provides materials for extended reading. Though some schools have library, books in English language are not available. Thus, their language learning remains incomplete. Again, most of the students studied in schools where Bangla was the only medium of instruction and the students studied all the subjects in Bangla, not English. Even, the teachers of those schools taught English language using Bangla language for giving instructions, explaining grammar points, comprehension passages and various composition items. All the communication at their schools and in their English classes used to get done in Bangla resulting in no or very little connection with English. After experiencing such conditions when they have got admitted into a university where English is the only medium of instruction, many of them get confused and cannot cope with the new challenges in a new environment.

Almost half a dozen respondents have focused that they considered memorization to be the best way of learning. As per their opinion, teachers, parents and even they themselves are used to emphasize on memorization or rote learning. They say that they usually memorize writing items from different sources without trying to prepare those by themselves. As per their opinion, teachers also encouraged and sometimes forced them to memorize even grammar points if they failed to make them understand those grammar items clear to them. One says that he is used to memorizing everything which he finds difficult to understand. Some of them have said that they try to learn the language, attend class regularly, understand the topic when the teacher teaches but cannot remember them and cannot use them properly and make the same mistake again and again. In that connection it can be said that their brains have got fossilized. They try to correct them but they make the same mistakes repeatedly.

When asked to share their liking to the English language, many of respondents reported that they like the language and they wanted to learn it from their school years while some of the them categorically said that they currently do not like it and even did not like it when they were in schools. Ironically, some of the respondents, who have dislikes towards learning English, are better users of English language than those having interest in this language. Thus, there is also discovery that a positive feeling towards a language does not necessarily guarantee learning the language well. A few respondents voluntarily confessed that there were problems from their part also; they did not give much time and concentration for learning the language as they either did not understand the significance of learning it or did not find much motivation for learning it.

Conclusion

Thus, from the voice of learners it becomes clear that there are various issues and aspects of their English language learning process. They also identify causes for their low proficiency in English language. Learning a language here is confined to the textbook, language class at school and in passing in examinations only. Parents' unawareness of their children's real progress in the language, inadequate learning materials, lack of qualified English language teachers are mainly found to be responsible for this grave situation. Students perception and opinion about learning the language should be taken into consideration for developing a better learning culture.

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A Comparative Study on the Secondary Students' English Learning Outcomes in the Rural and Urban Area of Bangladesh through CLT Approach

Md Khaled Bin Chowdhury ¹

Abstract: The study was a mixed-method approach which was conducted through survey, class observation and testing of speaking skill. The close ended questions were used to elicit quantitative data for this study. The participants for this study were ten High School teachers and 100 students of class x both from city and rural areas. The comparative analysis of the findings showed that students from rural schools were less proficient in English than those of cities. Moreover, the urban students had positive attitude to English language and culture which along with other factors, ultimately increased their communicative skills and consequently, helped them show better speaking skill than the rural students. The parents from the rural areas could not afford more financing for their children which ultimately led to restricted access to internet, online resources and extra tuition for English learning. That deprivation resulted in lower confidence and motivation for learning English among the students living in rural areas.

Keywords: CLT, communicative competence, rural students, urban students.

Introduction

English language is taught in Bangladesh as a compulsory subject from class one to twelve. Since 1971 English has been being widely used though there is a national policy that favors Bangla. The Bangladeshi people have a strong sentiment for Bangla due to their sacrificing in 1952 under the Pakistani occupation to retain the right to speak Bangla. However, most of the people regard English as equally important as Bangla for personal, national, and international purposes.

Although English has been taught compulsorily in primary, secondary and higher secondary levels in Bangladesh for a period of twelve years, most Bangladeshi students cannot communicate well orally in real life situations. Imam (2005) reports that the average English proficiency of university

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students is equivalent to that of the students of grade seven in other EFL and ESL countries. So, to improve the poor communication skill, the government of Bangladesh introduced CLT from class viii in 1996 and then to classes up to the Higher Secondary level gradually. Textbooks titled English for Today are currently being used from classes vi to xii, and textbooks of the same title are also being followed at primary and higher secondary levels. The National Curriculum and Textbook Board (NCTB) has prepared Teachers' guides (TG) for those texts to help teachers to teach the textbooks properly. However, despite the theoretical shift from the traditional GT Method to a more communicative mode of teaching and learning English in Bangladesh, the infra-structural facilities and the teaching-learning techniques are still apparently the same for the last twenty five years or so.

Though CLT became a widely used method around the world in the 1970s, it was introduced in Bangladesh by 2001 without taking the socio-cultural reality and needs of English in Bangladesh in consideration. After the introduction of CLT, some measures have been taken to implement it at all the levels of English education. For example, some teachers were sent to the UK for training who later became master trainers. Training was also given to a huge number of school and college teachers of English. Course books, materials and activities following the CLT approach were developed and they are being revised every three to four years. But, little attention was given to the socio-economic and cultural constraints in its implementation. (Chowdhury & Mustaque, 2014).

CLT and Communicative Competence

With the introduction of CLT, the focus of second language teaching has moved from purely teaching grammar and vocabulary to practice skills for effective communication. A language course should aim at building both “linguistic competence” as proposed by Chomsky (1957) and “communicative competence” proposed by Hymes (1972) in reaction to Chomsky, among the students.

But what do these terms mean? ‘Communicative competence’ means the ‘functional knowledge’ and control over the principles of language usage’. Hymes also observes:

“...a normal child acquires knowledge of sentences not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to

what to talk about with whom, when, where, in what manner. In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others” (Hymes, 1972, 277).

It means that a language user needs to be able to use the language not only ‘correctly’ (based on linguistic competence), but also ‘appropriately’ (based on communicative competence). This approach certainly does not ignore the necessity of learning the ‘grammatical rules of language use’. In fact, it is one of the four constituents of communicative competence: ‘linguistic, sociolinguistic, discourse, and strategic competence’ (Hymes, 1972).

These four components of ‘communicative competence’ should be taught while teaching a foreign language and they usually are by modern teaching methods employed in second and foreign language teaching. Usually most of the above competencies are best learned if the language learner can immerse into the culture of a country that speaks the target language. So, efforts are being made to make the learners acquire these competences even if the learner has never immersed into the target culture.

Efforts were taken to make the learners of EFL countries communicatively competent by following CLT method. But there are varieties of problems faced by the teachers and learners in EFL contexts like Bangladesh. The problems are of various types, ranging from socio-economic and cultural factors, through instructional norms and values to the traditional mindset of the learners and teachers.

Classroom Interaction

In a class following CLT, language teaching content should be appropriate to ‘patterns of exchange and interactions’ to fulfill the objectives of communication, which mainly cover spoken form of language (Richards and Rogers, 2001, p. 21). There are two implications of fruitful classroom interaction. The first one concerns a pleasant atmosphere in the classroom with friendly relationships among the participants of the learning process. The second one calls upon students to become ‘effective communicators in a foreign language’. This effective classroom interaction can be achieved through a number of ways; by taking different students and teachers’ roles, by introducing students to a variety of ‘classroom organization’, by using a

variety of activities, by supporting students to express themselves and by encouraging their use of communication strategies. If the two implications can be utilized, we get a pleasant classroom atmosphere in which students will be trying to communicate in the foreign language. Research has shown (Long et al. 1976 in Nunan 1989, 51) that students engage in more language use in 'pair- and group-work than in other forms of interaction'. Such work leads to 'independent learning' and gives students some responsibilities for their own learning. It is similar to 'real-life communication' where students interact with in small groups or pairs.

Where Does Interaction Fit in CLT?

Brown (2001, 165) highlights the significance of interaction in communication, saying, "...interaction is, in fact, the heart of communication: it is what communication is all about". This scope for interaction helps to create a 'natural language acquisition context' in the classroom. That is why, the designers of CLT syllabus have planned to replace some of the features of form-based instructions with those more typical of 'natural acquisition contexts'. What Light own and Spada (2006, 112-113) say in this connection is worth quoting. They say,

"In communicative and content-based instructions, the focus is on the 'communication of meaning', both between teachers and students, and among the students themselves in group or pair work.....The assumption is that, in focusing on meaning, learners will acquire the language in a way that is similar to natural acquisition." In Bangladesh, CLT was introduced in all classes keeping this objective in consideration by the policy makers.

Types of Classroom Interaction

Generally a language class is expected to have the following types of interaction. They are-

a. Teacher to the whole class. b. Teacher to individual. c. Teacher to small group. d. Student to student. e. Student to the whole class. f. Small group to the whole class. Among these types of interactions two or three are found to dominate the majority of language classes. They are- Teacher to the whole class, teacher to individual and student to student.

Problem Statement

Teachers in Bangladesh are facing difficulties in implementing CLT as is the case in other EFL and ESL contexts. These difficulties are more acute at secondary level. Although CLT is being followed across the whole country from Class 1 to Class 12, the English teaching situation with CLT approach is worse in rural areas with less qualified teachers and less logistic support where the less privileged sections of students with large scale poverty attend classes. It is to be noted that almost 80% of our people live in rural areas. So, the main objective of introducing CLT is not attained because majority of the learners from rural areas are becoming neither fluent nor competent in terms of accurate and appropriate use of English. (Chowdhury & Mustaque,2014).

Objective of the Research

The main objective of the study is to investigate whether economic and socio-cultural stratifications of the population impact the level of English proficiency on the rural and urban secondary students. It will also investigate whether adequate logistic support promotes the communicative competence of the secondary level learners in English.

Research Questions

Based on the statement of the problem, the following research questions have been framed:

1. What impacts the English learning outcomes of the rural and urban students?
2. What types of support do the students need to develop communicative skills through CLT approach?

Literature Review

The picture of the overall proficiency of the rural students of Bangladesh should be discussed in the light of the socio-economic perspectives before focusing on the ‘communicative competence’ of the said students. The relationship between the ‘economic status and low educational qualification’ of parents on the one hand and learners’ academic achievement on the other is a recurrent theme in a lot of studies.

Ahmed and Bose (2005) cited in Hamid and Baldauf (2008) have identified this relationship and pointed out that a large

number of secondary students in rural Bangladesh are either poor or disadvantaged and their families cannot afford to invest for their education, and such socio-economic realities largely influence the academic performance of children. Parent's level of income is the strongest parental factor to influence children's academic achievement at the school.

McLoyd's (1989, 1998) important literature reviews have shown how poverty and low Socio-economic Status (SES) are related to a range of inadequate learning outcomes, including 'low IQ, educational attainment and achievement, and social emotional problems'. Parental education being an important criterion of SES determines children's 'educational and behavioral outcomes'. However, McLoyd has pointed out that among the different indices of family SES, including 'parental degree, longtime versus temporary poverty, income, and parents' professional status'; income level and poverty might be the more powerful predictors of children's cognitive outcomes in comparison with other SES indices (e.g., Duncan et al., 1994; Stipek, 1998).

The Bangladeshi newspapers also narrate the disadvantaged condition of the rural students in English. It is a fact that students who fail in English in the SSC examination are mostly from rural areas (*Daily Star*, 2007; Deabnath, 2007; Mahmud, 2005; *Prothom Alo*, 2007). Again, it is also true that unqualified or under-qualified teachers cannot help students pass examinations or learn the language. Normally, educational investment makes the biggest impact on quality. It is the level of public investment in education which affects school infrastructure, teaching materials, teacher satisfaction and, consequently, the quality of teaching and learning. But the rate of public investment is negligible. In the context of Bangladesh, Education Watch 2006 (CAMPE, 2007) shows that government investment in non-government secondary schools amounts to US\$ 2.9 per student per month. The report also notes that family investment is 71% of the total expenditure for the same level of education.

In the backdrop of low level of public investment in secondary education, secondary schools can only make modest contribution to student learning with their limited resources. Thus, it appears clear that private investment in education has the most significant impact on academic achievement of Bangladeshi students. The larger proportion of secondary students in rural Bangladesh is either poor or disadvantaged;

their families cannot afford to invest in their education (Ahmad, Hossain & Bose, 2005). Therefore, they cannot get necessary English books/materials, education supplies, and most importantly, private lessons in English (Deabnath, 2007).

Given the proportion of public finance, infrastructure availability and teacher quality (Haq, 2004), schools in rural Bangladesh by themselves would seem to play a much more minimal role than we might normally expect in fostering student learning in English or other subjects. The sub-sample of 14 students interviewed in the research provides some evidences to support this. The sample included students who were the highest and the lowest performers on the proficiency test as well as on the school-based SSC-qualifying examinations. All these students were pessimistic about the way English was taught in their schools and they said they could not rely on schools to learn English or other subjects. The ‘failure’ of schools compelled them to obtain private tutoring, which they found more effective and helpful for learning English as well as for passing school-leaving examinations (Deabnath, 2007). All 14 interviewees noted that private tutoring in English was a necessity for them in the context of school failure in English teaching. In fact, the survey found that 75 per cent of the 228 students had taken private lessons in English in Grade 10.

CLT and the Socio-economic Status of Learners

Despite the government’s introduction of CLT to improve the English education in Bangladesh, the successful implementation of it is hampered owing to several factors and hence the condition of English education has not improved in Bangladesh. In recent years, several researchers (Ahmed, 2014; Ansarey, 2012; Biswas, Uddin, and Sarker, 2013; Hamid and Baldauf, 2008; Hasan and Akhand, 2009; Iftakhar, 2014; Rahman and Karim, 2015; Shurovi, 2014; Sultana, 2014; Tarannum, 2010) have made attempts to investigate the challenges of implementing CLT in Bangladesh. Rahman and Karim (2015) have identified the inappropriate socio-cultural context of the country as a potential obstacle to the implementation of CLT. The poor socio-economic condition is also liable for the failure of successful implementation of CLT (Ansarey, 2012; Biswas, Uddin, and Sarker, 2013). According to Biswas et al. (2013), teachers’ “low salary and low status” in Bangladesh have a lot to do with their reluctance to invest time and energy to do some innovations in the traditional teaching.

These studies have identified the poor infrastructural facilities of the schools, especially, in rural areas as an impediment to the implementation of CLT in Bangladesh.

There are other researches that have investigated the reasons for not practicing the speaking and listening skills at Bangladeshi institutions. Shurovi's (2014) study investigates the reasons for the lack of practice of listening and speaking in the Communicative Language Teaching (CLT) classroom of Intermediate level in Dhaka. She says that after fourteen years of introducing CLT for teaching English, many students of the higher education level cannot utter a single sentence correctly. This raises a serious question about the effectiveness of 'practicing speaking and listening' in our classrooms. She adds that the fact is that the existing curriculums of secondary and higher secondary levels lack the insights to develop speaking skills by actually practicing and experimenting with the language. She adds that the theoretical emphasis has overshadowed the much needed practical side and missed out the scope for practicing language.

Many researches show that CLT in EFL countries is nothing but the old wine in a new bottle. Hamid and Baldauf (2008) show that CLT in reality means nothing but the change of curriculum to the teachers because all things remain the same as before. They note that there is little evidence to indicate that the policy impacted teaching practices at the school level, particularly in rural communities. Another issue regarding the textbook noted in the literature is that while the Preface of English for Today (2001) places equal emphasis on developing all four skills (reading, writing, listening, and speaking), actually only reading and writing skills and grammar are taught in school, particularly in rural schools since the school-based or the national examinations, i.e., Secondary School Certificate (SSC) examination or Higher Secondary Certificate (HSC) examination, do not assess listening and speaking (Hamid & Baldauf, 2008). This leads teachers and learners to ignore the recommendations made for developing communicative competence, and thus "texts generally are used like the old grammar-translation texts" (Hamid & Baldauf, 2008, p. 17). In addition to changing the curriculum, the NCTB has taken some measures like teacher training through ELTIP and the British Council in collaboration with Bangladesh Government has implemented the project English in Action, to ensure a smooth transition to CLT. But the scenario has not changed much. Hamid and Baldauf (2008) summarize the ineffectiveness of

top-down curricular revision as follows, “Beyond these changes [changing the curriculum and textbooks and providing some training], however, English teaching and learning continued in the same classrooms, surrounded by the same external socioeconomic and political realities, with the same learners, and the same generally inadequate facilities” (Hamid & Baldauf, 2008, p. 17).

CLT and Teachers’ Quality and Training

The malfunction of CLT has been ascribed to teachers’ lack of expertise in a number of researches. It is assumed that teachers can teach through GTM method because they have the exposure to it. With CLT their needs are overlooked, and to an extent, it is imposed on them. Teachers’ needs are identified as qualification and training (Farooqui, 2014; Khan, 2011), teaching methods and strategies (Ahmed, 2018; Jahan, 2008; Khan, 2011), managing large size class (Adhikari, 2011; Akbari, 2015), lack of effective teaching materials (Chowdhury & Le Ha, 2008), and professional development (Anwaruddin, 2016) to implement the CLT in the context of Bangladesh.

Fullan (2007) mentioned that with the enhanced knowledge, the teachers have the greater chances of executing the curriculum into practice. Rahman, Pandian, and Kaur (2018) investigated the CLT-based curriculum in the context of Bangladesh and found that the factors regarding teachers are the main impediments to the execution of the new curriculum.. Teachers’ inability to use CLT was frequently found to be a problem, especially when communicating and instructing students in English. Teachers switched to Bangla in most occasions in the classroom. Furthermore, teachers were not knowledgeable about the CLT method.

The aim of any teacher education programme is to bring change in teachers’ practice (Fullan & Hargreaves, 1992). Realizing the potential outcomes of teacher education programmes, teachers, irrespective of pre-service and in-service in nature, in different contexts were given training to equip them with skills and strategies such as ‘creating interactive atmosphere, deploying audio-visual aids, and employing diverse activities for engaging students’ (Karim, Mohamed & Rahman, 2017).

Notably, EIA being the last among the donor-funded teacher training programmes wanted to execute CLT with the help of

information and communications technology (ICT) (Al Amin & Greenwood, 2018b). It has not only focused on large-scale English language teachers' training, but also conducted empirical studies as a proof of their success (Karim et al., 2018), Kirkwood, 2013; Power, Shaheen, Solly, Woodward, & Burton, 2012; Shohel & Banks, 2010; Shrestha, 2013; Walsh et al., 2013). These studies reported a positive outlook in teachers' beliefs and practices which were aligned with the curriculum. However, their success is claimed to be made by the donor-funded multimillion English teacher training programmes has been denied by the recent studies (Al Amin & Greenwood, 2018, 2018; Anwaruddin, 2016; Karim & Mohamed, 2019; Rahman et al., 2018). To elaborate, these studies revealed several challenges relevant to the TE programmes such as, the paucity of training sessions, less opportunity for the rural teachers, shortage of teachers' trainers, ineffective training materials, and inadequate resources to materialize EIA training devices (Karim & Mohamed, 2019; Rahman et al., 2018). Eventually, too many teachers of English lack basic language and pedagogical skills even after doing EIA training which resulted in a constrained execution of CLT in Bangladesh.

Research Gap

The previous researches showed whether CLT created any tangible problems for the teachers and students. Some researcher also investigated whether teachers follow CLT in classroom teaching. Some researches mentioned that CLT as a whole is not an effective method for Bangladesh. Some other researches recommended what can be done to improve the situation.

However, the present study will investigate the topic from socio-economic and cultural perspectives by seeing into whether social and economic stratifications of the population make any difference in the success or failure of CLT as a method in Bangladesh. The social and cultural capital of the parents, such as, educational qualifications, attitude to education, interest for English is also a driving force in the push for their children's success in English. This is a formidable factor in their children's interest for English as well. That is, parents with more motivation for education will invest more for their children's education.

Methodology of the Study

The study is a mixed method approach. The tools used to collect data are survey, interview and class observation. The researcher conducted a survey to collect primary data. Questionnaires were used to collect the data. Questionnaires from 10 teachers were analyzed. 5 of them were from private high schools in rural area, and 5 from private high schools in urban area. The questionnaires for teachers include their perceptions about the effectiveness of CLT as a method, their training in CLT, their knowledge about the classroom techniques followed in CLT. 50 students of class x from city schools and 50 students from village schools were also given questionnaires to elicit information on issues like monthly income of the parents, extra tuition for learners, their grades in English in previous year, types of motivation of the learners for learning English, the techniques used by teachers in classes and the students' level of satisfaction with their teachers' teaching techniques and activities, classroom interaction types and so on.

Two classes were observed to investigate the classroom interaction types. One was done in a rural school and another in an urban school. Several factors related with CLT were primarily selected as focal points for the classroom observations: (a) patterns of activity (for example, pair work, group work). (b) use of communicative tasks and (c) interaction types, such as, teacher-student, student-student, etc. The book used by the teachers is English for Today of class ix-x. This is the prescribed course book of National Curriculum and Textbook Board of Bangladesh. Speaking test was also conducted to assess and compare the speaking skill of the students in two different schools. The researcher engaged students in a role -play activity and modeled the situation with teachers in one rural and another urban school. Through random sampling, he selected 10 pair separately for rural and urban schools to demonstrate their conversations to the whole class.

Findings

Analysis of Teachers' Responses

Table-1: Students' Grammatical Competence

	Excellent	Above Average	Average	Below Average	Poor
city	1	2	2	0	0
village	0	1	2	1	1

Regarding the students' proficiency in grammar, in the city two respondents said 'average' and another two said 'above average' and one respondent stated 'excellent'. On the other hand, in the village, two said 'average'. One respondent chose 'above average' and another one selected 'below average' and the rest one was from poor category.

Table-2: Students' Communicative Competence

	Excellent	Above Average	Average	Below Average	Poor
city	4	1	0	0	0
village	0	0	0	1	4

Regarding the communicative skill, in the city four teachers said, it was excellent and one thought it above average. On the other hand, in the village one teacher said below average and four said that it was very poor.

Table-3. Execution of Interactive Activities

	Always	Very Often	Sometimes	Rarely	Never
city	2	0	2	0	1
village	0	0	3	0	2

In regard to the question, how often they execute the interactive activities, in the city, two teachers stated, it was always, another two teachers gave vent to 'sometimes' and one opted for 'never'. On the other hand, in the rural schools, three teachers opted for 'sometimes' and the rest two for 'never'.

Besides, regarding the statement to the contribution of internet facilities to improving the grammatical proficiency of students,

in the city four respondents considered it very important, and one thought it important. On the other hand, in the village, three chose the option ‘very important’, one stated ‘important’ and another one thought it moderately important.

Table-4: Contribution of Internet Facilities to Improving The Grammatical Proficiency of Students

	Very Important	Important	Moderately Important	Slightly Important	Not Important
city	4	1			
village	3	1	1		

While evaluating the contribution of internet facilities to improving the communicative skills of students, the same number of teachers in both city and village gave the same ratings, that is, 60 % very important and 40 % important.

Table-5: Contribution of Internet Facilities to Improving The Communicative Skill of Students

	Very Important	Important	Moderately Important	Slightly Important	Not Important
city	3	2			
village	3	2			

Analysis of Students’ Responses

Table-6: Importance of Access to Internet

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
city	46	4	0	0	0
village	37	10	3	0	0

Regarding the statement, access to internet is important to practice the modern techniques of learning English, in the city 46 students strongly agreed and 4 agreed, In the village, 37 students strongly agreed, 10 agreed and the rest 3 respondents chose the option ‘undecided’.

Table-7: Teachers Engaging in Interactive Activities

	Always	Very Often	Sometimes	Rarely	Never
city	0	0	45	0	5
village	0	0	5	0	45

In regard to the statement, in the city 45 students opted for ‘sometimes’, 5 students chose ‘never’. On the other hand, in the village, 45 students stated ‘never’ and the rest 5 for ‘sometimes’.

Table-8: Importance of Interactive Activities in Improving Speaking Skill

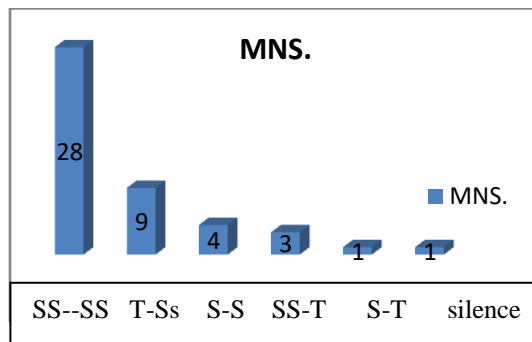
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
City	30	10	5	5	0
village	20	15	5	10	0

Regarding the statement in the city 30 students strongly agreed, 10 agreed, 5 chose the option ‘undecided’ and the rest 5 disagreed with the statement. On the other hand, in rural areas, 20 students strongly agreed, 15 students agreed, 5 stated ‘undecided’ and 10 disagreed with the statement .

Observation in Urban School

The teacher’s class duration was 46 minutes. Some salient features of the class are:-1.more student - student interaction 2.More pair work. 3. Less teacher-controlled class.

The interaction patterns and time taken by the teacher during the class can be shown through a graph-



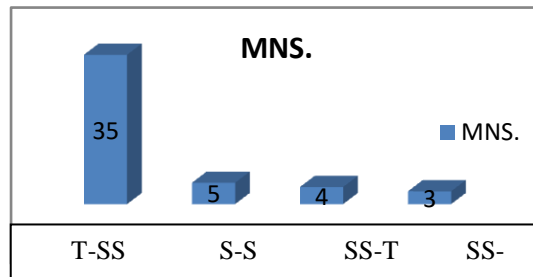
Graph-1: Urban School

What appeared from the interaction patterns was that student to student interaction pattern dominated class engulfing the most of the class time. Group work dominated the bulk of the class time which was 28 minutes and there was also 4 minutes of pair work. Teacher–student interaction was 13 minutes.

Observation in Rural School

The second observation was arranged with the same lesson and activities in a rural school. The observation of the second class revealed the following phenomenon. The teacher’s class duration was 47 minutes.

What appeared from the interaction patterns was that this class was more teacher-centered than the first one. The teacher-student interaction pattern took 35 minutes. The teacher provided the answers orally throughout the class. And he termed this more interactive in the sense that students were getting more oral inputs. Student-student interaction pattern was the minimum which was 5 minutes. Group work was also allotted for 3 minutes in the class. Students were asked to get involved in group work to make them help to compare their answers with one another.



Graph-2: Rural School

Speaking Test Results

As mentioned in the methodology section, speaking test was also conducted to assess and compare the speaking skills of the students in two different schools.

The students in the urban school had confidence and fluency. There were less pauses and mumblings in the urban students’

speaking. On the other hand, the rural students had shown more hesitations, pauses and mumblings. They were found to be more nervous and anxious. I assessed the performance on a scale of 10 based on criteria like, use of vocabulary, fluency, organization of idea and pronunciation. In the urban school, 8 pair got 8 out of 10 and 2 pair got 7. On the other hand, in the rural school, 4 got 5 and 6 got 4.

Discussion

We find a connection between parents' monthly income and the students' having extra tuition in English. The high income group parents send their children for extra tuition in English in addition to regular class in English in schools. In the city, 88% students are found to be passionate towards English language learning. On the other hand, in the village, 64 % say, they moderately like to study English language and culture. The higher the income of the parents, the more the students can afford to watch English movie, listen to English music. Regarding the involvement in the activities in their spare time, 92 % in the city practice all of them whereas in the village, 82 % state that they practice none of them in their spare time.

Regarding the contribution of access to internet to learn English, 92 % in the city strongly agree to that proposition. This may be linked to the involvement of 92 % in doing activities required for internet use. On the other hand, in the village, only 74 % strongly agree and 20% agree to the proposition. Regarding this opinion, both in the city and village almost the same number of teachers give similar rating. Regarding teachers' engaging students in interactive activities in the class, 92 % students in city say that they do it sometimes. On the other hand, in the village, 96 % students say that their teachers never do it. The findings are also revealed from the observations of classes at two different places. Actually though teachers in Bangladesh irrespective of city or village do not engage students in interactive activities in the class, students in the city themselves try to speak in English even though it does not necessarily always show their accuracy and fluency. It happens mainly for the fact that students in cities have more sense of self-esteem and confidence about their worth. The issue how the wider social context influences 'self-related beliefs in L2 motivation' has been studied by Lamb (2012). Lamb found that students in rural areas of Indonesia held

significantly less-favorable opinions about their ideal L2 identities than the students from urban settings, and the 'ideal L2 identity' also had less significant explanatory impact over the motivated behavior of rural learners. It is also noteworthy that though teachers in the rural area have training in CLT, they do not execute CLT. So, it can be said that merely having training and knowledge are not enough. If teachers are not motivated, they will not implement any noble activities. Here these teachers can identify the interactive activities and also feel the importance of these in making the learners communicatively competent.

Regarding the importance of CLT, the same number of teachers from both city and rural area have similar opinions. The same number of teachers in both city and village also feel the importance of logistic support and contribution to some activities for motivation to learn English. Some of these activities require access to internet. So, it can be said that there are many factors which are beyond the control of the teachers.

The gulf of difference in students' communicative skill in two different contexts, i.e. city and village is attributable to the gap in the monthly income and access to the internet in two different contexts. This may be referred to the Munoz's view on the connection between availability of resources and students' feeling interest for learning English. Resources available in foreign language education are also dependent on socio-economic factors (Hu, 2003), which might then influence learners' intrinsic interest indirectly, with the mediation of classroom factors (Munoz, 2008).

It is to be noticed in my study that 80% students' communicative skills in the city area is excellent. On the other hand, in the rural area 80% respondent students have got poor communicative skills. This is linked to teachers' views on the contribution of internet to improving communication skills. The same number of students in both city and village considers the contribution of internet access to practice the modern techniques of learning English as very important and important respectively. The access to internet and using and practicing the activities outside the classroom as supporting activities contribute to the urban students' speaking fluency. Teachers in both the contexts feel the contribution of the logistics and classroom interactions. The students also have the same percentage of opinion. But the problem lies in the execution and lack of logistic support. As found from the classroom

observation, there is more execution of interactive activities in urban schools than the rural school. There are also significant differences in the interaction patterns between the two different settings. The urban school has more student- student interaction than the student-teacher one. The urban students' better scores in speaking tests authenticate the claims.

Conclusion

CLT that is expected to improve the communicative competence of the learners fails to attain its objectives in Bangladeshi secondary schools. Though CLT is not followed in its true spirit anywhere either in city or village, but owing to some socio- economic factors, the scenario is worse in rural areas. The economic insolvency of parents coupled with less technological and online accessibility poses strong obstacles to the rural students' achieving proficiency in English. Extra tuition, students' access to internet in cities give the urban students upper hand over the rural students in regard to communicative competence. Moreover, the classes observed in cities indicate that there is more execution of CLT here than at those of the rural areas. Student- student interaction in the form of pair work, group work using English as a medium which is effective in developing communicative competence is totally absent in the classes of rural areas. However, it does not suggest that grammatical competence of students from these two different places is much different from each other. That is, the grammatical competence of the rural students is not found to be better than that of the urban students though the urban students show better communicative competence.

As a recommendation to overcome the problem, teachers should be trained in CLT techniques. But mere training will not be adequate for its implementation. They should also be motivated to apply them. Technological support should also be increased in the classes. The research also recommends that to make CLT an effective teaching method, the difference between city and rural schools in terms of resources must be minimized. Students from the rural areas must also have more opportunity to practice English online. More importantly, there should be more scope for creating motivation among the rural students for learning English.

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Appendix-1

Questionnaire for teachers

1. Where is your school situated? City / village
2. Do you have training in CLT? Yes/ no.
3. How much important is CLT in making the learners communicatively competent?
 - Very Important • Important • Moderately Important
 - Slightly Important • Not Important
4. How much important is the logistic support, such as, multimedia , internet facility in implementing CLT in English teaching and learning?
 - Very Important • Important • Moderately • Important
 - Slightly Important • Not Important
5. Which, of the following, do you think is important for students to be motivated to learn English? You may tick more than one option.
 - a. watch English movies
 - b. listen to English music
 - c. read English newspaper
 - d. read English fiction
 - e. none of the above
6. Tick the interactive classroom activities that are commonly followed in CLT.
 - Describing a picture-
 - Working out reading comprehension individually
 - Speaking in pairs-
 - Having a debate / role play-
 - Group Discussion -
 - Story telling in front of the class-
 - Doing grammar exercise individually
7. Insolvency of the parents is a barrier for students' becoming proficient in English? Tick one-

- Strongly Agree • Agree • Undecided
 - Disagree • Strongly Disagree
8. Evaluate the grammatical skills of your students.
Very poor/ below average/ average/ above average/ excellent
 9. Evaluate the communicative skills of your students
Very poor/ below average/ average/ above average/ excellent
 10. Evaluate the contribution of internet facilities to improving the grammatical proficiency of students.
• Very Important • Important • Moderately Important
• Slightly Important • Not Important
 11. Evaluate the contribution of internet facilities to improving the communicative skill of students.
• Very Important • Important • Moderately Important
• Slightly Important • Not Important
 12. How often do you execute the interactive activities, such as, pair work, group work, discussion, role play, games, in the classes help to develop your students' speaking skill-
• Always • Very Often • Sometimes • Rarely • Never.

Appendix-2

Questionnaire for students

1. Where is your school situated? City/ village
2. Circle below the monthly income range of your parents in BDT.
Below 20 thousand / 20-30 thousand/ 31 -40 thousand/ 41-50 thousand/51-60 thousand/ 61- 70 thousand/ 71 thousand - above/ None/
3. Do you go to any coaching centre / tutor for extra tuition in English? Yes/ no.
4. If the answer to question is yes, how much do you have to pay each month for your tuition in English in BDT?
Amount-
5. What was your grade in English in class ix?
6. How much important do you think it is to be fluent in spoken English?
• Very Important • Important • Moderately Important
• Slightly Important • Not Important
7. You like the English language -
• Highly • Moderately • not much • Not at all
8. Which of the following activities do you do at your spare time? You can tick more than one

- a. watch English movies
 - b. listen to English music
 - c. read English newspaper
 - d. read English fiction
 - e. none of the above
9. Access to internet is important to practice the modern techniques of learning English.
- Strongly Agree • Agree • Undecided • Disagree
 - Strongly Disagree
10. The interactive activities, such as, pair work, group work, discussion, role play, games, in the classes help to develop your speaking skill-
- Strongly Agree • Agree • Undecided
 - Disagree • Strongly Disagree
11. Your teacher engages you in interactive activities, such as pair work, group work, discussion, role play, games, in the classes-
- Always • Very Often • Sometimes • Rarely • Never.

Satirical Exposition in Aravind Adiga's *The White Tiger*: An Elucidation

Most. Rojina Afroj¹ and Md. Chand Ali²

Abstract: This study aims at examining the use of some basic satirical tools as a way of exposing the social ills in Aravind Adiga's curtain raiser novel, *The White Tiger* by an analysis of the social disintegrations found in India. Since the technique of satire in a fiction generally hides the dark, abysmal face of the evil underneath an apparent mask of an obnoxious hilarity, an understanding of the true nature of it is, therefore, necessary through the identification and location of the various tools and devices applied in the narrative in order to make it possible. Hence, this paper ventures to pinpoint figurative devices like irony, sarcasm, exaggeration, caricature, and humour, etc. with a view to explaining the social darkness raging in Adiga's India. However, the writer's attempts to rectify the society through his literary attacks tend to be shaped by his depiction of the major characters as the exponents of social corruption and injustice. Adiga's creative efforts in caricaturing the oddities of extreme wealth and power, and his mockery of the distortions of social behaviour are going to be put under scrutiny with a purpose of deciphering the true colours and forms of social inequity and wrongs.

Keywords: Satire, Tones, Irony, Sarcasm, Humour, Jokes, Exaggeration, Socializations.

Introduction

When Aravind Adiga's debut novel *The White Tiger* was awarded with the prestigious Man Booker prize in 2008, it drew considerable critical attention for not only being another novel written by an Indian in quick succession, but for its conscious deliberation towards exposing a Dark India going against the Rushdiesque tradition of exoticizing and romanticizing of it. For example, in a short and scintillating review, David Sexton of the Evening Standard found that *The White Tiger* "is a swift, amusing read, abusively satirical about every aspect of Indian life now.... It is the antidote to all those novels, from the likes of Salman Rushdie and Kiran Desai, that remain at heart

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intoxicated with the romance of the subcontinent” (15 October 2008).

Adiga’s novel embellishes the nocturne that lies beneath the lustres of the dazzles in the romantic assumption of a shiny prospect of economic leadership in the process of delineating the story of Balram Halwai who lifts himself up from the lowest depth of an economic dungeon to the warmth of a capitalist heaven. At the outset, Halwai presents himself as being caught in the sticky web of servitude under which he assumes himself to be like a cock trapped in a ‘Roster Coop’ watching the butchering of the ill-fated brothers and continuing living with an incessant awe of the same for himself sooner or later. The trauma of living in such a deathly atmosphere develops an indelible hatred in him for the rich. This hatred is camouflaged under the cloak of apparent hilarity and provocative loyalty. When the opportune moment arrives, Balram murders his master and steals his money in order to be a rich and powerful man. He commits a grave crime to avenge the long drawn suffocative hostility of the rich toward his class of people. On the other hand, he uses the exploits of this crime as the material source of his establishment in the society. The bitterness of the social reality popping up to the surface by virtue of Adiga’s first person narrative technique marks *The White Tiger* with a deliberation of sheer darkness to deface the bright image of surging modern India in contemporary postcolonial fiction. Adiga’s efforts clearly indicate to the departure point of a turning away from that exoticism toward the uncovering of raw and unmade face of a real India. Lau and Diwedi (2014, p. 9) identify this to be a new trend in Indian English fiction:

With increased global literary interest in Dark India – the defiant retort to India – with literary attention on the underbelly of urban India, the slums, the poverty, the destitution, the marginalisation, the crime and corruption, and in fact the many social inequalities, exploitations, and corruptions taking place on a daily basis, there has been a corresponding increase in social realism fiction depicting poverty, servitude, and urban marginalisation.

One of the exponents of this trend in fiction, Aravind Adiga seems to be keen in *The White Tiger* on portraying the ugly pictures of such an Indian society where the moral decay of humanity is the order of the day. Interestingly, Adiga deploys a host of satirical elements to convey the paradox of the socially and economically stratified urban life in the present-day India.

The use of satire by Adiga could very well be driven by an intention to expose the truth that lies beneath the apparent happy and hopeful zeitgeist of the throbbing Indian progress by way of the mockery of the process which instigates it. Again, it may have a corrective intention motivated to churn up some moral lessons for the contemporary readers by jocularly distorting the face of reality only to turn it ridiculously absurd. The present study sets out to explore the possibility of both assumptions alongside the analysis of the satirical elements used in *The White Tiger*. To accomplish this, the concept of satire and its current usage first to be foregrounded and will be addressed first in this article. After this, a critical analysis of relevant portions of the text under study will be analysed to reach a concrete understanding of nature and purpose of Adiga's use of the elements of satire in *The White Tiger*.

Satire

In *A Glossary of Literary Terms*, M. H. Abrams (2009, p. 320) defines satire as the literary art of diminishing or derogating a subject by making it ridiculous and evoking toward its attitudes of amusement, contempt, scorn, or indignation. So, satire can be assumed by applying it as a form on the one hand, and as a technique of apprehending any unit of a text in a scornful way through a number of figurative devices on the other. Satire has some didactic characteristics in that it “uses laughter as a weapon” to expose the evil in someone or something by turning them a prey to mockery, or to enlighten the audience regarding the follies in their character or socio-ethical behavior by deliberately enlarging the gross in them to the point of absurdity. Therefore, Abrams states that satire has been “justified by those who practice it as a corrective of human vice and folly.” (p. 320).

In his essay “Humour as a Social Corrective,” Avner Ziv (Behreus and Rosen, 1988, p. 157) tends to analyse the purpose of satire as to improve the humanity by presenting the moral principles and advancing them by action or words that have kept human beings united for hundreds of years. According to him, in satire, the humours are unsightly and these phenomena generate mockery and other philosophical terms into the patterns of human society. It can also be exposed with disrespect or ferocity (p. 157). The laughter is created from the observation of absurdity or irrationality to reform the world. Whether hidden within or camouflaged, laughter is a thing

which cannot be separated from satire. Northrop Fry in his influential *Anatomy of Criticism* (1971) stresses that two things are essential to satire: “one is wit or humour founded on fantasy or a sense of the grotesque or absurd, the other is an object of attack. Attack without humour, or pure denunciation, forms one of the boundaries of satire.” (p. 224). He further emphasizes that the resultant laughter associated with satire is a kind of vigorous denunciation of people on whom a verbal attack is posed but the object of the attack must be undesirable. He says, “To attack anything, writer and audience must agree on its undesirability, which means that the content of a great deal of satire founded on national hatreds, snobbery, prejudice, and personal pique goes out of date very quickly.” (p. 224). Therefore, the humour in satire does not intend laughter only for comic or comedic effect but it essentially attacks and exposes the undesirability in anything subject to the satire. This is accomplished through the usage of some very familiar figurative tools and devices such as; humour, irony, sarcasm, caricature, exaggeration, and parody, etc., to ridicule or criticize on one’s stupidity for his or her vices, mostly in the context of contemporary social, political or religious issues. The present study gives vent to understand the satire deployed in *The White Tiger* by locating and analyzing the above mentioned vehicles of satire in the narrative of the novel.

Adiga has literally imbued his novel with satire. For example, some of the perfect caricatures on the activities of the doctors and politicians are rendered when Balram acts in his imagination- “He pointed a finger at me; I assumed my role in the play. I saluted him: “Yes, sir!” He held out his palm to me.” “Now, you—Dr. Ram Pandey—will kindly put one-third of your salary in my palm. Good boy. In return, I do this.” He made a tick on the imaginary ledger. “You can keep the rest of your government salary and go work in some private hospitals for the rest of the week. Forget the village. Because according to this ledger you’ve been there. You’ve treated my wounded leg. You’ve healed that girl’s jaundice” (Adiga, 2008, p. 50).

The above lines are poignantly satirical because they indicate the corruptions of the dishonest doctors serving the most dishonest political leaders with flattery whereas, the poor people like the father of Balram, are dying without proper treatment in time. The doctors are depicted here as dangerously dishonest persons who are working in the government as well as in the private hospitals corruptibly. They do not care a fig about the village hospitals because a large amount of money is not available there but they would rush to the rich and powerful

people to serve them in any way or other, whereas the poor are nothing to them. Here, the corruption in public service is exposed nakedly through satirical depiction.

In the beginning, this novel appears to be a clear-cut one pulled up with a bootstraps story. The writer has been able to give a dazzling twist of his sharp and satirical outlooks for the realities of poor Indian people. Since the narrative draws the readers further into the extreme realities of social darkness, it becomes obvious that Adiga is taking part in a bigger game, satirically, with the contemporary issues. (Pasari, 2015, p. 3).

Exaggeration and Overstatement

Sometimes in this novel, the writer's satires have been introduced in an exaggerated form. They tell the opposite phenomena of the society as overstatements. In the eyes of people outside India like the Chinese Premier, the Indian society can be very beautiful but in the eyes of the writer, both good and evil exist and they continue spreading their roots to the deepest core. India is highly resourceful but it has got so many of its dark sides also leading the readers to shudder when exposed. If the beauty of India is symbolized by the ocean, its ugliness has been symbolized by rivers like the Ganga, which conveys poisons through the hearts of Indian darkness—the poor people and geographical areas. Each year, the Indian government allocates a huge budget for the purifications of holy river, Ganga but they end in smoke and benefits from that action are little to count. Adiga is intent in *The White Tiger* on exposing the reality with overstatements and exaggerations:

I am talking of a place in India, at least a third of the country, a fertile place, full of rice fields and wheat fields and ponds in the middle of those fields choked with lotuses and water lilies, and water buffaloes wading through the ponds and chewing on the lotuses and lilies. Those who live in this place call it the Darkness. Please understand, Your Excellency, that India is two countries in one: an India of Light, and an India of Darkness. The ocean brings light to my country. Every place on the map of India near the ocean is well off. But the river brings darkness to India—the black river. (Adiga, 2008, p. 14)

The first half of this statement runs like the description of a fairyland but later, the table turns upside down, when the

apparent fairyland is introduced as darkness itself. Such sudden juxtaposition of the opposites qualifies all the exaggerations that hilariously uncover Indian political, economic and social contraries.

Tone

M. H. Abrams (2009, p. 258) refers to two influential critics—I. A. Richards and Mikhail Bakhtin—as having defined literary tone. Richards defines tone as the expression of a literary speaker's "attitude to his listener." "The tone of his utterance reflects . . . his sense of how he stands toward those he is addressing. On the other hand, Mikhail Bakhtin said that tone, or "intonation," is "oriented in two directions: with respect to the listener as ally or witness and with respect to the object of the utterance as the third, living participant whom the intonation scolds or caresses, denigrates or magnifies." Therefore, the tone of the narrative usually accompanies the purpose of the author by tending to be questioning or paradoxical, ironical or supporting in different situations but every time, it varies on the basis of its perspective. In the case of *The White Tiger*, it seems that the tone denigrates and debases the preconceived notion about a holy and blissful, prosperous India and by the way, reflects the opposite. The sacred river Ganga is regarded to be blessing the poor people because it flows through the dark areas, where the illiterate and the impoverished live: "Why, I am talking of Mother Ganga, daughter of the Vedas, river of illumination, protector of us all, breaker of the chain of birth and rebirth. Everywhere this river flows, that area is the Darkness" (Adiga, 2008, p. 15). The statement reflects a tone of satire because the Ganga, being a protector, has been the reason of pollution and religious barrenness.

Alongside, Adiga has pictured the corrupt social spearheads, who during the elections, promise to solve so many problems of old India but do not move a pebble when elected. The satirical tone is not missed by the reader when he reads the proud announcement of a self-aggrandizing social leader while opening a hospital, "Lohia Universal Free Hospital proudly inaugurated by the great socialist a holy proof that he keeps his promises." (p. 48). It can easily be read as the self-acclaimed voice of the deprived poor and the disenfranchised men. Undeniably, people like the Great Socialist promises to provide the needs of the poor while they refresh themselves with fresh drinking water in the Darkness. Though, they say – 'The poor

will not be ignored' (Adiga, p.230), they remain out of them. However, the promises of the Great Socialist turn into lies in the long run and continue to go on like this. Balram points out that "ninety-three criminal cases—for murder, rape, grand larceny, gun-running, pimping, and many other such minor offenses—are pending against the Great Socialist and his ministers" (p. 81). Right through the novel, politicians of the like are unmasked as dishonest liars. Adiga unleashes the tone of a bittersweet attack on the corruptions done by the political parties and their sub-ordinates. Jessica Soulier (2010, pp. 6-7) comments in this connection:

It is clear that none of these men, including the Great Socialist, have any concern for the welfare of the citizens over which they rule, despite being aware of the hardships that the people suffer. "Stand up to the rich" is the Great Socialist's refrain and a pair of hands breaking free of their manacles is the image he uses to present himself, but it is all a façade: the Great Socialist is the rich whom none will dare stand up against, and it is he who keeps the citizens in chains.

Indeed, he wants to tell the people not to nominate the morally bad persons who forget their people after getting in power. In this fiction, Balram's father dies pathetically in a hospital where there is no regular doctor and no good environment for the patients, and eventually, such hospitals are made by social leaders like the Great Socialist, who are none better than thieves. Before each election, they seek the votes from those hungry people of Darkness and later, they hear no more. They behave brutally with them and collect several amounts of taxes from them. So, keeping social reformation in view, Adiga launches criticism on the regime of anarchy, "Do you want good roads, clean water, good hospitals? Then vote out the great socialist!" (Adiga, 2008, p. 98). The stark distinction between the appearance and reality is clearly expressed in the tone of the question itself.

Again, the writer relates religion with the darkness of ignorance. Religion works presupposed as the talisman for the common poor who want to live under the protection of religion in ignorant bliss. The sting of satire pinches so hard in the following statement: "The villagers are so religious in the Darkness." (p. 90). So, *The White Tiger* presents a compendium of religious confusion. The novel shows the real picture of Indian society counting the problems of caste and category—the poor and the politics. The novel emphasizes on diminishing

the religious importance from all spheres of life. Adiga has not just rejected the religious values and its significance but presented them with sardonic tone as he seems to be conscious of both its merits and demerits. His vision of religion is realized by the modern globalizations with its scientific stepping forwards and advancements. Thus, he judges the religious beliefs and ventures to test them with ambivalent personality of Balram Halwai. We find the impudent conceptions for all religions in India and question their relevance in postcolonial perspectives (Mastud, 2014, p. 122).

So, satirical tone has been used to good effect in *The White Tiger* to put shed light on the darkness of an underbelly Indian society which rots with all the cancers of immorality and injustice.

Wit and Humour

Wit and humour are essential to the comic but conventionally, humour is considered as a benign device for producing laughter while “tendency comedy and tendency wit, rather than humour, are among the devices that a writer most exploits in satire, the literary art of derogating by deriding a subject” (Abrams, 2009, p. 382). In recent fiction, there is a tendency among the writers intending to deploy satire to use a special kind of humour known as dark or black humour which is “directed against what the author conceives to be the widespread contemporary condition of social cruelty, inanity, or chaos” (p. 322). As Patrick O’Neill says, regarding the apprehension of black humour in literature, “Black humour of varying degrees of intensity may arise, as we have seen, from the employment of the grotesque as a stylistic device or of taboo materials as subject matter” (Bloom, 2010, p. 92). Adiga seems to be consciously applying it when he makes Balram talk of the traditionally believed “holy” water of the Ganga utterly negatively, “No! —Mr. Jiabao, I urge you not to dip in the Ganga, unless you want your mouth full of feces, straw, soggy parts of human bodies, buffalo carrion, and seven different kinds of industrial acids” (Adiga, 2008, p. 15). The grotesqueness of the description of the so-called sacred water produces the source of the scornful laughter which puts the blindfolded belief of the Indians to ridicule. Again, Adiga attacks the filthy sensibility of the rustic commons towards taboo matters while narrating the behavior of the drivers over lurid pictures on adult magazines: “After showing it to me,

Vitiligo-Lips closed the magazine and threw it into the circle where the other drivers were sitting; they made a grab for it, like a bunch of dogs rushing after a bone” (p. 126). So, the grotesque indecency of drivers has been made subject to ridicule only to expose the filth in the social low.

Yet again, in another instance of vehement dark humour, the writer attacks the lifestyle of the rich. The poor generally don't have enough food and therefore, they look skinny and tiny, while the rich by their overexploitation of food and facilities look obese and ugly. So, the rich desperately want to lessen their obesity and mend their ugliness, an act which has been ridiculed humorously, “See, the poor dream all their lives of getting enough to eat and looking like the rich. And what do the rich dream of? Losing weight and looking like the poor” (p. 225).

Allegory

Characteristically, an allegory can convey the notion of satire to its desired effect. The reader of *The White Tiger* confronts the painful story of the advent of the British and the tumult after their return through a miniature story of animals devised by Balram. Allegorically, the writer compares the British people with the ferocious animals as the jungle leaders, India with a jungle, and the colonized Indians with caged animals. Adiga frames this story to point to the post-independence behaviour of the Indians which was not up to expectation:

And then, thanks to all those politicians in Delhi, on the fifteenth of August, 1947—the day the British left—the cages had been let open; and the animals had attacked and ripped each other apart and jungle law replaced zoo law. Those that were the most ferocious, the hungriest, had eaten everyone else up, and grown big bellies. (p. 64)

This story here is allegorical because the ferocity reflected in the previous regime is somehow left in the later day animals also known as the social leaders having grown ‘big bellies’ by devouring everything around. The allegory here effectively comports to the writer’s satirical intent.

Sarcasm

Sarcasm, like irony, can also imply the opposite intended meaning against what the speaker really utters but Abrams

(2009, p. 167) considers it to be far more useful if we “restrict it only to the crude and taunting use of apparent praise for dispraise.” In *The White Tiger*, Adiga talks about the five landlords in such a sarcastic way that the readers feel the sting of the scorn readily. The Landlords have been called by bestial names after their nature and the description of their appearance and activities bears testimony of the subtle sarcasm applied in the novel. For example, one of them is presented in the metaphor of a *Wild Boar*. He has two sticking out teeth resembling the tusks of a *Boar*: “When he passed by women, his car would stop; the windows would roll down to reveal his grin; two of his teeth, on either side of his nose, were long, and curved, like little tusks” (Adiga, 2008, p. 25). Four other landlords have been called by similar names like the Buffalo, the Raven, the Mongoose, and the Stork. Each of them in fact controls over the land and properties of Laxmangarh and each has got particular characteristic fallibility which has been sarcastically pointed to by the narrator. For example, the one called Raven likes to “dip his beak into the backsides” of the goatherds who are unable to pay the land fees. This means, the man has got a knack of indulging in physical relationship with the goatherd boys.

Again, Adiga pours sarcasm on the malpractice of the police also. When Balram fled from Laxmangarh to Bangalore, he saw a poster on the wall where, there was a roughly printed picture of him. It was telling like that he is wanted. But, finding him wanted, Balarm felt laughed in him because, he himself thinks that he can be a murderer but not that much of criminal like the police. “If I may go back for a moment to that ‘Wanted’ poster, Your Excellency. Being called a murderer: fine, I have no objection to that. It’s a fact: I am a sinner, a fallen human. But to be called a murderer by the police! What a fucking joke” (p. 102).

In the later part of the novel Balram renders more of such sarcastic expositions of the malpractices of the rotten Indian Police. Balram explains,

A man on a bicycle getting killed—the police don’t even have to register the case. A man on a motorbike getting killed—they would have to register that. A man in a car getting killed—they would have thrown me in jail.

“What if he goes to the papers?”

The assistant commissioner slapped his belly. “I’ve got every pressman in this town in here. (p. 308)

However, Balram, who works as a driver himself for some time, has a first-hand experience of the corruptions of the drivers, and according to him, such corruptions result from the corruptibility of their masters. As Balram tends to pass the responsibility of instigating him to wrongdoing onto the shoulder of the master: “He returned from America an innocent man, but life in Delhi corrupted him and once the master of the Honda City becomes corrupted, how can the driver stay innocent?” (p. 197).

Sarcasm also occurs when Mr. Ashok and his servant, Balram get caught by each other in an awkward situation. Once, Mr. Ashok looks out from his car while a girl is being passed by. Both the master and the servant look at the girl’s physical curvature and the lustful thoughts pop up in both. Abruptly, they are caught in the front mirror of the car and their eyes meet shamefully but it seems that they have been caught by each other’s inanities: “I thought, Aha! Caught you, you rascal!” (p.199). However, the immorality in both gives rise to desires which they don’t hesitate to satisfy through perverse ways: “Because he was horny. And inside that sealed car, master and driver had somehow become one body that night” (p.199). On the spur of the moment, this situation is created and they were disgusted to each other too.

In the same sarcastic way, Adiga’s narrator generalises about the rich people and their moral characters but while doing this he eventually exposes the jealousy of the poor towards them. To the poor class people, the rich enjoy everything they want but the poor do not. The rich look very beautiful and fluffy but the ugly practices always undergo with them. They are often heinous behind their beautiful skins: “Only I know and I tell you, all the masters are the same. One day you’ll believe me.” (p. 201).

Furthermore, the narrator becomes poignantly sarcastic when he refers to another ugly practice frequently recurring in the Indian society—illegal transaction of money by way of bribery. Though the Indians appear to be rather spiritually devotional rather than being materialistic, the India that Adiga exposes is replete with people who would do anything to accumulate money and wealth. While driving the car through a minister’s living palace, he says about this kind of miracle: “The gatekeeper stared at me as I drove in. I saw rupee notes shining in his eyes.” (p. 222). The novel pictures such an underbelly

India are where avarice and greed rule on top of moral or civilised ways. This has been sarcastically presented in the activities of the social and political leaders who play a simple trick—adding God’s name with whatever thing they would use to exploit the poor commoners. In *The White Tiger*, the propagandists on behalf of the leaders tend to baffle the people shouting like this- “Government Work is God’s Work.” (p. 297). Adiga has satirized the tendency of the poor who consider the gods to be the sources of everything or every action. God exists for the poor but he is only a tool in the hands of the rich. Adiga seems to have ridiculed the role of the almighty Creator. According to him, the almighty God might be very greedy and the prayers of the poor might not be accepted to Him because the rich are offering very costly things and sacrificing the highest products. The sarcasm extends to the limit of regarding God useless: “I thought there was no need to offer a prayer to the gods for him, because his family would be offering very expensive prayers all along the Ganga for his soul. What can a poor man’s prayers mean to the 36,000,004 gods in comparison with those of the rich?” (p. 317).

Dramatic Irony

“Dramatic irony is based on the audience’s awareness of factors affecting a character that the character is unaware of,” says Lee T. Lemon (1971, p. 75). Extending this definition, Abrams holds that in the situation of dramatic irony, the literary character unknowingly acts in a way “grossly inappropriate to the actual circumstances, or expects the opposite of what we know that fate holds in store, or says something that anticipates the actual outcome, but not at all in the way that the character intends” (Abrams, 2009, p. 167). Since dramatic irony creates bamboozling situations, it can fairly be an appropriate tool of unleashing satire and therefore, it has become a very intense weapon of mockery which Adiga works out aplenty in *A White Tiger*. For example, in this novel, Balram kills his employer, snatches his money and still regards himself a good man. The irony in the case is that Balram has turned into a somebody by some ways which he does not intend or cannot control. Therefore, he sometimes laughs at himself : “Sometimes, in my apartment, I turn on both chandeliers, and then I lie down amid all that light, and I just start laughing. A man in hiding, and yet he’s surrounded by chandeliers!” (Adiga, 2008, p. 118). In *The White Tiger* Balram is a lover of chandeliers. He has more chandeliers in his office and house that make him happy and

cheerful. The event of the man of darkness being cheered by the light emitted from the chandeliers is itself an instance of dramatic irony because the situation has produced such consequences which go beyond the control of Balram.

Political Satire

Political satires often come through criticizing the political issues. Ironically, Adiga thinks that some killings are needed to become a great man. The men who have touched the peak of successes have murdered someone this way or that and this practice is going on from generation to generation. Truly speaking, he has just satirized the whole world's topmost leaders and their activities because they are highly respected to the general people in disguise and no man can reach to the top of a country rule without facing any dangerous offence. In that way, some killings might occur directly or indirectly. So, Balram tries to suggest Mr. Premier, "But isn't it likely that everyone who counts in this world, including our prime minister (including you, Mr. Jiabao), has killed someone or other on their way to the top? Kill enough people and they will put up bronze statues to you near Parliament House in Delhi—but that is glory, and not what I am after. All I wanted was the chance to be a man—and for that, one murder was enough." (p. 318). In fact, Balram is a hater of dishonest rich people and thus, their tyranny upon the working class people made him dishonest too. Here, Balram tends to say that all political leaders are first rate killers.

Verbal Irony, Understatement (Antithesis, Hyperbole)

As the fire ate away the silk, a pale foot jerked out, like a living thing; the toes, which were melting in the heat, began to curl up, offering resistance to what was being done to them. Kusum shoved the foot into the fire, but it would not burn. My heart began to race. My mother wasn't going to let them destroy her. (p. 17).

The above lines are said in a very pathetic way when the dead body of Balram's mother was being cremated. Balram became very philosophical at that moment relating the burning body of his dead mother. He speaks as if he were against that ritual where a person's body gets burnt and some brutal tortures are being shown with that burning dead body. During the funeral, burning of the body, his mind did not want to see the melting of his mother's body into the huge fire. To him, his mother might

have not wanted to get her body burnt like that but she has nothing to do because she is no more—hence, the willingness expressed in the last line of the above quotation is clearly an understatement.

Balram verbally plays with the river Ganga with some intense satirical intents. He compares the river Ganga to one of their gods. He considers Ganga as the source of life and death where everything gets finished and reformed. There is no liberty of one's own sweet will in India. This sense of being caught up in the perennial course of life and death gives Balram a kind of suffocation:

And then I understood: this was the real god of Benaras—this black mud of the Ganga into which everything died, and decomposed, and was reborn from, and died into again. The same would happen to me when I died and they brought me here. Nothing would get liberated here. I stopped breathing. This was the first time in my life I fainted. I haven't been back to see the Ganga since then: I'm leaving that river for the American tourists! (p. 18).

Balram does not want to remain clinging to the age old traditional belief of practices, rather he wants the freedom of self but finds that Ganga does not let him do so. Therefore, he sets Ganga free from his devotion; the last sentence is essentially hyperbolic by which the diabolical state of religion has also been exposed.

At last, Balram becomes a rich man but loses all his moralities. He can now maintain lots of things in the society with his black money. But, he has the pain of being a corrupted man. By doing many unethical works, killing his master—Mr. Ashok, stealing his money and bribing the police and higher officials, he has gone corrupted and lost all his innocence. But sometimes, he is eager to regain that innocence in him by addressing himself as 'Munna', a symbol of innocence- "But your heart has become even blacker than that, Munna" (Adiga, p. 265). In fact, throughout the narrative, a reader may observe how his conventional ethics are destructed and how he has made up his own moral dicta. He understands that the city has the turning power that has also changed him. It is confusing that Balram abandons morality by practicing the wrong values. Balram's character stirs up to the mystification of human nature and moral obliteration (Parmar, 2015, p. 6). This way, Balram thinks to change his own personality and character.

Conclusion

In the above mentioned ways the technique of satire has been applied in *The White Tiger* through the filters of different figures of speech and verbal styles. The purpose of satire in this case is not much different from traditional satires and therefore, it unleashes attacks on social bonding, personal relations, class distinction, political exploitation and such issues are still lurking in the post-independence and post-modern India. Moreover, Adiga has been able to point out social defectors very carefully with marvellous use of satirical devices. All his satirical expositions are significantly portrayed in different forms of literatures. Undeniably, the writer has a brilliant insight in expounding the follies and vices of a society just because he wants to rectify the society from deviation of human morality and integrity. Indeed, the aim of using satire is to open pavilions for the correction of social foibles and Adiga is successful in presenting all forms of those foibles by turning them subjects to the bittersweet attack of Adiga's satirical venture.

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Theory of Divorce: Can A Marriage Be Saved?

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Abstract: It is palatable to say woman's contributions to human society are significant. However, this claim is being questionable today because of high rise divorce rates globally. Since collapse of a marriage is not a sudden, the purpose of this study is to build mathematical models about the process of divorce, which can be suitable to all cultures or faiths without boundaries meeting the 21st Century human needs in a fashion of calculating-way than ever before. Factors were categorized into two: Expectation Factors and Causal Factors. Net profit staying in marriage has been calculated by spouse's own assigned weight for each of Expectation Factors. Similarly net loss has been calculated for each Causal Factors. Difference between the two guides the spouse or both for decision on divorce or enhancing the choice probability for an alternative where the model can be instrumental identifying factors that are needed to be improved preventing the divorce. These findings can be helpful to professionals for gaining a better knowledge, to authority for prevention of divorce and to spouse(s) for improving marriage-relation in their future plans. This scientific approach can create a new service-product in market system where spouse(s) can be benefited in most needed situation with higher reliability over the traditional one.

Keyword: Divorce, theory of divorce, couples' decisions, evaluation of relationship status, enhancing choice probability for an alternative of divorce, keep the spouse together.

Introduction

It is palatable to say that women are *the best of creatures* no matter what part of the world they live in. As a woman, her roles are significant be it a loving daughter, an affectionate sister, a supportive wife, a selfless mother or mother-in-law. She is the contributor and nurturer in family and to loved ones that enable her to be magic wand. Her contribution empowers her children. In return, the society they live in becomes powerful. She plays her roles simultaneously and effectively with full sincerity, I suppose. However, in many parts of the world today, the philosophical premise, *the best of creatures*, is being questionable in a sense: whether they are upholding the premise? With the progression of technology, *especially*, the ICT and then opportunities for rapid changes norms & customs

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of societies in the 21st Century, this premise is becoming further vulnerable (Tokunaga, 2011). It is no different in Bangladesh, Muslim majority a South East Asian over populated country with 7.5% GDP.

Bangladesh is three-tier country where peoples' life-styles, like in many Asian countries, vary from city areas to that of urban areas and then to that of rural areas (Akter, 2012; UNFA, 2015). In practice, a rural environment has different lifestyles compared to that of urban or city areas. City(s), especially, Dhaka City lifestyle gets further murky. This is because there is always an upward trend that more people prefer to move into Dhaka City for some appealing reasons no matter who we ask. This upward trend *scenario* influences the creation of mixed-lifestyles, a combination of city and something other than city. There is no legal barrier who resides where as long as s/he follows rules & regulations. Thus city residents are melting-pot of urban and rural population.

However, it is an undeniable fact that, in socioeconomic perspective, location is important even within a city scope. The nature of the neighborhood in which a person resides affects the set of lifestyles available to that person due to differences between various neighborhoods' degrees of affluence and proximity to natural and cultural environments. On this aspect, it would not be overstated saying that lifestyles of residents in cities namely Banani, Gulshan and Baridhara etc. are relatively somewhat different than that in other areas in Dhaka City - the capital of Bangladesh. This is because these areas are decorated with comparatively better qualities of facilities than that in other areas in Dhaka City. Lastly, the living costs in these areas are comparatively higher than that of other areas. Thus, it is palatable to believe that most residents here face multi-culture background flavored lifestyles that tend to be liberal and are driven by mostly monetary affordability for enjoying facilitations of 21st Century.

Relying on exclusive report of the *Prothom Alo* on divorce issues, the *Daily Star* Newspaper- Sept 3rd of 2018 reported “a divorce takes place every hour in Dhaka City” (Nowshin, 2018). The trends of divorces or influences of socioeconomics-factors causing family-uproars in Bangladesh are upward (Akter, 2012, UNFA, 2015). Referring to data statistics reports published by the Bangladesh Bureau of Statistics (BBS), the newspaper further states that in past seven years, the number of application for divorce has increased by 34 percent throughout

Bangladesh (Akter, 2012). As reported by the *Prothom Alo*, over 50,000 divorce applications were filed in Dhaka North and South City Corporations in the past six years where total population was 8.5 million in the year of 2017. Similar reports also made by many authors in literature (ibid). Based on City Corporations records, majority of the filers for divorce were female.

High rising divorce-rate is obviously an alarming without boundaries of culture or faith (Abolfaz, 2016); Cherlin, 2004). In view point of economics, marriage is a part of satisfaction in competitive market where couples can be expected to derive more satisfaction or higher utility from being married than from remaining single (Becker, 1973). In his work, Becker hypothesized that lack of complementary attributes such as attractiveness, education etc. could well explain a significant chunk of unhappiness in family or separations or divorces. Being a part of world-human-society, influences, more or less, of these factors are no different in Bangladeshi society. The progression of communication technology has elaborated these influences in city areas more than that in rural / urban areas (Hossain & Ghose, 2018).

In sociological aspect, individual lifestyle influences relationships of both personal and impersonal. It transpires on a daily basis. As a result, the dynamics of such relationships are constantly changing. Thus various factors that dictate individual lifestyle can be inside or outside of actual relationship. These factors can contribute for better relationship or can influence the relationship that can end up with divorced.

This study takes on the challenges to develop a scientific model of divorce-decision, which can be generalized without reservation of a culture or faith globally.

Research Questions of the Study

In today's world of *technology driven society and human connectivity era*, understanding strength of any relationship between spouses is becoming a key factor in their every decisions. Today many relationships are engaged in a rigorous stress test begins from decisions on family cultural events to decisions on preserving personal interest, no matter what part of the world they reside. The society of Bangladeshi is no exception. Since Bangladesh is a three-tire – *rural, urban and city* oriented country where spouses located in city areas face

this *dilemma* severely than that in urban or rural area. While some couples thrive under stresses and discover how well they work together, others may begin to question whether costs incurred balance the benefits of relationship. Obviously, this *scenario* and its severity depend on socioeconomic background (Akter, 2012; Abolfaz, 2016).

Addressing this issue in human society, many academic experts have contributed in literature (Gottman, 2002). Many experts also have contributed identifying causes and made recommendations for improving the *dilemma* in traditional approaches (UNFA, 2015, Akter, 2012). Relying on findings of relevant studies until today, many agencies, or companies are providing family-counseling services in traditional approaches, despite human lives in technology driven human-connectivity *era*. So, in aim to fill the gap in literature, this study poses question(s) and these are: Are the compromises of spouses make really compromises? Does one feel like a burden when s/he expresses his or her needs? Are both having fun, despite the stress? Do both spouses contribute equally one-way or other to raise kids? Is it right time to reassess local basic divorce laws in many countries, *especially*, in Muslim countries like Bangladesh?

In aim to address all the questions posed, the research question of this study is: Can a mathematical model be developed, which can be utilized answering all the questions posed here and many more relevant questions that may arise from generation to come?

Research Objectives of the Study

In today's world of *technology driven society and human connectivity era*, human behaves *more or less* with business mentality and acts accordingly no matter what aged they are or where they reside (Rahman, 2018; 2017). The decision to get marry now or *later*, working out for staying together or do divorce etc. are no difference in this aspect. Individual's actions and then retaliation-acts (*tit-for-tat*) etc. are becoming very common practice in today's human society. These are becoming *vital* factors of today's high-rise divorce rate in Dhaka City (Nowshin, 2018) and beyond globally.

To curtail the magnitudes of the *dilemma* in city areas and beyond in Bangladesh or beyond, the objective of this study is to develop a scientific model over traditional one.

Importance in the Context of Social Applicability

Although the nature of scientific studies relate to marriage, family issues or divorce have been changed with rise & fall of important cultural-concerns and ever changing nature of the meaning of family, continuing study in these areas remains important. It would not be overstated claiming that the *preindustrial, industrial, post industrial and ICT era* suggest that the role of spouse (s) has been rapidly changing. However, effective guidance and productive educational-efforts in multi-faucets are missing in today's societies. Today marriage, family issues and divorce are guided mainly by old-aged laws rather its values and consequences in today's perspective where marriage is still seen as the pinnacle of relationship (Cherlin, 2004). Since after Gary Becker's work, *theory of marriage* (Becker, 1973), there are many areas that family science scholars have covered. Divorce literature also covers an array of topics without boundary of culture, society, religion or country in the globe. Studies relate to predictors of divorce including demographic, cultural, and interpersonal characteristics are plentiful (Amato, 2010). Another area that has met with a great amount of research is outcomes & consequences of divorce (Gottman, 2002).

There are many relevant areas still left to explore. Until now, *despite* having ICT facilitation, the literature was missing a scientific approach that can be utilized making decision to divorce. Today, when making decision to divorce or to stay married or to marital separation, couple(s) uses traditional approaches. Thus having scientific model can facilitate in decision process for divorce as well as it can fill the gap in literature. It can also be utilized in legal system to justify spouse(s) position under relevant local laws.

It is palatable to say that a human is the product of his or her thoughts, expectation, environment and choice(s) (Seligman, 1975). However, human connectivity *era* has been influencing these factors significantly (Rahman, 2018). Because of the magnitudes of these influences, state laws and individual's level of tolerances are changing without boundaries. Because of deteriorated trust level, individual selfishness and business mentality in interaction, today's humankind prefers more scientific approach(s) for any decision than ever before (Rahman, 2018). In *parallel* to ICT progression, this trend will be further significant as human moves forward with new *eras* to come.

Thus the applicability of the model, *Theory of Divorce*, in modern *era* can be large without boundaries where it can facilitate better understanding of spouse(s), which can definitely reduce the magnitudes of divorce rate.

Theoretical Basis

Going back to growing-up-age-life of human being, most would say that a man and a female fall in love with each other and then they get married and live happily after that. It might now sound to be a fairytale. Of course, life is not a fairytale. The truth is that many marriages end in divorce no matter what faith, society or country in the world individuals live in. This dichotomy-reality raises question: why marriage and then why divorce?

Theory of marriage

In 1973's, Gary Becker introduced the famous theory of marriage in terms of economics. Becker's analysis was based on two simple principles. First, given that marriage is almost always voluntary either by the couples or their parents. Therefore using the *theory of preferences* he explained marriage. Here couples or their parents can be expected to derive more satisfaction or higher utility from being married than from remaining single. Second, Becker held that a market in marriages can be presumed to exist since many men and women compete as they seek mates. Each person tries to find the best mate subject to market conditions. He draws out a theory of marriage that says that each person will tend to pair with someone with whom the chances of maximizing their household production of goods and services are the highest. The set of household goods and services include tangible goods the market provides as well as non-market goods such as shared pastimes, or the joys of raising children. The couple's level of satisfaction is determined both by market and non-market earnings. But, given that time and effort spent on raising market earnings can diminish non-market earnings, each couple uses economic principles to allocate the scarce resource of time.

While spouses are likely to differ in market earnings, both theory and empirical evidence suggested likes tend to attract more when it comes to other attributes such as education or physical attractiveness (Becker, 1979). He argued those attributes such as education or beauty is complementary inputs in the production of non-market goods and services whereas

wage income could be substituted by one partner for the other. The lack of complementary attributes could well explain a significant chunk of separations among couples, Becker hypothesized. In addition to factors identified by Becker, many psychologists and sociologists have added in literature many causal factors including the latest development of human connectivity medium, such as Face book etc (Abolfaz, 2016).

A Reality Check

It would not be overstated saying that marriage-process is mostly driven by religion norms, values and practices where marriage law guides it to be officially completed in a society they reside. Since cultural and religious variations in societies differ from one to other, the marriage-process varies. Thus, marriage has different forms, meanings, and structures in different cultures, religions or laws of society in which they reside. For example, in Muslim marriages, dowry or gift system is one of the obligations under *Shariah* that make the process different from systems of other marriages.

However, it has been changing *parallel* to the passages of time. Today, in many countries, *especially*, western countries, two males or two females are allowed to be married and live happily after that (Gottman, 2002, Cherlin, 2004, Abolfaz, 2016). On the same token, dowry either as a bride price or groom price and its payment system are becoming one of the important factors that influence divorce-rate in many Muslim countries (Akter, 2012; Abolfaz, 2016). The controversy begins with the setting up the amount of dowry (C. Bernado, 2012). In the 21st Century world, it is getting further worse - becoming profit or money-driven vehicle.

In Muslim populous countries, marriage is different from the thing that is undergoing in Christian populous western societies. Gary Becker's assumption "marriage is almost voluntary" might not survive in a cross-examination in many Muslim populous countries. This is because: *Firstly* Muslim marriages are either dominated by the *Shariah* laws or local marriage laws. Under *Shariah*, Marriage is a religious duty and is consequently a moral safeguard as well as a social necessity. Accordingly, as cited in literature, Islam does not equal celibacy with high "taqwa" / "Iman". It is also mentioned "Marriage is Prophet's tradition who so ever keeps away there from is not from amongst the Prophet" (Janna.org). The choice of a partner should be the one with the most *taqwa* (piety).

Secondly, Asian rural culture sees the aged but single or unmarried people in criticized eyes where s/he becomes shameful in society if s/he remained single in life time.

However, like in many parts of the world, Muslim populous countries are experiencing an increase in divorce rate (Abolfaz, 2016). Most studies on divorce issues have tried to explore the factors leading to divorce. These studies have found out differences in education, occupation, unsatisfied or unmet expectations, and opinions along with interference of relevant others into the couple's life. It is also challenging to know or identify exactly all the causes or factors that have prompted the decision for divorce no matter where the parties involved reside.

Thus, constructing a computable *paradigm* on how a couple reaches to the decision getting divorced is becoming essential in today's society than ever before. And accordingly, this study approaches to introduce a scientific-model, which can be *palatable* to all cultures and religions underpinning marriage laws without boundaries.

Decision Criterion in Reality: Theory of Divorce

Divorce is an event that affects couples, children, family members and the community where a divorce or separation cannot take place unless two people were officially married earlier. This dichotomy raises question: why divorce? How does a spouse or both of the family reach to decision for divorce?

It is palatable to believe that humankind behaves with business mentality in their works, lives and activities with others no matter what culture or society they live in (Rahman, 2018). In this approach, humankind maximizes his or her satisfactions or utility of investments or efforts and minimizes incurred costs or losses (Rahman, 2018). The potency of this approach is higher in the 21st Century than that in the 20th Century or in the 19th Century, which was higher than that in the earlier Century and so forth. It is also reasonable to say that situational variables can exert powerful influences over human behaviors in multi-faucets. On the same token, one of the key elements of human behaviors is human have a greater fear of loss than enjoyment of success. It is well recognized that collapse of a marriage is not an outcome of decision based on a sudden event. It is the consequence of accumulated events in conjugal life where

husband or wife or both of the family have moved forward based on calculation of benefits and costs of its actions, investments and future *i.e.* opportunity cost. Since humankind mostly lead his or her life on strategies of business mentality, it is no different than that for any other decision making process.

These are all together, in aim to be on the benefit sides or to marginalize loss or pain incurred from being married, a spouse or both of the family decides to move forward with options. These options can begin with get professional help and divorce can be the last option. This raises question: what is the right time? What is the decision *criterion* that supports spouse stay married but lives separately or just get divorced?

Spouse(s) Expectations Lose Its Luster

Starting to forget why both got married to begin with? This might be a sign that your marriage is heading toward the danger zone, I presume. It could mean one of two things. *Firstly*, both usually lead to the same unfortunate outcome, despite the fact that healthy marriages are critical to society and can benefit everyone involved including the community at large. As reasons, it could be that expectations were unclear to both of you to begin with. Or it could be that one was unclear about other-one's expectations to begin with. Either *scenario* enhances importance of dating without questioning whether it is western or eastern culture or whether it is in Christian or in Muslim populous countries. If vital checkpoints like objectives and a clear level of satisfaction or eagerness are missing, you could be spinning your wheels, spending unnecessary money, time, efforts etc. and still not feeling fulfilled. *Secondly*, it could mean that you've lost your passion for fulfilling your expectations, one of the biggest propellers when times get tough. Without this drive, who or what else will push the spouse or family relationship forward other than thinking to live separately or move for divorce. In between of the two, many options such as counseling, family level discussion etc. can take place without boundaries. If none of the in-between-options is working, you now face a *dilemma* of equivalent retaliation, *tit-for-tat*, behaviors in many faucets as they are categorized here as Causal Factors. Underpinning calculated results in most cases, your action may begin with sleeping separately in same home. If this calculated result gets worse, your action reaches to another level *i.e.* living separately but not divorce yet. This is because humans have a greater fear of loss than enjoyment of being trouble-free. *Secondly*, since cultivating a solid marriage

takes time & work and since you try to merge your lives evolved from many factors that can be a bumpy ride but still beautiful, this situation may inspire the spouse(s) to seek professional helps. The presence of children, if any, in the family makes this approach faster & smoother for better outcome. Nearest family-member's supports on seeking professional helps, in presence of children, are stronger than that, in absence of children. These observations may vary from rural to urban or rural to city, however, it is the phenomenon of human life without boundaries.

However, if no children, the utilization of the 21st Century ICT facilitation and human connectivity, *especially*, using social networking site such as Facebook and then surrounding, *especially*, work-place-influences can slowdown the efforts seeking for help. And if option available to him or her, then spouse (s) moves further with *tit-for-tat* behavior. Then put forward new efforts for meeting new one in competitive market of marriage. In this *scenario*, dating no longer be a *constraint* even parties belong to Asian culture or Muslim religion where dating is prohibited, I guess. If option is not immediately available and if the issue is not resolved satisfactorily, s/he may intend to find way out. This analogy fits in well with C. Bernado's philosophical claims in literature (Bernado, 2012). It is palatable to believe that the strength of retaliation-acts depends on socioeconomic factors where lesser strength might be in lower class and in rural areas than that it city areas. But these behaviors are undeniable facts *at-least* in the 21st Century *era* where people grow up with competitive mentality (Rahman, 2018).

Factors Identification, Categorization and Assumptions

In aim to capture all probable reasons or causes or factors that derive a spouse or both to get married and then in some cases move for divorce, this study identifies two categories of factors. First category is *entitled* Expectation Factors which have sixteen components and the other category is *entitled* Casual Factors which have sixteen components. The assumption in this study is that the number of factors of two categories can be any number; however, both categories must have equal numbers of factors, which must evolve from respondent.

Sample Selection and Justification: Conceptual Clarity

With the guidance of relevant literature (Akter, 2012; Abolfaz, 2016), these factors were identified based on respondent's

responses in survey questionnaire in this study. With the cooperation of Dhaka North City Corporation (DNCC), the said survey was conducted on selected recently-divorced male and female located in Zone - 3 of the DNCC. Based on addresses noted in City Records, Zone - 3, twenty respondents were from Banani & Gulshan areas and the rest twenty respondents were from Tejgaon area. Relying on socioeconomic factors, it would not be over stated saying that upper class and monetarily capable people prefers to live in Banani & Gulshan areas. With minor variations, it can be used to represent all Zones of the DNCC. It further represents the Dhaka South City Corporation (DSCC) where geographically Dhaka North and Dhaka South together make Dhaka City, the capital of Bangladesh.

Bangladesh is a three-tire country where life-style in city areas is faster, competitive and comparatively expensive than that in urban or in rural areas. The city populations are melting-pot of city-grown population and the migrants from urban and rural areas. This is because people of urban and rural areas mainly move to city areas for employment opportunities. It is the phenomenon of city population globally (UNFA, 2015). Despite having unwritten socioeconomic categories of population such as upper class, middle class and lower class in cities, *especially*, in Dhaka City, it is palatable to claim that these disparities are declining in *parallel* to enhanced monetary-affordability. Thus it would not be overstated saying that the sample of the population of this study represents total population of Dhaka City. Since laws of marriage or divorce are unique no matter whether individual lives in city or urban or rural areas, sample of this study represents the total population of Bangladesh with minor differences in their behaviors. So Expectation Factors and Causal Factors might vary, however, the assumption of this study, *equal number of factors in both categories*, overcomes the limitation. On this aspect, Dhaka City is no exception to other cities in the globe with minor differences, I guess. However, the assumption of the study facilitates overcoming the limitations. Thus, the sample of this study represents the total population no matter where they reside in the globe.

Since a Newspaper reports that “a divorce takes place every hour in Dhaka City” (*The Daily Star*, Sept. 3rd of 2018), the Dhaka City was chosen as a sample of capital cities of countries in the world. This preference should be logically reasonable because no matter whether it is for job opportunities or for better education or for better live-styles, human lives derive for

moving into city no matter what country we are talking about. In this aspect, Dhaka City is no different of other cities where people usually go through stresses, fast life-styles, extended work-hours for coping up with living cost and adequate facilitations of *ICT driven society*. It is important noting here that a divorce will not officially complete in Bangladesh unless it goes thru the process and approved by local government entity such as Union Parishad or City Corporation. Spouse or both who ask for divorce in Bangladesh are required to attend family counseling (called Shalish Board) of welfare organizations before being granted a divorce decree. This requirement might vary from religion to religion or country to country, however, the flexibility of identifying expectation factors and causal factors overcome limitations.

Expectation Factors

They are the factors or reasons that influence to get married so that these expectations can be met on the way of living happily after in conjugal life. It is *palatable* to say here that dating might become instrumental in sensing on what portion of the expectations could be achieved and what portion couldn't be. With this *phenomenon* sometime breakups between dating-couples are observed in many cultures & faiths and obviously it is not a big deal because it is considered to be a way of understanding each other in multi-faucets. On the same token, meeting these expectations can keep tight the couple in marriage. It is also reasonable saying here that strength of each expectation-factor may vary with the passage of time where some might be neutralized in aim to achieve other expectation. Or it might get bigger to recover from previously lost one.

The following sixteen reasons or factors are identified as Expectation Factors where additional can be added or few can be deleted in calculation process using equations as spelled out. However, total number of Expectation Factors must be equal to the number of Causal Factors under the model developed in this study. Thus any factors can be selected as long as it addresses spouse's full concerns.

Factors that can keep tight in marriage (F_1)

- Expectation of having a companionship and hope to bond for life
- Expectation of fulfilling religious obligation
- Expectation of loving behaviors

Expectation of cooperative behaviors
Expectation of caring behaviors
Expectation of compensative efforts
Expectation of thankfulness each other
Expectation of having children
Expectation of upholding attractiveness (first appearance)
Expectation of respectful each other
Expectation of truthfulness to each other
Expectation of financial supports
Expectation of overcoming social & religious barriers
Expectation of relieving family from family burden or pressure or anxiety
Expectation of fulfillment of sex-desire in a trusting long-term relationship
Expectation of ensuring financial security for life

It is obvious that selections of these factors are mainly influenced by socioeconomic-factors of spouses. Some factors might be unusual in practices; however, if it is relevant to the spouses, it must be incorporated into for an effective outcome using the proposed model. This flexibility ensures the suitability of the model to any society or culture or to any part of the globe.

Causal Factors

These are the factors or causes that directly influence the decision of a spouse or both to sleep separately in the same home or live separately or to divorce. These are Causal Factors that can ruin the strength of marriage. Higher severity influences the decision faster and the lower severity poses to linger the decision process where it may go away in the passage of time or it may accumulate and becomes higher-severity influence. It is reasonable saying here that Causal Factors may appear *prior* to getting married in some cultures where dating is traditional and it might influence the breakup of couple, if these factors reach to its severity.

The following sixteen causes or factors are identified as Causal Factors where additional can be added or few of them can be deleted in calculation process using the equations as given. However, number of Causal Factors must be equal to number of Expectation Factors.

Factors that can ruin the strength of marriage (F_2)

Criticism / Defensive
 Little time of husband spending at home
 Domestic violence or violent behaviors
 Gender role conflicts
 Mistrust or suspicious each other or infidelity
 Financial issues
 Not satisfied emotional needs and infertility
 Lack of empathy and companionship
 Sexual dissatisfaction
 Extramarital affairs
 Substance abuse
 Conflict with family-in-laws
 Dowry / gift related problems
 Unemployment of husband
 Humiliated by her husband in front of others
 Personality problems

It is obvious that selections of causal factors can be influenced by socioeconomic-factors of the spouses. Some factors might be unusual in practices; however, if it is relevant to the spouse, it must be incorporated into for an effective outcome using the proposed model.

Mathematical Decision Criterion

Mathematical calculation that derives humankind's decisions underpinning the theme of business mentality for work, life and activities (Rahman, 2019; 2018) with other(s) are as follows

$$\Pi_{\text{economic}} = \text{EVA} = \text{NP}_{\text{being married}} - \text{NL}_{\text{staying married}} \\ = \sum P_i (f_{1i}) - \sum L_i (f_{2i})$$

Where

EVA = economic value added

NP_{being married} = net profit staying in marriage → net satisfaction being married

NL_{staying married} = net loss for staying married → net loss for staying married

Where

P = profit or satisfaction staying in marriage and f_{1i} = each Expectation Factor

L = loss for staying married and f_{2i} = each Casual Factor

In this case, EVA is the measure of male or female or both satisfactions or benefits by deducting its losses from staying in marriage. EVA can also be referred as economic profit. This is

because it attempts to capture the true economic profit or worthiness of a male or a female or both of household.

Three decision *criteria*s are

$$\begin{array}{ll} \Pi_{\text{economic}} > 0 & \rightarrow \text{stay married and live together} \\ \Pi_{\text{economic}} < 0 & \rightarrow \text{seek for divorce} \\ \Pi_{\text{economic}} = 0 & \rightarrow \text{stay married but live separately} \end{array}$$

In this theoretical approach, the woman, or man or both who would make the decision to dissolve her or his or their marriage will become the observer since she or he or both will be the most competent to report on what was critical for them in arriving at that decision.

Significance of this Contribution

In relevant literature, most studies exploring divorce process and developing theoretical frameworks have been carried out based on a particular culture or faith, which cannot be generalized to another culture or religion (Abolfaz, 2016). Thus, the main purpose of the study was to explore the process of reaching to the point of decision for divorce or enhancing choice probability for alternative from the viewpoint of all cultures or all faiths not just one culture or faith. So that it can be instrumental to build a mathematical over traditional *paradigm* of divorce: *Theory of Divorce* or enhancing choice probability for an alternative. On alternative aspect, the model can be instrumental identifying factors that are needed to be improved preventing the divorce. Since this contribution is one of a kind and since it was not introduced in literature before, this *paradigm* is expected to be an addition to behavioral intention theories in literature where comments or cross-examination of the paradigm are welcomed.

Methodology and Data Collection

Eighty respondents were selected in Dhaka City, Bangladesh with multi cultures and faith backgrounds as a primary data collection source. Respondents in primary data consists of twenty (20 + 20) married homes, twenty divorce males and twenty divorce females were given copies of questionnaire at random and they filled-up the copies and returned to the researcher. Rather asking questions in questionnaire on socioeconomic status, sample population was chosen from Gulshan / Banani and Mohakhali areas in Dhaka City of Bangladesh.

The questionnaire consisted of items covering sixteen possible reasons or factors for marriage and sixteen possible causes or factors of divorce as mentioned in the literature on divorce. Here twenty married homes represent forty respondents such as: twenty males and twenty females. To maintain confidentiality & accuracy in response, both spouses gave response separately using 5 points *Likert Scale*.

The primary data statistics in this study was collected using survey-questionnaire and 5 points *Likert Scale* for scoring each factor in both categories. More specifically the respondents were well informed how to score for each variable in both categories. In case of Expectation Factor – 0 (zero) point was assigned, if it hasn't been absolutely met yet and 5 point was assigned, if it has been met to its fullest. In between of this situation, the respondents had option to score as they feel it is appropriate. Similarly, in case of Casual Factor – 0 (zero) point was assigned, if its strength is at the beginning stage and 5 point was assigned, if its strength reaches to its severity level. In between of this two, the respondents had option to score as they feel it is appropriate.

Questionnaire development and data collection

The primary data were obtained from well-structured questionnaires and direct interviews. The study targeted twenty married homes (20 + 20), twenty separated men and twenty separated women in DNCC, Dhaka City, Bangladesh without culture or faith reservation.

Participants were randomly recruited through DNCC, Zone 3. Spouse or both who filed for divorce in Bangladesh are required to face Salish Board- facilitation by City Government or Union Parishad before being legally granted a divorce decree. Spouse or both who had filed for divorce and completed three sittings with the Salish Board and got approved for divorce, contacted for completion of the survey questionnaire. Purposeful sampling was used to collect data. Participant selection, data collection, and data analysis continued until theoretical saturation reached. Data collection was ceased after 5 of each group namely: home ((husband + wife = 5 x 2) divorced-male and divorced-female as it was clear that no new themes were emerged. Before starting to fill out questionnaire, participants were clearly informed about the purpose of this research and were ensured on privacy issues. They evaluated Expectation Factors as well as Causal Factors that are applicable to them. It

must be noted here, assigning value for each factor was based on assessment how does s/he currently feel about it, not past feeling based.

Data collection instrument

The instrument used for data collection on this study was a prepared questionnaire and direct interview. This questionnaire is divided into three parts. The items in the questionnaire were structured in such a way that would enable the respondents to assign score as they feel or weight for each factor based on the time they are filling up the questionnaire.

Results

Demographics

Home group: Five married & stay together couples were provided questionnaire and interviewed. The mean age was 31.15 for women and 35.2 for men. In this *scenario*, few women were barely older than men. All couples worked out. In terms of education, three men had master degree and two had bachelor degree. Among women, one had master degree and three had bachelor and one had high school degree. The median length of marriage was 3.25 years. Four couples had children and one did not. All couples' dowry amounts were significantly high.

Split group: Five divorcing couples were provided questionnaire and interviewed. The mean age of the participants was 32.2 years old for women and 34.8 for men. In all five marriages, men were older than women ($m = 5.25$). Two couples were dual careers while other three marriages husband & wife both worked out of the house. In terms of education, three men had master degree, two had bachelor degree. Among women, two had master degree and three had college degree. The median length of marriage was 3.5 years. Three couples did not have any children and two of them had two children each. All couples had moderate amount of dowry. The demographic characteristics and calculation for decision have been summarized in Table 1.

Discussion

In case of Home Group

The Home group of this study emerged as a journey to *a bumpy ride but still beautiful*, which was a summarized expression in interviews of this group. The outcome of these interviews further reveals that fulfilling Expectation Factors most of the time neutralizes unwanted agony between the two. In most cases, being thankful & compensative efforts to each other played significantly keeping them tight in relationship. Financial Expectation and securities on future financial issues dominated their agonies in home. It appears that most of the women's expectations in case of many factors were too high. Since extensive dating options were missing and *at least* three of the five had arranged marriage, these women were in desperations from the early age of their conjugal lives. In interviews, the Home group couples almost anonymously indicated about the annoyances caused one to other while using face book or similar to something else. However, they worked it out by addressing the issues.

On Causal Factors, two couples had indicated about probable cheating issues. However, it appears that they were trying to make them zealous each other. For example, one spouse clearly indicated that he was carrying other woman's picture in wallet to make his wife zealous and was trying to give her a lesson. Obviously, because of their truthfulness they worked it out for fulfilling each other's Expectation Factors in the future. Another couple indicated that they had attended Quantum – *psychological treatment* Sessions. The outcome of this was very helpful relates to Casual Factors. Criticism / defensive, suspect each other and humiliation in front of others etc. were important for making changes of their Casual Factors in conjugal life.

Overall, underpinning business mentality approaches, each of family couple had positive EVA or Π economic based on their self assessment using questionnaires. In other words, the accumulated net profit (NP) was higher than net loss (NL) staying in marriage. These calculations and balancing efforts are keeping them to be together and are enjoying the beauties of their marriages. The mean of NP was 51.2 for men and it was 53.6 for women. These values are almost equal, which suggest that men and women's hard works in relationship are comparative and competitive with good reasons. On net loss from Causal Factors, the mean of NL was 45.8 for men and it

was 43.6 for women. The scores of mean NL for men and women were again close to each other, which suggest man women's hard works in relationship are comparative with good reasons.

In case of Split Group

The split group of this study emerged as a journey to marriage collapse. This journey conveys the meaning that reaching to the point of decision to divorce is not an onset and sudden decision. Instead, it is a process, which is made during the passage of time. Couples started their journey with lack of understanding each other's Expectation Factors. On Causal Factors, couple's dysfunctional attitudes about self, spouse, families, life, children etc. were emerged in conjugal life. On top of this, some personal characteristics such as being irresponsible, not tolerant, and self-centeredness influenced as other steps toward the journey of marriage collapse and increased the gap between the couples.

Overall, underpinning business mentality approaches, each of family couple had negative EVA or Π economic based on their self assessment using questionnaires. The accumulated net profit (NP) was lower than the net loss (NL). Here positive effort for balancing out was missing in conjugal lives. As a result, the relationship had entered into danger zones. Therefore, rather enjoying the beauties of marriages they had engaged in *tit for tat* behaviors and finally got divorced. The mean of NP was 40.8 for men and it was 39.6 for women. These two values are almost equal, which suggest that men and women both were aggressive in *tit for tat* behaviors in their conjugal lives. On net loss from Causal Factors, the mean of NL was 60.4 for men and it was 65.6 for women. Here NL mean value for women was higher than NL mean value for men, which suggest men's aggressiveness was stronger than that of women. See Table 1.

In summary, marital system was unable to function correctly, so letting the couples more far away from each other. The consequences such as experienced lack of mutual entertainment, fulfilling the expected roles, communication, informing each other on decision making etc. were found among the troubled couples. Financial issues also caused long hours working and increased dissatisfaction and tension.

Table-1: EVA Outcome & Decision Based on Participants' Assessment of Expectation Factors and Causal Factors

Group	Participant	Age	Σ NP	Σ NL	Σ NP - Σ NL	Decision
Home	M ₁	37	51	43	8	Stay in marriage
	F ₁	30	56	40	16	Stay in marriage
	M ₂	42	45	43	2	Stay in marriage
	F ₂	34	48	43	5	Stay in marriage
	M ₃	33	64	44	20	Stay in marriage
	F ₃	34	60	45	15	Stay in marriage
	M ₄	32	48	40	8	Stay in marriage
	F ₄	34	48	45	3	Stay in marriage
	M ₅	32	48	48	0	Stay in marriage but live separately
F ₅	27	56	56	0	Stay in marriage but live separately	
Split	M ₁	35	44	64	-	Divorced by man
	M ₂	36	42	56	-	Divorced by man
	M ₃	37	40	56	-	Divorced by man
	M ₄	33	40	64	-	Divorced by man
	M ₅	33	38	62	-	Divorced by man
Split	F ₁	33	42	64	-	Divorced by woman
	F ₂	31	48	64	-	Divorced by woman
	F ₃	33	38	80	-	Divorced by woman
	F ₄	36	38	56	-	Divorced by woman
	F ₅	28	32	64	-	Divorced by woman

Limitation of the Study

It is clear that the size of the number of participants was very low, which could have been increased. Secondly, in aim to capture the influences of socioeconomic-factors to its fullest, data collection could have been expanded in other areas.

Avenues for Future Research

This study uses data statistics from two sources a) published studies on marriage and divorce in different cultures and

different religions (Akter, 2012; Abilfaz, 2016) and b) direct survey statistics in DNCC, Zone-3 of Dhaka City, Bangladesh. Since the number of factors can vary, different cultures can lead different behaviors, an Exploratory Factor Analysis can be carried to determine the factors in each category. Also, influences of socioeconomic-factors can be incorporated into to cross-examine the proposed theory.

Conclusion

It may not be overstated saying that a woman's contributions to human society are significant no matter what part of the world she resides. However, this claim is being questionable, *especially*, in the 21st Century *era*. Since divorce is a process during which various components lead to the collapse of marriage, a theory or mathematical models about the process is needed, which can be reliable and appealing to party(s) involved. Addressing the needs in human society and filling the gap in literature, this study has developed mathematical models about the process of divorce, which can be suitable to all cultures or faiths without boundary. All factors involved in the process were categorized in two parts: Expectation Factors and Causal Factors. Net profit (NP) staying in marriage can be calculated by spouse's self assigning weight (at present time) for each of Expectation Factors. Similarly net loss (NL) can be calculated for each of the Causal Factors.

The difference between the two calculated values can guide a spouse or both for decision on divorce or enhancing choice probability for an alternative. In this case, *maintaining equal number of factors in both categories* is a precondition of the validity of the model developed. These findings can help the professionals to gain a better knowledge of how spouse(s) view their experience of reaching to the decision of divorce. It can also be helpful to authorities responsible for marginalizing divorce rate in a nation or beyond. *Lastly*, it can facilitate creating new service-product in market system where traditional approaches on counseling or therapy for marriage-workout are becoming unappealing where spouse(s) prefers to see "prove it to me" approach in the 21st Century *era*.

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Scopes of Innovation to Manage Panic Seized Second Language Class Room at the Higher Secondary Level in Bangladesh

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Abstract: There have been diverse opinions and experimental approaches taken in English Language Teaching (ELT) arena. The Communicative Language Teaching (CLT) approach has been the most uttered term; perhaps it has become a cliché nowadays. At the Higher Secondary level CLT approach was first introduced in 2001, replacing the earlier method known as the Grammar Translation Method (GTM). Several studies shows that despite different changes in English teaching method, no remarkable improvement has been found in the overall English competence of the learners in Bangladesh. In this study, the attention has been given to the environment of English language classroom where the CLT approach is supposed to be applied. This paper is an endeavor to investigate if our ELT classroom at the Higher Secondary level is panic-free. It has also been an attempt to locate the scope of innovation of the teachers in the classroom for successful implementation of the CLT approaches ensuring panic free classroom environment. The study was conducted through questionnaire survey and Focus Group Discussion. Then the result was analyzed and discussed and some suggestions were given regarding the matter.

Keywords: Panic Seized, CLT approaches, English Language Classroom Environment, Higher Secondary Level, Innovation.

Introduction

The English Higher Secondary text book, published by NCTB (National Curriculum & Text Book Board), is designed to make learners competent in all the four skills of the English language (Uddin in Sahidulla et al., 2011). English is taught as a second/foreign language in our country at this level but learners from the very beginning develop apprehension about English as a subject. Thus passing in the exam becomes the goal rather than adopting English as a language. The anxiety about English is intensified when students reach the higher secondary level, because at the primary and secondary levels students cannot

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overcome the worry about English as a foreign language. Moreover, at the Higher Secondary level, the syllabus becomes vast and learners are kept under pressure for completing the syllabus for exam purposes. At the Higher Secondary level, students are supposed to be taught in Communicative Language Teaching (CLT) but in many cases the learners become accustomed to memorization. Teachers sometimes fail to follow the approaches mentioned in the curriculum when they implement the syllabus in the class (Ara, 2009, p.11). In our context, the teachers have to face many difficulties at this level, like large class size, shortage of time, pressure from the authority of the institution, and so on (Abedin, 2012). To overcome these difficulties, teachers' innovative ideas could be of great assistance. These innovative ideas should be creative and consistent with experience and should not be contradictory to the language learning processes. Sometimes, teachers too can become panic creators, either consciously or unconsciously. The predicament that language teachers face may create an obstacle in teaching language and consequently a panicky situation about learning English may be created. As a result, learners become the victims of a panic-stricken learning environment in the class room.

Study Purpose

This study aims to find out whether our English language class is panic free at the Higher Secondary level. This study also tends to determine the scope of innovation on the part of the teachers in following CLT approach, which is mentioned in the curriculum of the Higher Secondary level.

Literature Review

The GTM and the CLT approach and their application in Bangladesh

Freeman (2000, p. 17) opines that the features of Grammar Translation Method are to be very rigid since its main purpose of learning a foreign language is to read literature written in the target language, students here are bound to learn grammar rules and vocabulary. He (2000, p. 17) further says that the roles of teachers are very traditional, and as the instructor in the class, the teacher guides learners in the class and they are compelled to go through a passive learning process as "Most of the interaction in the classroom is from the teacher to the students

and there is little student initiation and little student-student interaction.”

About CLT approach, Freeman (2000, p. 128) says:

The goal of learning a foreign language is to enable students to communicate in the target language. To do so the students need knowledge of the linguistic forms, meaning and functions... The teacher facilitates communication in the classroom. In this role, one of his major responsibilities is to establish situations likely to promote communication. During the activities he acts as an adviser, answering students' questions and monitoring their performance. He might make note of their errors to be worked on at a later time during more accuracy based activities.

Harmer (2001, pp. 84-85) says that learner-centeredness is one of the core features of the CLT based classroom where a fear-free communicative atmosphere is obvious. In a 'learner-centered' class, the teacher's roles are stated by Harmer (2001, p. 85) as follows; facilitator, controller, organizer, assessor, promoter, participant, resource, tutor, and observer. However, Breen and Candlin (1980, p. 99) mention only three important roles of teacher for a learner-centered class and these are; facilitator, participant and researcher-learner. They describe learners' roles within the CLT approach in the following terms:

The role of the learner as negotiator between the self, the learning process, and the object of learning-emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way. (Breen and Candlin, 1980, p.110)

In English Language Teaching (ELT), in Bangladesh, Grammar Translation Method (GTM) dominated from the very beginning; in fact, for centuries, and teachers were very much comfortable in the class following GTM as this method requires the teachers to give grammatical rules to the students and learners who are to memorize those rules and some vocabulary and thus the learners will apply them in translating isolated sentences (Jahan, 2008, p. 4). As language learning and teaching was never in a static position, there should always have been an effort to bring changes in the conventional method to make the teaching and learning process fruitful (Stevens,

1979; Richards and Lockhart, 1996; Parker, 1987). Since GTM was the dominant method in our country, the teachers' role and the learners' role were in a position of confinement. Therefore there were few options for the innovation in the teaching and learning process and the overall condition of effective teaching and learning was not satisfactory (Monir, 2007, p. 7). In order to solve this problem, "At first the CLT was introduced to the national curriculum in Class Seven in 1997, in Class Eight in 1998, in Class Nine in 1999 and in higher secondary level 2001" (Bashir in Ara, 2009, p. 12). However, according to Ara (2009, pp. 12-13), despite including the CLT approach in the curriculum and bringing huge changes in English text book, no significant development has been found on the part of the learners' English competence level in Bangladesh because teachers still tend to follow GTM. Teachers here are inclined to start teaching without having any training which is a prerequisite for them to cope with the new approaches (Monir, 2007, pp. 7-8). In this regard, Shahidullah (1999, p. 59) says in favor of innovation in methodology and in order to implement the approaches effectively the teachers' training is a must. He (1999:59) further adds that as the teachers here still follow the GTM, the classrooms are here still teacher-centered. According to Chowdhury (2005) and Shahidullah (1999), the present situation of ELT classes in Bangladesh is not yet up to the mark as the teachers here keep themselves aloof from applying the CLT approaches by attaching themselves with the GTM (Monir, 2007, p. 8).

Different Psychological Variables

McDonough and Shaw (1993, p. 53), have emphasized on the understanding of psychological variables for the teachers to cope with certain aspects of the classroom and create a successful learning environment in the class. Skehan (1989), McDonough and Shaw, (1993) and McDonough (1986) proposed the teachers to consider 'personality, motivation, attitude, aptitude, preferred learning styles and intelligence of the individual learners'.

Learners adopt different types of learning styles which actually reflect the personality factors of the learners. Wright (1987, pp. 117-118) mentions four different types of learner styles which are 'enthusiast', 'oracular', 'participator' and 'rebel' on the basis of the strategies adopted by learners. Willing (1998, pp. 247-250) classifies the types of learners in four groups. Among them, Convergents are students who are by nature solitary and

prefer to avoid groups whereas conformist prefer to emphasize learning about ‘about language’ over learning to use it. Concretes like to learn from direct experience and Communicative tend to learn language to use. They are comfortable out of class and show a degree of confidence and a willingness to take risks where any communicative challenge occurs.

Motivation is a very important variable which leads to successful learning classrooms for learners. Simply being motivated, learners can cope with the Second Language Acquisition (SLA) classroom and reach their goal. In this regard Brown (1994, p. 152) says,

It is easy to figure out that success in a task is due simply to the fact that someone is motivated. It is easy to second language learning to claim that a learner will be successful with the proper motivation.

Harmer (2001, p. 37) gives emphasis on age factor for learning second language. He says that the age of our students is a very important factor in making decision about how and what to teach and people of different ages have different needs, competence and cognitive skills.

Innovation in the Teaching Process

Richards and Lockhart (1996, p. 29) says:

Teaching is a complex process which can be conceptualized in a number of different ways. Traditionally language teaching has been described in terms of what teachers do: that is, in terms of the actions and behaviors which teachers carry out in the class room and the effects of these on learners.

Teachers work in different kinds of situations and so no specific methods or approach will be solely applicable for teaching. To cope with different learning and teaching situations, teachers’ innovative power is obvious. Sometimes they need to go beyond the boundary of the roles of teachers mentioned in the curriculum. For the successful completion of teaching, teachers can adopt any paradigm shift giving emphasis on the aims of learning. If teachers are strongly involved in reflecting on what is happening in their own classrooms, they can discover whether there is a gap between what they teach and what their learners learn (Richards and Lockhart, 1996, p. 4). The process

of reflection is described by Cross (1988, p. 3) as a particular kind of research. He (1988, p. 3) adds:

The basic premise of classroom research is that teachers should use their classrooms as laboratories to study the learning process as it applies to their particular disciplines; teachers should become skilful, systematic observers of how the students in their classrooms learn.

Stevens (1979) strongly believes that teaching/ learning situation cannot be static. Here, adaptation is a very important factors for a good teacher (McDonough and Shaw,1993, p. 85). Teachers should be always concerned about what is to be taught and how to implement the content of text successfully. According to McDonough and Shaw (1993, p. 85), adaptation is a very realistic activity carried out mainly by teachers to make their work more related to the learners. Madsen and Bowen (1978, p. 9) says:

Effective adaptation is a matter of achieving 'congruence'...The good teacher is ...constantly striving for congruence among several related variables: teaching materials, methodology, students, course objectives, the target language and its context and the teacher's own personality and teaching style.

For effective learning, classroom management is very important and here lies the greatest challenge for a teacher in showing his aptness in dealing with students. In this regard Richard (1990, p. 10) opines that classroom management means the way in which students' behavior, movement and interaction at the time of teaching are arranged and controlled by the teacher to enable teaching to take place most effectively. According to Harmer, (2001, pp. 126-127), psychological variables of the learners should be taken into account while determining any new strategy by the teacher. He says that family, education, self-esteem, boredom, teacher's own behavior and some other external factors control students' behavior and reaction in the classroom. Giving emphasis on this issue, Harmer (2001, p. 129) suggests the teachers some solutions which include focusing on the behavior, and not on people, taking things forward, reprimanding in private and keeping calm.

As English is a foreign language, learners generally possess a prior apprehension in L2 classroom. Teachers are supposed to take initiatives to remove these kinds of anxiety of the students. Harmer (2001, pp. 132-133) mentions that there are a number

of actions which teachers can adopt to promote the use of the English language and explains clearly what is expected from the students to create a panic free English learning classroom .The actions suggested are to set clear guidelines, choose appropriate tasks, create an English speaking atmosphere and use persuasion and other inducements.

It is very important to create a communicative situation in the classroom. Ellis (1985, p. 182) opines that both native speakers and second language learner can ensure the communicative situation in the classroom. Teachers are to select appropriate tasks for students to exercise in the classroom so that the learners may not feel extra pressure; rather they can involve themselves in the learning process using their creativity and analytical ability. In this regard Ur (1996, pp. 232-233) says:

The success of group work depends to some extent on the surrounding, social climate, and on how habituated the class is to using it; and also...on the selection of an interesting and stimulating task whose performance is well within the ability of the group.

Classroom change depends largely on the source of innovation, opines McDonough and Shaw (1993, p. 252). Prabhu (1987, p. 105) makes a valuable distinction between ‘voluntary’ changes, on the one hand, and ‘statutory’ or imposed changes on the other hand. He (1987, p. 105) adds that it is the voluntary move which really can bring fruitful change in the classrooms. Richards and Lockhart (1996, p. 83) emphasizes innovation in teaching and adopting interactive decisions by the teachers for effective teaching and learning in the classroom, because lessons are dynamic in nature, and characterized by constant change. Richards and Lockhart (1996, p. 84) further says, “A teacher whose teaching is guided solely by a lesson plan and who ignores the interactional dynamics of the teaching-learning process is hence less likely to be able to respond to students’ need. In this regard Parker (1984, p. 220) observes:

Teaching-learning contexts change, and teachers’ behaviors must change accordingly. The basic problem for the teacher is, therefore, acknowledge that there is no one best way to behave, and then to learn to make decisions in such ways that their behavior are continually appropriate to the dynamic, moment-to-moment complexity.

According to Tomlison (1998, p. 2), selection of appropriate materials is a very important matter for effective and successful teaching and learning. If the materials are not previously selected by the authority, teachers can use their innovative power to choose appropriate materials for the learners. Tomlison (1998, p. 8) emphasizes material selection saying that appropriate materials make learners feel at ease, develop confidence and they also ensure learner's self-investment and so, materials have great impact in removing learners' anxiety for L2.

Research Questions:

1. Are ELT classes at the Higher Secondary level in Bangladesh panic free?
2. Is there any scope of innovation on the part of the English teachers in the present classroom for the successful implementation of CLT approaches?

Method

This study was carried out through a questionnaire survey and Focus Group Discussion (FGD). The findings of the questionnaire survey were converted into percentage and then tabulated. Then the collected data were analyzed and discussed in different sections.

Participant

The data were collected from students and teachers of three colleges of Dhaka city. All the students are of the Higher Secondary level. Five English teachers and twenty students from each college were selected on random basis for questionnaire survey and FGD.

Survey Instrument

Two questionnaires were prepared, one for teachers and the other for students. The Questionnaire for the teachers consisted of ten multiple choice questions, whereas the students' questionnaire consisted of eight multiple choice questions. For short interview, mp3 recorders were used.

Findings

Analysis of Students' Feedback:

Table-1: Data Collected from Students

Topic of the question	Positive (yes)	Negative (no)
1. Teachers' ability in making the language class interesting	90% (54)	10% (6)
2. Rigidity of the teachers about error	91.66% (55)	08.33% (5)
3. Previous knowledge of students to cope with present text	83.33% (50)	16.66% (10)
4. Anxiety about English class	93.33% (56)	6.66% (4)
5. The preferred way to learn English	Through communication- 58.33% (35)	Through grammar - 41.66% (25)
6. Making monotonous topic interesting by the teachers	Yes -90% (54)	No- 10% (6)
7. The role of memorization in English class	100%(60)	0%
8. Frequency of punishment in English class	90% (54)	10% (6)

The first question was to find out whether students believed that their teachers could make language classroom interesting. From students' feedback, it was found that 90% students (54) thought that their teacher could make the class interesting, whereas 10% of students confirmed that their teachers could not. In the second question, students were asked whether their teachers were rigid about the error of the students. Here, 91.66% students (55) confirmed the rigidity of the teachers regarding the matter, whereas 8.33% students (5) answered that their teachers were not rigid in this regard. In the third question, students were asked whether they thought that their previous knowledge was enough to cope with their present text. Here, it was found that 83.33% student (50) answered that their previous knowledge helped them to cope with their present text, whereas the rest 16.66% learners (10) thought their background knowledge was not enough in this respect. In the next question, learners were asked whether they felt any kind of anxiety in their English language class. Surprisingly, 93.33% (56) learners replied that they had anxiety for the English class and 6.66% students (4) answered that they felt no anxiety. The next question was to know how they wanted to learn English language and it was found that 58.33% learners (35) liked to

learn English through communication and 41.66% students (25) preferred grammar to learn English. Then learners were asked whether the students believed that their teachers could present any monotonous topic interestingly. Here it was found that 90% learners (54) believed that their teachers had the ability, whereas 10% students (6) replied in the negative. In the next question, students were asked whether memorization was given emphasis in their English language class, and 100% learners confirmed that memorization took a great part in their way of learning. The last question was set to know whether the students face frequent punishment or not and in response 90 % of the respondents answered that they faced frequent punishment for various reasons. The rest(10%) of them did not confirm it.

Analysis of Teachers' Feedback

Table-2: Data Collected from Teachers

Topic of the question	CLT	Mixture of CLT & the GTM	Others
1. Method or approach applied in the classroom by the teachers	80% (12)	20% (3)	0%
2. Applied method acts as a bar	Yes- 80% (12)	No -20% (3)	
3. Handling monotonous topic following the method/approach mentioned in the syllabus	13.33% (2)	86.66% (13)	
4. Scope of taking innovative steps or interactive decision	20% (3) (yes)	80% (12) (no)	
5. Prior apprehension of the learner about L2 is a bar	86.66% (13) (yes)	2% (13.33) (no)	
6.			
7. The role of students' previous education to cope with the present text	20% (3) (yes)	80% (12) (no)	
8. Experience of panic-seized classroom	86.66% (13) (yes)	13.33% (2) (no)	
9. Punishment in English class	46.66% (7) (yes)	53.33% (8) (no)	
10. Emphasis on mistake as a panic creator	80% (12) (yes)	20% (3) (no)	
11. Training regarding ELT	20% (3) (yes)	80% (12) (no)	

The first question was set to know which method/approach teachers usually followed in their language class. 80% of the teachers claimed that they followed CLT as mentioned in the curriculum while the rest of them revealed that they followed a mixture of GTM and CLT. Through the second question, the teachers were asked whether their applied method /approach acted as an obstacle to the teaching process. Here 80% teachers (12) replied that their followed method/approach acted as a bar to the way of their teaching, whereas 20% teachers (3) answered that their applied method/approach did not act as a bar to the way of their teaching. In the third question, teachers were asked whether they could handle any monotonous topic successfully, following the approach mentioned in the syllabus. Here surprisingly 86.66% teachers (12) said that they were unable to do that following the approach mentioned in the syllabus whereas, 13.33% teachers (2) confirmed that they could handle any monotonous topic successfully. In the next question, teachers were asked to know whether they had enough scope to take innovative step or interactive decision in the classroom frequently and here 80% teachers (12) replied in the negative and 20% teachers (3) answered that they had the scope. The fifth question was set to know about the influence of students' prior apprehension in the learning process. 86.66% teachers (13) replied that prior apprehension of learners acted as a bar here whereas 13.33% teachers (2) answered that students' prior apprehension did not act as a bar. In the sixth question, teachers were asked whether students' previous knowledge was enough to cope with their learning materials. 80% teachers (12) replied that students' previous knowledge was not enough here and 20% teachers replied that students' previous knowledge was enough in this regard. In the next question, teachers were asked whether they had any experience of panic-seized English language classroom. Surprisingly, here 86.66% teachers (13) confirmed that they had experience of panic-seized classroom whereas 13.33% teachers answered that they had no experience in this regard. Then teachers were asked whether they punished the learners in some way or other for poor performance. 46.66% teachers (7) were found to punish learners in some way or other whereas 53.33% teachers (8) did not. The next question was set to know whether they believed that too much emphasis on error acted as a fright creator in the class. 80% teachers (12) agreed with the point whereas 20% teachers (3) did not. In the last question, teachers were asked whether they had any training regarding English language teaching courses and it was very frustrating to find that 80% teachers replied that they did not

have any training in this regard, whereas 20% confirmed that they had training.

Findings from FGD

1. Teachers do not have enough idea about CLT.
2. CLT approaches are not fully followed by teachers.
3. There is inadequate logistic support to conduct classes.
4. Application of CLT and GTM in classes by the teachers.
5. There are inappropriate classrooms and unprepared learners for the application of CLT approaches.
6. Teachers get little chance to make the class interesting.
7. Inspection of classroom by the administration embarrasses the teachers.
8. There are pressures from the administration to complete syllabus within limited time.
9. Almost all the teachers give punishment to students in some way or the other.
10. Learners' prior apprehension about English as a foreign language acts as panic creator.

Discussion of the Findings

From the students' and the teachers' feedback, a good number of information has been found. Some of the information, gathered from questionnaire survey with the teachers, students and FGD with the teachers, contradicts each other. From the questionnaire survey it was found that teachers follow the CLT approach whereas information gathered from the FGD indicate that the CLT approach is not followed by the teachers. From FGD it becomes clear that, on the one hand, some teachers do not have enough idea regarding the approach, and on the other, some teachers claim that they cannot follow the CLT approach in the class as they do not get support such as, logistic support and appropriate class size, requisite time and so on. The teachers who follow the mixture of CLT and the GTM say from their first hand experience that in Bangladeshi context both the classroom and learners are not yet ready for the application of the CLT approach. As students require the use of Bengali in the classroom, mixture of the two (CLT and GTM) will be more appropriate here. The process of learning and the classroom environment have always the chance of being dynamic and so, most teachers find that application of any one approach acts as a bar in the teaching process. Here, teachers get little opportunity to make classes interesting and cannot utilize their creativity since the classroom atmosphere is not suitable for the

application of CLT and since some of the students demand GTM, which hardly allow room to the teacher to apply innovative ideas. Because of the pressure of the administration for good result, time limits, large class size, and lack of logistic support, teachers cannot always take interactive decision or present any monotonous topic in an interesting way. Besides, teachers mention that sometimes, the whimsical inspection of the classroom by the administration embarrasses them and prevent them from taking innovative steps.

Very often, students' prior apprehension about English as a foreign language becomes fixed in their mind. As a result, students feel some kind of anxiety regarding the matter which causes panicky condition in the class. From students' response it comes to light that most students believe that their previous knowledge is enough to cope with the present text, whereas from the teachers' response it is found that students' background knowledge is hardly enough. Previous knowledge of surveyed students in most cases is not enough but it is the previous knowledge which can help learners in understanding the present text. In other words, some students' previous knowledge, to some extent, does not help them in coping with the present text of the syllabus. As a result, students' minds remain in a state of anxiety. More or less, all teachers have the experience of panic seized-class room and the teachers from their experience said that because of the fear of punishment and process of stern error correction students learn well. In reality, students feel some kind of mental pressure thinking about consequent punishment. Sometimes rigidity regarding error correction of teachers in the class discourages students. One interesting thing is that in the questionnaire survey, out of 15 teachers, 7 teachers admitted that they punished students; whereas out of 60 students 54 informed that they face some kind of punishment in the class. From the result found from the FGD with teachers, it becomes clear that almost all the teachers punish students in some way or other.

Most English language teachers have neither the linguistic background nor any requisite training on language teaching. So, it becomes a great problem for the teachers to cope with the approaches mentioned in the curriculum and apply effective and innovative ideas in the class so that learners may feel at ease in communicating English. Teachers' emphasis on student's mistakes makes some sort of humiliating feeling in the mind of students. Sometimes the taunting attitude of teachers towards students may demotivate learners. As a result, they cannot learn

properly. So, it can be said that too much emphasis on accuracy inhibits the learning process. According to Khan, errors and mistakes ought to be taken as a creative source of language learning, and discovering the reasons of learners' mistakes appears to be a vital factor for syllabus and material designer and English language teachers (in Lutfunnesa, 2007, p. 18). Moreover, in CLT approaches teachers are to make note of the errors and mistakes of students to deal with them at a later time so that students' way of communication in English may not be hampered (Freeman, 2000, p. 128). Most students are confident about their previous knowledge as they believe that their background knowledge can make them cope with correct teaching materials. Students have anxiety for their English classes and most of them mention that English as a foreign language creates panic in them. Some of them mention that teachers remain too fixed to accuracy. Some of the students want to prioritize grammar over communication for learning English. Though memorization is not encouraged in the CLT approach, students have confirmed that memorization take a huge part in their learning process. As a matter of fact, memorization not only hinders creativity but also enhances the chance of forgetting. This tendency of forgetting results in a panicky condition in the L2 class and the learners feel mental pressure, and therefore, poor feedback is found from learners. So, it can be said that the practice of memorization leads to poor learning outcome.

Recommendations

Based on the findings of the current research, the following recommendations have been suggested by the researchers:

1. Since findings reveal that some teachers do not have enough idea regarding CLT approach and follow unplanned teaching strategies mingling GTM and CLT, pre-service and in-service training should be ensured for Continuous Professional Development (CPD) of the teachers.
2. Teachers should be equipped with logistic support to enhance their capacity to adapt to new circumstances as in answer to the related questions some teachers claim that they cannot follow the CLT approach in the class as they do not get enough logistic support.
3. Time for English language class should be increased because pressure from the authority for the completion of

syllabus within limited time sometimes acts as a barrier to give life to the class. A good number of teachers surveyed for the present study claimed that due to lack of appropriate class size and requisite time, they fail to follow proper class procedure.

4. Teachers should give importance more on learning process than learning outcomes. The study comes with an important observation that the pressure of the administration for good result creates panic for both learners and teachers.
5. Number of students should be minimized for the sake of better learning and teaching. If the number of learners is less, weaker one gets necessary attention from the teachers.
6. Teaching strategies should be changed according to learners' need. So, factors like students' belief and expectation about learning and teaching, and need analysis are very important.
7. Students should be given constructive feedback. Otherwise the learning process of the students will be hampered. To make an anxiety free classroom a little smile can be more effective than shouting. Little words of encouragement (carry on, good, well-done, a mild eye-contact) can act as magic and create a panic free environment. Teachers should keep patience as far as accuracy of students' language use is concerned, since too much stress on accuracy sometimes discourages the students.
8. Students' active involvement in the classroom should be encouraged. Emphasis should be given on active class participation of learners instead of memorization, which is always discouraged in CLT. Memorization should be discouraged totally as it inhibits students' creative thinking.
9. Physical punishment is a severe panic creator in the class. This culture can never be encouraged. In this type of situation students' sense of self-respect may inhibit them from active participation in the classroom. As a result, the total learning process will be affective in some way or other. The findings of the present study revealed

that some teachers believe that punishment facilitate learning, though the learners are found to get panic and consequently become poor in performance.

10. There should be a change in assessment procedure because it has been found that frequent exams enhance anxiety. Assessment can be done through class participation.
11. Teachers should give emphasis on different variables, and thus teach students. If teachers can motivate learners, then classroom atmosphere can be made panic-free and students can learn with spontaneity.
12. Students' apprehension about English as a foreign language should be removed through motivation and by involving learners in the practical use of the language. It has already been found in the present study that students' prior apprehension about English as a foreign language becomes fixed in their mind. As a result, students feel some kind of anxiety regarding the matter which causes panicky condition in the class and thus results in low achievement.
13. Teachers' remuneration should be increased in order to motivate them in their profession. It is evident that if teachers themselves are not motivated, they will not be able to go for innovation and motivate their learners.
14. Teachers should not be inhibited from taking interactive decision and innovative steps. For the successful learning of students, they should be given freedom and for this reason, whimsical supervision from the college authority should be discouraged.
15. Teachers should not stick to their old beliefs based on their own learning and teaching experience, because sometimes they hold back teachers and present them from being innovative in the classroom.

Conclusion

The study revealed an important observation that English language classroom of Higher Secondary Education is panic seized, which create barrier in achieving its main curriculum goal to achieve communicative competence of the learners. The

problems found are multiple in numbers. The old Grammar Translation Method is found to interfere in the present setting of Communicative English teaching as the mindset of the teachers and learners could not be changed yet. Besides, lack of proper knowledge and training of the teachers, teaching tools and classroom setting promote the spirit of GTM to be teacher dominated and to create pressure of memorization. Consequently, second language classroom become panick seized .Since classroom atmosphere and others hindering factors could not be removed over the years, innovation from the teachers is seen to be the best solution in the research. Based on findings, the study suggested some areas where teachers can be innovative .The study also recommended related guidelines to be followed by the concerned authorities to improve the situation. Further studies, including large scale research, may be conducted in this area.

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The Impact of Financial Management Practices on Business Performance: A Study on Selected Micro and Small Enterprises in Bangladesh

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Abstract: Micro and Small Enterprises have created a large number of employment opportunities enhancing the quality of life along with the national economic development in least developed and developing countries. In context of Bangladesh, empirical evidence on the impacts of financial management practices and performance of MSE's is limited. Therefore, it is important to ensure the sustained growth of MSE's and measure their performance. This study was carried out to show the impacts of financial management practices on performance of selected MSE's (Grocery and Pharmacy Shops) in Savar Town, Dhaka, Bangladesh. The target population was 250 and purposive sampling technique was used for this study with a sample size of 40 respondents. Data were collected through structured close-ended questionnaire and analyzed using descriptive statistics (means and standard deviation) and multiple regression analysis. The study found that working capital management, liquidity management, financial statements, and strategic financial management have significant relation with business performance while capital structure management does not have a positive correlation with performance. It is recommended that MSEs need to invest adequate capital to sustain long-term in the business and give more attention on financial management practices to improve the business performance.

Keywords: Financial management practices, MSE's, working capital management, liquidity management, capital structure management.

Introduction

Numerous MSMEs in Bangladesh employ millions of people. Apart from generating employment, the contribution of this sector to the gross domestic product (GDP) of Bangladesh is significant which, in turn, generates further economic activity. A significant portion of these enterprises is arranged informally,

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where mostly household labor is employed and firms are not registered. Such informal arrangements refrain the enterprises to take initiatives, in results for which they are being able to protect the workers' rights and requirements. These enterprises share among themselves not only similar characteristics but also factors that constrain their growth and limit their operations. The eradication of these factors would have ripple effects on enterprises and the economy (Mamun, 2014). Small and medium-sized enterprises (SMEs) are the life blood of economies and a driving force to social transformations and development (Atieno, 2001). There are different studies have done on the performance of a country's SME sector as a good indicator of its overall effectiveness and future prospects (Xesha, Iwu & Slabbert, 2014). Now Small businesses are globally regarded as being important for the income, growth and prosperity of individuals, the community and the economy (Badenhorst-Weiss & Cilliers, 2014; Nkosi, Bounds & Goldman, 2013). According to Alam and Ullah (2006), in almost every part of the world, limited access to finance is considered as a key constraint to private sector growth. This is especially true for SMEs of our country since they are facing different problems for availing institutional finance though SMEs play dominantly important role in the national economy of Bangladesh by making up over 90 per cent of industrial enterprises, providing employment to 4 out of 5 industrial workers and contributing to over one-third of industrial value-added to gross domestic product (GDP). The nature and growth of MSE's over the last two decades indicate a horizontal expansion of enterprises in terms of increasing the number of establishments without major change in the pyramid-like structure. In 1986, total number of enterprises was 2.6 million in which 2.5 million were micro-enterprises (98 per cent); whereas small and medium enterprises were 49,000 (1.9 per cent) and large enterprises were 2300 (0.08 per cent). In 2002, the structure and composition of enterprises were remained almost the same - out of 3.5 million enterprises, 97 per cent were micro, 2.2 per cent were SMEs and 0.16 were large enterprises. With similar establishment structure, how these enterprises have catered the need of the consumers even after two decades raises number of issues and concerns especially when consumers' livelihood expenditure has substantially increased over this period. The insignificant rise of share of SMEs in the GDP (from 4.0 per cent of GDP in 1986 to 5.2 per cent of GDP in 2010) portrays their limited role in catering the growing need with regard to supply, quality and standard (Moazzem, 2012). This study seeks to answer the questions that

which of the numerous financial management knowledge and skills have the owner/managers/employees of successful MSEs found to be most useful? What are the financial management practices they perform most frequently? Is there any relationship between financial management practices and the performance of the respective MSEs? A survey was done on owners/managers/employees of 40 selected retail sector MSEs (Grocery and Pharmacy shops) in Savar Town, Dhaka, Bangladesh. The results indicate that the impact of financial management practices on business performance respect to retail sector MSEs in Bangladesh is relevant and statistically significant. It also tends to focus more on working capital management, management of financial statements, liquidity management and strategic financial management more than on capital structure management of the enterprises.

Statement of the Problem

Micro and Small Enterprises (MSEs) are often treated as the ‘Engine of Growth’ for a developing country like Bangladesh. MSEs are the channel through which the rural poor, especially the most marginalized and vulnerable sections of the community such as rural women, youth and the landless can diversify their income, create new sources of income and generate additional employment (including self-employment) in the rural areas (Chowdhury et al., 2013). According to The World Bank (2011), Since the number of publications and studies is increasing on the topic like ‘financial management practices on performance of SMEs’ definitely it is one of the burning issues in the field of entrepreneurship and MSEs development. Rugui and Omagwa (2018) found that inappropriate risk management and information asymmetry limits their financial access, and thus limits their competitiveness and performance of SMEs. However, there remain some empirical literatures to link Small and Medium Enterprises (SMEs) of Bangladesh but none of these local studies has ever focused solely on the impacts of financial management practices on business performance in respect to the retail sector MSEs in Bangladesh. Hence, the study sought to explore the impacts of financial management practices on business performance of selected Micro and Small Enterprises (MSEs) especially Grocery and Pharmacy shops in Savar Town, Dhaka, Bangladesh.

Objectives of the Study

General Objective

The main objective of the study is to explore the impacts of financial management practices on business performance of selected Micro and Small Enterprises (MSEs) especially Grocery and Pharmacy shops in Savar Town, Dhaka, Bangladesh.

Specific Objectives

- i. To assess the impact of Capital Structure Management on business performance of selected MSEs in Bangladesh.
- ii. To determine the effects of Working Capital Management on business performance of selected MSEs in Bangladesh.
- iii. To establish whether Financial Statements affect business performance of selected MSEs in Bangladesh.
- iv. To identify the relationship between Liquidity Management and business performance of selected MSEs in Bangladesh.
- v. To find out the effects of Strategic Financial management on business performance of selected MSEs in Bangladesh.

Literature Review

The study reviewed different theories on variables as well as empirical evidence captured herewith.

a. Theoretical Review: The section mainly focused on theories that anchor the study in terms of variables.

Definition of Micro and Small Enterprise (MSEs)

A variety of definitions concerning Micro and Small enterprises exists in Bangladesh. But the definition given by Ministry of Industries-Government of Bangladesh (2005) is followed to prepare this paper. The definition is given below:

The concepts of microenterprise and microfinance were pioneered in 1976 by Nobel Prize recipient Muhammad Yunus, founder of the Grameen Bank (Bank of the Rural), in Bangladesh. The fundamental principle behind the Grameen Bank is that credit is a human right. This strategy was highly

effective as the bank grew exponentially; from fewer than 15,000 borrowers in 1980, Grameen Bank had 2.34 million members by 1998, 7.67 million at the end of 2008, 97% of whom are women, and 9.4 million (Grameen Foundation, 2016). According to the World Bank (2006), small enterprises are defined as enterprises which have fewer than 50 employees and an annual turnover not exceeding 3 million US dollars whereas micro-enterprises have up to 10 persons and \$100,000 turnover. But the mostly accepted definition given by Ministry of Industries-Government of Bangladesh (2005) is given below:

Industry Type	Classification	SME Policy-2005 using		Draft industrial Policy-2009, using	
		Fixed Investment	Employment	Fixed Investment	Employment
Manufacturing	Micro	Not mentioned	Not mentioned	Up to tk. 4.99 million, or	Up to 24
	Small	Up to Tk. 14.99 million	Not mentioned	Between tk. 5 million and 100 million, or	Between 25 and 99
Non manufacturing	Micro	Not mentioned	Not mentioned	Up to tk. 0.499 million, or	Up to 9
	Small	No position taken	Less than 25	Between tk. 0.5 million and 10 million, or	Between 10 and 25

Financial Management

Financial management is the planning, directing, monitoring, organizing, and controlling of the monetary resources of an organization (Gitman, 2007). “ Financial management may be defined as that area or set of administrative function in an organization which are related with arrangement of cash and credit so that organization may have the means to carry out its objective as satisfactorily as possible" (Howard & Opton, 2015). Financial management focuses on ratios, equities and debts. It is useful for capital structure management, working capital management, analysis of financial statements, liquidity management and strategic financial management in order to maximize the value of the firm.

Capital Structure Management

A company’s capital structure refers to the combination of its various sources of funding. Most companies are funded by a mix of debt and equity, including some short-term debt, some

long-term debt, a number of shares of common stock, and perhaps shares of preferred stock (Wilkinson, 2013). Sometimes the firm's capital may be from internal source of funding or from the source of debt. Sometimes it may be from the both source of fund as per the easiness and profitability of the firm.

Working Capital Management

Working capital management refers to a company's managerial accounting strategy designed to monitor and utilize the two components of working capital, current assets and current liabilities, to ensure the most financially efficient operation of the company (Kenton, 2018).

Financial Statements

Financial statements (or financial reports) are formal records of the financial activities and position of a business, person or other entity. Relevant financial information is presented in a structured manner and in a form, which is easy to understand. There are four basic financial statements like income statement, balance sheet, cash flow statement and owners-equity statement.

Liquidity Management

Liquidity management takes one of two forms based on the definition of liquidity. One type of liquidity refers to the ability to trade an asset such as a stock, bond, at its current price. Investors, lenders and managers all look to a company's financial statements using liquidity measurement ratios to evaluate liquidity risk. This is usually done by comparing liquid assets and short-term liabilities, determining if the company can make excess investments, pay out bonuses or, meet their debt obligations. Companies that are over-leveraged must take steps to reduce the gap between their cash on hand and their debt obligations (Ross, 2019).

Strategic Financial Management

Strategic financial management is the study of finance with a long-term view considering the strategic goals of the enterprise. Financial management is now a day increasingly referred to as

"Strategic Financial Management" so as to give it an increased frame of reference. To understand what strategic financial management is about; we must first understand what is meant by the term "Strategic". This is something that is done as part of a plan that is meant to achieve a particular purpose. Therefore, Strategic Financial Management is that aspect of the overall plan of the organization that concerns financial managers. This includes different parts of the business plan, for example marketing and sales plan, production plan, personnel plan, capital expenditure, etc. These all have financial implications for the financial managers of an organization. (Wikipedia, 2019)

b. Empirical Review

The section highlights key readings relevant to the study. Financial management is one of the most important management skills for an SME because it affects every aspect of the entrepreneurial venture (Watson, 2004). Financial management entails minimizing the costs, maximizing the profit, and planning and controlling the financial assets of the firm (Bloom & Boessenkool, 2002).

Financial management skills can be related to financial management practices which are all necessary for a successful business and this confirms that profitability management and working capital management skills are also important to the success of an SME (Wolmarans & Meintjes, 2015). Bruwer (2010) focused the importance of profitability management and states that retail sector SMEs experience difficulty in interpreting and analyzing accounting information.

Many people who start to run a business do not engage themselves in financial matters. The reason may be they do not have enough knowledge or interest in recording transactions, preparation and analysis of financial statements and secondary they are extremely involved in other aspects of business like managing people, sales purchasing and production. These entrepreneurs rely on their accountants to run the financial side of their business. While financial management is a critical element of the management of a business as a whole, within this function the management of its assets is perhaps the most important. In the long term, the purchase of assets directs the course that the business will take during the life of these assets, but the business will never see the long term if it cannot plan an appropriate policy to effectively manage its working capital. In

effect the poor financial management of owner-managers or lack of financial management altogether is the main cause underlying the problems in SME financial management (Jindrichovska, 2013).

According to Rajaram and O’Neill (2009) and Schwarze (2008) Asset and liability management, as well as strategic financial management are listed as areas that require development within SMEs. Rugui and Omagwa (2018) states that SMEs need to mitigate the challenges of financial constraints, financial illiteracy, poor financial management skills, poor financial and marketing information, ownership structure and working capital management to improve their performance and competitiveness.

Small and Medium Enterprises are seen as a driving force for the promotion of an economy. The purpose of the study is to establish the relationship between financial management practices and business performance of SMEs in western Uganda with a view to establishing a coherent model directed at improving business performance and it was hypothesized that financial management practices positively influences Business performance (Turyahebwa et al., 2013).

The relative importance of the SME sector varies greatly across countries, whereby SMEs have been known to make important economic contributions, whether in developed or developing countries (Duchin et al., 2010). Financial management practices like- working capital management, investment appraisal, capital structure management, financial reporting and analysis and accounting information system are highly applied by medium sized enterprises than small enterprises. Working capital management and capital structure management have significant impact on SMEs performance. Outcome of the study may be useful to the practitioners to focus the financial management practices in order to enhance their business performance (Yogendrarajah et. al, 2017).

Rugui and Omagwa (2018) also states that SMEs must outsource external financing, information and expertise to grow, develop and improve performance. SMEs need financial management skills, collaterals, financial negotiation skills and creditworthiness to acquire bank loan and to improve innovations and research, networks and partnerships with all stakeholders’ especially financial institutions. Garcia-Teruel et al., (2007) entitled “effects of working capital management on

MSEs profitability in Spain” have found a significant negative association between working capital management and MSE profitability or performance. Cash management and growth of small-scale businesses in Ntungamo market in Kampala has a positive significant relationship (Arihoona, 2011).

There is a positive association between account receivable management practices and sales volume turnover that impacts on SMEs performance when firm’s age is taken as a moderating variable implies that when business organizations go for implementing strict rules then only the reliable and credit worthy customers are encouraged (Pedro & Pedro, 2008).

The positive relationship between inventory management and performance of SMEs of Sekondi-Takoradi metropolis means that efficient inventory management practices can reduce inventory to an optimal level which has positive effects on production and sales. Similarly, increasing the inventory conversion period could lead to a decrease in stock out costs of inventory which results in enhancing sales opportunities and consequently leads to good performance (Deloof, 2003). Inefficiencies in financial management practices result in poor financial performance and eventually lead to failure of SMEs (Jennifer & Dennis, 2015).

Research Methodology

The study has applied descriptive research design. The target population was 250 MSEs in the retail business sector especially Grocery shops and Pharmacy in Savar Town, Dhaka, Bangladesh. Purposive sampling technique was used for gathering the sample size. 10%-30% of the target population can formulate an adequate sample size (Mugenda & Mugenda, 2003). 50 questionnaires were administered from whom 40 responded as per the requirements and that was incorporated as the sample size of the study. Data was collected through structured, close-ended questionnaires. Data was analyzed by using descriptive analysis (means and standard deviation) and multiple regression analysis. For regression analysis the average return on sales (ROS) by calculating each MSE’s average gross total annual sales minus gross total annual expenditure divided by its average gross total annual sales was considered as the dependent variable for measuring the profitability or performance of the respective MSEs. Five independent variables have been considered as financial management

practices; capital structure management (CSM), working capital management (WCM), financial statements (FS), liquidity management (LM) and strategic financial management (SFM). The regression model is given below:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + e$$

Where:

- Y = Performance
- β_0 = Constant
- $\beta_1 - \beta_5$ = Beta coefficients
- X1 = Capital Structure Management
- X2 = Working Capital Management
- X3 = Financial Statements
- X4 = Liquidity Management
- X5 = Strategic Financial Management
- e = Error Term

Results and Findings

Data was analyzed through descriptive analysis (means and standard deviation) and multiple regression analysis, to test the nature and strength of the relationship between the impacts of strategic financial management, capital structure management, working capital management, liquidity management and financial statements on the performance of MSEs.

Descriptive Analysis

Table-1: Descriptive Statistics

	Mean	Std. Deviation	N
Performance	0.2326	0.04529	40
Capital Structure Management	3.2125	0.29716	40
Working Capital Management	3.3750	0.55566	40
Financial Statements	2.9688	0.58613	40
Liquidity Management	3.1875	0.53932	40
Strategic Financial Management	3.4875	0.59364	40

Descriptive statistics found that MSEs strongly agreed at 3.21 that capital structure management impact their performance. Most MSEs preferred internal finance to external finance and both of them equally. MSEs strongly agreed at 3.37 that working capital management impact their performance. MSEs

preferred to receivable management than payable and inventory management. MSEs strongly agreed at 2.96 that financial statements impact their performance. MSEs preferred to prepare income statement, cash flow statement, owners' equity statement, and balance sheet.

MSEs strongly agreed at 3.18 that liquidity management impact their performance. MSEs preferred to deal with management of sufficient cash at hand for daily expenditure than to prepare liquidity ratios. MSEs strongly agreed at 3.48 that strategic financial management impact their performance. Most MSEs preferred to deal with short term and long term strategic financial plan.

Multiple Regression Analysis

This section presents a discussion of the results of inferential statistics. The researchers conducted a multiple regression analysis so as to determine the relative importance of each of the variables with respect to the impact of financial management practices on the business performance of selected retail sector Micro and Small Enterprises (MSEs) especially Grocery and Pharmacy shops in Savar Town, Dhaka, Bangladesh. The researcher used the statistical package SPSS-23 to enter and compute the measurements of the multiple regressions for the study and the P-values are incorporated in reference to significance level of 0.05. Findings are presented in the following tables;

Table-2: Model Summary

The Model Summary table presents correlation between dependent and independent variable.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	0.898 ^a	0.806	0.778	0.02135	0.806	28.305	5	34	0.000
a. Dependent Variable: Performance b. Predictors: Working Capital Managements, Liquidity Management, Strategic Financial Management, Capital Structure Management, and Financial Statements.									

Source: SPSS output

From the above Table-2, Coefficient of determination explains the extent to which changes in the dependent variable can be explained by the change in the independent variables or the percentage of variation in the dependent variable (financial management practices on the performance of MSEs) that is explained by all the five independent variables (strategic financial management, capital structure management, working capital management, liquidity management, financial statements). The five independent variables that were studied, explain 80.6 % of variance in financial management practices on the performance of MSEs in Savar Town, Dhaka, Bangladesh as represented by the R^2 . Therefore, this means that other factors not studied in this research contribute 19.40 % of variance in the dependent variable. Therefore, further research should be conducted to find the impacts of financial management practices on the performance of MSEs.

Table-3: ANOVA Table

The ANOVA table presents multiple regression analysis between the dependent and independent variable.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	0.064	5	0.013	28.305	0.000 ^b
	Residual	0.015	34	0.000		
	Total	0.080	39			
a. Dependent Variable: Performance. b. Predictors: Working Capital Managements, Liquidity Management, Strategic Financial Management, Capital Structure Management, and Financial Statements						

From the above Table-3: ANOVA Table, results indicate the overall goodness of fit in terms of the extent to which financial management practices collectively explain the business performance of MSEs studied. The P value is 0.000, which is less than the significant level of 0.05. Hence, the model is overall a good fit. Consequently, financial management practices are a good measure of performance of MSEs studied.

Table-4: Coefficients Table

Coefficients ^a								
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		
	B	Std. Error	Beta			Lower Bound	Upper Bound	
1 (Constant)	0.022	0.038		0.579	0.566	-.055	0.098	
Capital Structure Management	-0.025	0.014	-0.165	-1.813	0.079	-.053	0.003	
Working Capital Management	0.020	0.009	0.243	2.262	0.030	0.002	0.038	
Financial Statements	0.021	0.010	0.278	2.100	0.043	0.001	0.042	
Liquidity Management	0.024	0.011	0.285	2.168	0.037	0.001	0.046	
Strategic Financial Management	0.024	0.010	0.317	2.465	0.019	0.004	0.044	
a. Dependent Variable: Performance								

Significant level = 0.05

From the above (Table-4) Coefficients Table, the following regression function is extracted;

$$Y = 0.022 - 0.025X_1 + 0.020X_2 + 0.021X_3 + 0.024X_4 + 0.024X_5$$

Where: Y= Performance of MSEs, β_0 = Constant, X_1 = Capital Structure Management, X_2 = Working Capital Management, X_3 = Financial Statements, X_4 = Liquidity Management, X_5 = Strategic Financial Management. The beta coefficients indicate the change in performance attributed to a unit change in the predictor variables all other factors held constant. Hence, a unit change in Capital Structure Management causes a -0.025 change in MSEs performance, while all other factors held constant. A unit change in working capital management causes a 0.020 change in MSEs performance, while all other factors held constant. A unit change in financial statements causes a 0.021 change in MSEs performance, while all other factors held constant. A unit change in liquidity management causes a 0.024 change in MSEs performance, while all other factors held constant. A unit change in strategic financial management causes a 0.020 change in MSEs performance, while all other

factors held constant. The above scenario indicates that all the independent variables except capital structure management have nearly equal significant influence on business performance of selected MSEs in Savar Town, Dhaka, Bangladesh.

Performance of MSEs

Performance is one of the prime objectives of financial management because one goal of financial management is to maximize the owner's wealth (McMahon, 2005). Jen (2003) found performance to be a significant determinant of a small firm's credit risk. As per the analysis of findings; the respondents strongly agreed with the statement that performance is very much important in determining the longevity of doing business in retail sector MSEs. Many of them are failed to succeed in business life because of lack of strategic financial management, capital structure management, working capital management, liquidity management, and not to prepare financial statements of their business enterprises. The respondents agreed on the issues that the performance not only depends on increase of sales but also proper planning to minimize the cost. They also agreed on that no matter where the finance is made but its proper utilization is important for the firm's performance. In the context of generating employment and income opportunities for majority of the poor people throughout the country MSEs Sector serves employment for substantially more people than does the formal sector (Bangladesh Bureau of Statistics, 2004).

Conclusion

Micro and Small Enterprises (MSEs) play an important role in any economy as they are capable of generating employments, promoting the growth of Gross Domestic Product (GDP), embarking on innovations and stimulating other economic activities. This sector is said to be the backbone of all developed and developing nations. The development of SME sector is of paramount important for any country irrespective of their level of development, since this sector has great potential to generate maximum socio-economic benefits to the country with minimum level of investment (Rathnasiri, 2015). The aim of the study is to explore the impacts of financial management practices on business performance of selected Micro and Small Enterprises (MSEs) especially Grocery and Pharmacy shops in Savar Town, Dhaka, Bangladesh. The study found that there is a statistically significant relationship between financial

management practices and business performance respect to MSEs in Bangladesh, therefore now it can be said that the MSEs will perform well those who will follow the financial management activities more efficient way. Finally, the study concludes that MSEs in Bangladesh need to mitigate the challenges regarding financial constraints, capital structure management, working capital management, liquidity management, analysis of financial statements and strategic financial management to improve their business performance and competitiveness.

Limitations of the Study

Major limitation of the study was the number of sample size that was only 40 MSEs which were chosen on the basis of purposive sampling technique within Savar town in Dhaka city when there are a huge number of MSEs everywhere in Bangladesh. Again the selected MSEs were only the Pharmacy and Grocery Shops though there are also many types of MSEs in our country. There are multiple areas of financial management practices related to the research problem and objectives directly or indirectly but due to the limitation of time and fund all the areas of financial management could not be investigated. All primary data were collected from the respondents personal statement but failed to collect any documentary prove related provided information by the respondents. This study viewed only the interval factor which influence the profitability but not viewed any external factors which may affect the financial management practices.

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White Skin of Wretched Africans: A Fanonian Analysis of *Devil on the Cross*

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Abstract: *Devil on the Cross* (published in 1980 in Gikuyu as *Caitaani mũtharaba-Inĩ*) examines the crucial issue of neocolonial slavery in Kenya of the 1980s. Written by Ngugi wa Thiong'o (5 January 1938-) in toilet paper while the writer Thiong'o was detained in the Kamiti Maximum Security Prison for carrying the political message expressed in his plays, the novel depicts the struggles of Jacinta Wariinga who is left after being impregnated by a rich man of Ilmorog. Her lover Kamoongonye disbelieves her; she is also sacked from her job as she rejects the physical advances of her boss Kihara, which causes her sheer mental as well as financial loss. Roaming on the streets of Kenya, she meets many patriots like Wangari who also suffers from physical abuse and Muturi, the factory worker who is later arrested for opposing the oppressive injustice of the factory owners. Wariinga falls in love with Gutuiria whose father is a mimic man of the occidentals. The novel ends with Wariinga's act of killing Gutuiria's father as she finds that the father of her lover is also the father of her own child. So, it can be seen that the society practices western ideology where women suffer in the neocolonial Kenya. In a like vein, Frantz Fanon in his books *Black Skin, White Masks* and *The Wretched of the Earth* deals with subjects like mimicry, psyche, decolonization, and inferiority complex. Therefore, this paper makes an attempt to analyze the novel written by Ngugi wa Thiong'o through the lens of the two books of Fanon. Thus, the meeting points and the points of departure of these three books would be delved into detail in this paper.

Keywords: decolonization, mimicry, inferiority complex, psyche, neocolonialism.

Introduction

Marxist psychologist Frantz Fanon (20 July 1925 – 6 December 1961) was born in Martinique. His groundbreaking anti-colonial writings are *Black Skin, White Masks* (originally published in French in 1952 as *Peau noire, masques blancs*) and *The Wretched of the Earth* (originally published in French in 1961 as *Les damnés de la terre*). The psychological turmoil of the Africans in contact with the White superior race is the theme of his *Black Skin, White Masks* while the mimicry of the bourgeoisie class who oppress the masses is the indispensable

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feature of the book *The Wretched of the Earth*. His ideas are followed by the Kenyan Marxist playwright, essayist, short story writer, and critique of colonialism. Ngũgĩ wa Thiong’o (1938-) who, later, gave up English as well as Christianity and his baptized name James Ngũgĩ Thiong’o. As far as colonialism is concerned, Thiong’o contends that the real aim of it is to control the people’s wealth through military conquest and subsequent political dictatorship. Nevertheless, this colonialism cannot be complete until the mental universe of the colonized is controlled through culture (p. 16). As a consequence of the colonial rule, imperialism introduce literacy, but often confine it to clerks, soldiers, policeman, and petty civil servants (*Decolonizing the Mind*, 1986, p. 67). He mentions that ninety percent of Africa’s resources are consumed in the west; so, Africa has been the eternal donor to the west (Marshall 3). In the book *Wrestling with the Devil*, he laments for the Kenyans who sold out their own people to join the ranks of golfing, hunting, country-clubbing British settlers whom he literally describes as “Draculan” who came to Kenya to take over, and give back a pittance to the indigenous peoples (Marshall, 2018, p. 3). “The African bourgeoisie that inherited the flag from the departing colonial powers was created within the cultural womb of imperialism,” Ngũgĩ wrote in *Moving the Centre: The Struggle For Cultural Freedoms*, which is a collection of essays published in 1993. “So even after they inherited the flag, their mental outlook, their attitudes toward their own societies, toward their own history, toward their own languages, toward everything national, tended to be foreign; they saw things through eyeglasses given them by their European bourgeois mentors” (qtd. in Wade, 2018, p. 4).

Just like the researcher, Wade (2018) observes that Frantz Fanon, who died three years before Ngũgĩ published his first book, had issued similar warnings (p. 4). He foresaw, accurately, a bleak future of the societies in which a post-independence middle class, now in power, had—through clientelism and the hoarding of wealth—widened the socioeconomic fissures opened by the colonial project, and was thus in the process becoming the native face of the imperial enterprise. (Wade, 2018, p. 4)

He was arrested in 1977 (Wade, 2018, p. 3) while he had staged a play in Gĩkũyũ called *Ngaahika Ndeenda (I Will Marry When I Want)*. As far as the novel is concerned, it is an indication of the devastating effects of capitalism (qtd. in Kgalemang, 2013, p. 4). According to Booker, it is a didactic work designed to

educate Kenyan peasants and workers in the true nature of capitalism (qtd. in Abis, 2011, p.12).

Analysis

Fanon observes that the colonized, in order to keep their inferiority complex at bay, adopt the mother language. In the first chapter, entitled “The Negro and Language”, Fanon notices that the colonized adopt the colonizer’s language to reduce their inferiority complex. They become mimic men. Professor D. Westermann says in this regard:

The wearing of European clothes, whether rags or the most up-to-date style; using European furniture and European forms of social intercourse; adorning the Native language with European expressions; using bombastic phrases in speaking or writing a European language; all these contribute to a feeling of equality with the European and his achievements. (qtd. in *Black Skin, White Masks* 1952, p. 14)

In a similar vein, Gatuiria sheds light on the dominance of the Eurocentric force by saying that African culture has been dominated by the western imperialist cultures: and, cultural imperialism is the mother to the slavery of the mind and the body (p. 58). This gives birth to mental blindness and deafness, which allows foreigners to be the ears and mouths of the Kenyan national affairs (p. 58). As a result, the national languages, books written in the alphabets of the national languages and literature demolish (p. 58). It is apparent that Wariinga’s uncle and aunt hide their faces as they were ashamed of the way Wariinga dressed herself during her reception ceremony (p. 247). Gatuiria’s father, Ghitahy, has swallowed foreign customs as a mere parrot (p. 238). He suggests men to wear dark suits and women to put on long dresses, hats, and gloves during the reception ceremony of his son. Wariinga’s aunt’s husband served the Whites faithfully to save his own skin by doing errands like pre-colonial servants of ring-wearing feudal lords (p. 142). Gatuiria finds that his father is treating the plantation workers just like the way the American rich had mistreated the African slaves (p. 134). Although Fanon urges all brothers and comrades of colonized countries thus “Let us decide not to imitate Europe” (*The Wretched of the Earth*, 1961, p. 252), the Kenyans have turned into the parrots of the west. Educational ideology of the west has poisoned the

mind of the Kenyans to such an extent that they want English version schools. The Kenyans have become mimic men. Thus, Kihaahu wa Gatheeca identifies that the thirst for education is the biggest thirst of this country (p. 111). His nursery school drew no attention when it had the following words about it:

New Black Beauty Nursery School
for children of VIP Kenyans
Owned, Managed and Taught
Entirely by Kenyans.
Swahili Language in Use.
Kenyan Songs, Kenyan Lullabies, etc., etc.
Cheap in Fees: Dear in Quality.
Bring One, Bring All.
Sisi Kwa Sisi, Tujenge Kenyan Taifa Letu. (p. 112)

However, his nursery school became a success when he changes the slogan thus

Modern- Day Nursury School.
Experienced European Principal.
Formerly for Europeans only,
Now Open to a Few Kenyans,
Foreign Standards as Before.
National Languages, National Songs, National Names Banned,
Foreign Languages, Foreign Songs, Foreign Toys, etc., etc.
English Medium of Instruction.
Limited Places.
Telephone or Call in Your Car.
Colour is no Bar: Money is the Bar.
Fees High. (p. 113)

He also employs aged or even crippled white women as principals and buys white mannequins to stand in for real white children (p. 113). Replying in Gikuyu whenever you are asked a question in English is also embarrassing for Kihaahu wa Gatheeca (p. 121).

Fanon opines in this regard: “I was not a primitive, not even a half-man, I belonged to a race that had already been working in gold and silver two thousand years ago” (*Black Skin, White Masks*, 1952, p. 99). In this way, he points out that the colonized class was a rich race. In his novel, Thiong’o mentions that theft and robbery are the cornerstones of America and western civilization and, hence, they ignore the beautiful faces of their children, parents, brothers, and sisters (p. 89). What

would America be today without theft and robbery? It's theft and robbery that have made possible the development in the western world. (p. 79). They wiped out the entire Red Indians who wanted to protect their wealth and property from the colonizers with the sword of fire and gun. They later carried away a few million slaves (p. 89). Fanon adds "Europe is literally the creation of the Third world" (*The Wretched of the Earth*, 1961, p. 81). Gataanguru mentions that the white men came to this country by holding the *Bible* in his left hand and a gun in his right with the aim to steal the people's fertile lands, cattle and goats under the cover of fines and taxes and to rob people of the labour of their hands (p. 102).

Fanon manifests that black women often bleach their skin and thus dream of magically turning white (*Black Skin, White Masks*, 1952, p. 29). Wariinga remarks that Kenyan women use skin-lightening creams (p. 243). It can be detected that she thought herself ugly because of her dark skin in her childhood (p.11). So, she disfigures her body with skin-lightening creams like Ambi and Snowfire (p.11). This incident throws light on the dehumanizing condition of African women who are not proud of the colour of their skin.

It is Wariinga who focuses on the maltreatment of women in Nairobi by portraying the imaginary figure of Mahua Kareendi. The case is her being pregnant by a man. Whether a student without any money is the father or whether the father of the baby is a jobless loafer (p. 17) from the village, the adversity remains the same. Now the most important concern is who will feed the baby. If a married rich man is the father, she will be neglected by him too as he will utter thus:

What ! Kareendi, who are you claiming is responsible for the pregnancy? Me ? How have you worked that out? Go on and pester someone else with your delusions, Kareendi of the easy thighs, ten-cent Kareendi. You can cry until your tears have filled oil drums- it will make no difference.... Kareendi, you can't collect pregnancies wherever you may and then lay them at my door just because one day I happened to tease you! (p. 18)

So, this school girl is not clean (p. 146), according to the male perspective. The new baby is put in the shoulders of her mother as well as her grandmother who advises her to be on guard from now on (p. 18). Her typing and shorthand efficiency lead to her job where the target of the boss is her thighs (p. 19). As she

becomes stingy with her thighs (p. 135) and refuses to be a sugar girl (p. 22), his new necklace (p. 22), and his little fruit (p. 22), she is sacked from her job. Although this employer is a member of the Church of Heaven (p. 23), he defends his evil deed by quoting from religious books thus:

Ask, and it shall be given you; seek and ye shall find ;
Knock, and it shall be opened unto you: For every one
that asketh receiveth, and he that seeketh, findeth; and to
him that Knocketh it shall be opened... (p. 23).

The lover Kamoongonye (Kimwana) also disbelieves her. His point of view is that a girl who starts going with men old enough to be her father while she is at school, to the extent of giving birth to babies when still a student, how can she stop herself? (p. 25). So, her innocence is not respected and appreciated by her lover.

Wariinga's victimization takes place when she is provided pocket money by the rich man who assures that he will marry her, according to custom, by divorcing his wife and marrying her through a proper church ceremony (p. 145). He deceives her later when she becomes pregnant. She tries to commit suicide after her lover ditches her during her pregnancy. Her parents, however, never beat or criticize her for getting pregnant before marriage (p. 182). They are shocked by her attempted suicide (p. 182). Wambui is the baby girl who is born out of wedlock. Wariinga says that today our girls think only of throwing their babies into latrines or leaving them in rubbish bins so that they won't be rejected by their young men (p. 235).

The mistreatment of Kenyan women is visible in the novel through some characters like Kihaahu wa Gatheeca who marries his second wife as she knows English and as she has got no other job than decking herself out in expensive clothes and jewellery for cocktail parties (p. 109). He likes other people's wives and women who are Ready-to-Yield (p. 110). It can be seen that Gitutu wa Gataanguru has got two mistresses or sugar girls (p. 100) for whom he has kept private lairs in Nairobi. His father helped the colonialists to purge the Mau Mau followers (p. 101). Mwireri wa Mukirai looks for the white or Indian girls. He does not believe in tribal or racial discrimination when it comes to the case of women. He thinks that women can belong to no age group, no clan, no country (p. 160). Wangari is offered the job of spreading her legs (p. 42) by a black man. Mukirai beats his wife also as she demands for two female organs just like him willing to have two male organs (p. 181).

Regarding *Black Skin, White Masks*, Feminist critics take issues with Fanon as they condemn him for not granting women of colour any agency. Bart Moore- Gilbert proposes that this book makes a discrimination between the experiences of men and women of colour (qtd. in Sardar, 2008, p. XII). However, it can be seen that Thiong'o shows women empowerment while Fanon does not write about this strength of the females. It is visible that Thiong'o celebrates female power by depicting the character of Wariinga, Kenya's engineering hero (p. 217) the black beauty! the worker! (p. 218) who has decided that she will never again allow herself to be a mere flower, and whose purpose is to decorate the doors, windows, and tables of other people's lives, waiting to be thrown on to a rubbish heap the moment the splendor of her body withers (p. 216). Her training in mechanical engineering is a kind of signal to indicate to the other girls their abilities and potential (p. 244). Wariinga believes that there is no job that a girl cannot accomplish if she sets her mind to it and believes she can do it (p. 141). Although the male students laugh at her in the first year, they begin to respect her as they start treating her as one of their comrades later (p. 219). When one man touches her breasts and buttocks, she assaults him with judo kicks and karate chops (p. 221). Wariinga's courage is exhibited when she kills Gatuiria's father who is also her unwedded lover and the father of her child. He tells Wariinga at her reception ceremony that Gatuiria is almost her child and that his home will fall apart (p. 250). He praises her thus- as my little lady, my fruit (p. 251). And, he, promises her that he will rent for her a house at Nairobi with facilities like furniture, carpets and imported mattresses, clothes, necklaces, cars like Toyota Corona, a Datsun 16B, an Alfasud (p. 251). They have played the game of the hunter and the hunted, where Wariinga was previously the hunted but now she kills him with her gun, and becomes the hunter (p. 253). Instead of becoming a puppet at the hands of this corrupt man, she prefers to kill him and leave her wedding reception as the crowd shout "arrest her! Catch her! She is mad!" (p. 254). This particular event unveils her sheer bravery as she decides to fight the devil who has once forsaken her during her pregnancy.

I think that this novel is a signal that the devils of colonialism in the form of neocolonial education, business, office system, individualism and capitalism have risen just like the way Jesus Christ has resurged from death. Thiong'o is of the opinion that equality is forbidden by nature also because God sits on the throne. On his right side stands his only son. On his left side

stands the Holy Spirit. At his feet the angels sit. At the feet of the angels sit the saints at whose feet sit the disciples. The King of Hell leaves chores of making the fire, fetching the firewood, and turns over the burning bodies to his angels, overseers, disciples, and servants (p. 78).

Fanon points it out clearly that the act of fighting against hunger, misery, and exploitation is the only solution for sugar plantation workers. Voting for equality, his ultimate prayer is that “the enslavement of man by man cease forever” (*Black Skin, White Masks*, 1952, p. 180). Martin states that the only road to real freedom, as per Fanon, is by making a clean break with colonialism. And, a clean break necessitates violence. (p. 391-392). This spirit of freedom is noticeable when the patriots fought for independence during the Mau Mau uprising in 1952-1960. Communalist thoughts dominated the patriots and their motto was thus- “It was not money that did the fighting: it was love. Love for Kenya, our country, was what gave our young men courage to face the prospect of being mowed down by enemy bullet- and they would not let go of the soil” (p. 41). Even the dress of one person was never belittled when Kenyans fought for independence (p. 41).

Fanon thinks that within the natives there are the elite intellectual bourgeoisie who dress and speak like Europeans. They betray their national heritage by not putting their theoretical knowledge to the service of the Africans. These betrayers promote internal civil war with an aim to strengthen their power. Decolonization does not end the problems of the proletariat as bourgeoisie looks down upon their own race. Anti-democratic regime can be sorted if, Fanon comments- policies are made for the masses. The party should be the direct expression of the masses as the land belongs to those who till it. The master is cruel because he reaps where he has never sown; He also grabs over which he has never shed any sweat only because he has the capital (*The Wretched of the Earth*, 1961, pp. 84-85).

The Fanonian power of the workers is shown through the slogans quoted in this novel. Thus:

The organization of patriot sings

Great love I found there

Among women and children.

A bean fell to the ground-

We split it among ourselves. (p. 39)

In contrast, the imperialists are not in Kenya to love its masses. Rather, there the focus remains on the use of its masses to just earn money. Therefore, the imperialists sing thus:

Self-love and the love of selling out
Among the traitors of the land.
The bean we steal from the people-
We struggle to see who can grab it all. (p. 39)

Wariinga, who respects her country Kenya, utters the following words while she sings:

Kenya does not belong to you, imperialist!
Pack up your bags and go!
The owner of the homestead is on his way! (p.129)

The workers who represent the mass people has got a catechism which goes like this:

I believe that we, the workers, are of one clan,
And hence we should not allow ourselves
To be divided by religion, colour or tribe.
I believe that in the organization of the workers
Lies our strength,
For those who are organized never lose their way,
And those who are not organized are scattered by the sound of
one bullet.
I therefore believe in the unity of the workers,
Because unity is our strength.
I believe that imperialism and its local representatives are the
enemies of the progress of the workers and peasants and of
the whole nation.
I therefore vow always to struggle against neo-colonialism,
For neo-colonialism is the last vicious kick of a dying
Imperialism (p. 210).

Ndigirigi in this regard:

In the colonial phase, imperialism is abetted by a pro-colonial type which sees loyalty to colonialism as a vehicle to satiate individualism. Independence only Africanizes the former colonial institutions which remain subservient to imperialist interests. This results in a comprador bourgeoisie which is shown as a direct offshoot of the pro-colonial type. The comprador bourgeoisie becomes the dominant class and sets up reactionary regimes which minister to imperialist interests in the neocolonial phase. They enlist the help of the police, the clergy and the conservative elite which help to prop up the reactionary regime, becoming the reactionary type (pp. 98-99).

The novel, *Devil on the Cross*, suggests that Nairobi is soulless and corrupt (p. 15). For example, Kihaahu wa Gatheeca wants more famine in Kenya so that the price of houses rise. Thus, his profits increase (p. 118). So, Mwaura, who accuses Wangari and Muturi for talking about the unity of the workers and peasants are awarded by the whites with three brand-new vehicles, he establishes a new company (p. 232). When Muturi along with Wangari plot to bring the police to arrest the thieves and robbers of the Devil's feast at Ilmorog, they are arrested instead of these corrupt people. Hence, the factory strike situation points out the cruelty of the masters who persuades the workers to go back to work on the pretext that he will submit a report to the workers a week later. On the day, he comes with policemen and orders that all strikes are banned by the presidential decree. Above all, he dismisses the ringleaders and says that there are many unemployed workers (p. 72-73). It can be seen that Wangari, the heroine of the country (p. 127), has to pay fine for wandering about Nairobi without a permit and, hence, breaking the vagrancy laws (p. 44). Thiong'o comments that he who sows and reaps (p. 80) is robbed from the production of his own hands by using the reference of "you dam the river above us but no water flows to us below" (p. 80). Muturi observes that modern thieves reap where they have never sown to the extent of inviting foreigners to join in the harvest leaving the owner of the farm dying of starvation and who slaughter a herdsman's own sheep fattening themselves on the stolen meat (p. 158). Power is taken away from the workers and peasants and is given to the heroes of theft and robber who have capitalist business (p. 165). The thieves and robbers of one country go to another country and steal from the masses there and take the loot back to their own country which means that they steal from the workers and peasants of their own country as well as other countries (p. 165). Mwireri wa Mukiraai detects that he was appointed the Public Relations Manager so that he can act as an intermediary between the whites and Kenyans if the workers became restive and impossible (p. 167). This means that his skin colour is used as a window-dressing (p. 167) so that Kenyans can think that they have a share in the enterprise. If he sells his products at five shillings, the foreign manufacturing firms will sell theirs at three shillings. Sometimes the process of selling outdated machinery or ensuring that he gets no machineries also took place (p. 169). His oil business is a failure as the local market is already flooded with imported oils from foreign-owned companies (p. 169). All these events indicate that money rules the world (p. 173).

The novel written by Ngugi wa Thiong'o shows that Christianity has always been used by the colonial system to rationalize inequalities (qtd. in Kgalemag, 2013, p. 2). The factory owners will build churches or mosques, depending on the religious inclination of the workers, with the message that no one should think ill of any human being. The four commandments, no killing, not telling lies, not stealing other's property, and not coveting other's property are pronounced in the sermons made by the priest with an aim to control the workers (p.188). Here employers are never arrested by the armed forces for refusing to increase the salaries of their owners, but workers are imprisoned if they demand justice for the products of their sweat (p. 204) for a small amount of salary, workers sacrifice their arms, brain, humanity, and thighs (p. 206). Workers build houses, but they are left in the rain. They make clothes, but the tailors stay naked. They grow food, but stay hungry. They build good schools, but they look for food in rubbish heaps and in dustbins (p. 208).

Conclusion

All in all, Fanon's ideas are manifested by Thiong'o in his novel to a great extent. Mimicry of the modern Kenyans are displayed by Thiong'o through the characters like Gatuiria's father, relatives of Wariinga, devils present at the Devil's feast, and the acceptance of English as the medium of communication by the modern Kenyans. Any sort of protest or any attempt to decolonize Kenya against the neocolonial regime leads to the arrest of the patriots like Wangari and Muturi. Workers are exploited by their own blood. Fetishization with white skin among the dark-skinned women leads to their sheer debasement. Both Frantz Fanon and Ngugi wa Thiong'o stand against mimicry; They are very much proud of their culture. The only point of difference between them is that Fanon's idea of female power is too limited, but Thiong'o uses a female character called Wariinga as the central character in his novel. However, both Fanon and Thiong'o lodge against the enslavement of Africans.

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Attitudes Towards Feedback on Tertiary L2 Writing: A Study of Student-Teacher Perspectives

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Abstract: The study mainly focuses on the attitudes of the tertiary students towards feedback on L2 writing. This study adopts a mixed- method approach in which data were collected from 65 students studying in the first and second semester at a private university in Dhaka city. Twelve teachers teaching at the tertiary level were interviewed through a set of open and closed type questions. The study revealed that the students had appreciative and reinforcing attitudes towards feedback on their writing even though the attitude of a small number of the students seems demotivating. Besides, it not only showed different feedback attitudes of the students but also showed the views of the teachers on feedback provision that led to positive or negative outcome to improve students' second language writing skill. Finally, a list of recommendations are put to have the maximum outcome regarding the feedback attitudes on L2 writing based on the qualitative and quantitative data from the respondents .

Keywords: Feedback attitudes, tertiary level students, L2 (2nd language) writing, student- teacher perspective.

Introduction

Feedback is a kind of evaluation over the work of any person who is entitled to do. Giving feedback on students' writing is not a new phenomenon, rather teachers are accustomed to giving feedback but the way of delivering feedback is different from one another. In fact the intention of all teachers is to make their students correct by throwing feedback over their writing. Many studies in this connection confirm that teachers' feedback focuses on the grammar correction of the students' writing than the content or the information they use in their writing. Giving the importance on feedback Dheram (1995) states that feedback plays a very crucial role in the field of teaching and learning of writing. Feedback is a fundamental element in teaching learning used to input from the readers by providing information to the writers for revisions (Keh, 1990). But there is a controversy among the teachers in respect of providing feedback to their students ' writing and even they may be doubtful whether feedback works positively for the students or not . The studies

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from Truscott (1996) and Kepner (1991) inform us that merely error correction on students' writing does a little for their improvement in writing, rather there may have the chance for the students to be demotivated. But Ferris (1999) in his study argues that feedback on grammatical errors committed by the students in their writing is an effective approach to error correction in writing. Fathman and Whalley (1990) state that an integrated approach including content and form contributing to reducing grammar errors and enriching ideas have to be considered as the most effective feedback approach. Whether giving feedback is concerned with content or form, no matter, the focus needs to be addressed as the fulfillment of the students' expectations in regard to develop their writing skill.

But it is very unfortunate in Bangladesh that many teachers at different levels of education i.e. primary, secondary and tertiary fail to fulfill the demand of their students by providing feedback to their writing. Besides, students' approach to receiving feedback on their writing is not always a blessing in the learning approach though feedback is at present time considered a teaching-learning pedagogy. A great sum of studies have been accomplished home and abroad regarding feedback and its utility for the students. In many studies it is suggested that feedback should be specific, relevant, explanatory and clear enough to be understood by the students (Karim & Ivy 2011, Wen, 2013). Despite regardless of time and effort spent on feedback, many teachers complained that students' writing did not improve to the optimum extent, rather students did make the same mistakes repeatedly (Zacharias, 2007). Based on the findings of the previous studies, the present study concentrates on exploring the attitudes of the tertiary students and the views of the teachers in respect of feedback on the writing of the tertiary level students, intending to add a new dimension to consider into the selective approaches of feedback desired by the students on their writing that will obviously be effective in developing writing skill.

Research Questions

1. What types of attitude do the tertiary students hold towards feedback in L2 writing?
2. What do teachers think regarding students' feedback in L2 writing?
3. What steps should be taken to make feedback provision more effective to develop L2 writing?

Objective of the Study

The main objective of this study is to explore the attitudes of the tertiary-level students towards feedback in L2 writing as well as the teachers' views regarding students' feedback given to their writing.

Literature Review

A great sum of works were found in the previous studies in regard to feedback given by the teachers to the students in the field of L2 writing. The researcher reviewed only the selected literature found congenial to the present study. Coffin (2003) found that the provision of feedback on students' writing has been a central pedagogic practice. Besides, teachers' feedback is more authoritative than any other feedback received by the students during their study period (Wu, 2003). Actually, teachers' feedback is taken as a useful tool used to help students revise and to foster their learning process in writing (Hattie & Timperley, 2007); Hyland (2003); (Hyland & Hyland, 2006); (Paulus, 1999). Mack (2009) found that teachers give different types of feedback i.e. any comments, questions, or error corrections when they go through the compositions or assignments of the students. In this connection, Ferris (2007) asserted that teachers should provide the students feedback with encouragement and constructive criticism which is helpful for them to develop the process of writing. According to the studies of Ferris (2003, 2004), content based and form based feedback should be integrated while giving feedback by the teachers following preliminary drafts on content to final draft on form to make the students more motivated in writing but he claimed that a form-based feedback is more appreciated by students. The studies of Harmer (2004) & Peterson (2010) gave the same idea as Ferris did that teachers' feedback helps students learn how to revise as well as to develop in gradual writing step. However, the other studies like Keh (1996), Krashen (2003) & Truscott (1999) found that teachers should give more emphasis on the contents i.e. organizations, coherence and development of ideas than the forms like grammar and sentence structure.

On the other hand, some other studies revealed that students, no longer, take any care of the given feedback of the teachers if these are written on their graded compositions (Ferris, 1997, 2003); (Hyland & Hyland, 2006); (Peterson, 2010); (Stern & Solomon, 2006). Moreover, Straub (2000) found that negative error feedback makes students discouraged and so, the desirous

results are not found. In this connection, Ferris (1995) and Hyland (1998) stated that students face challenges in understanding teachers' feedback. Truscott (1996, 1999) found that correcting errors does not make the learners skilled in writing, rather it might be interruptive to second language writing development. No matter, the previous studies conclude that feedback provision is unsatisfactory not only to the students but also to the teachers except a few cases. However, the present study shows the attitudes of the tertiary level students towards feedback on their L2 writing and the views of the teachers on feedback provision in order to go into the practical insights that were not addressed in the previous studies labelling a gap in this research field in case of effective feedback approach.

Methodology

The research was a mixed method approach. Data were collected from 65 students studying at first and second semester of a private university in Dhaka city. Students were randomly selected from five departments i.e. English, Law, Business Administration, CSE and EEE and each of them had credit hours on writing course. Students studying in the first semester were assigned the course 'Writing Level 1' and the students studying in the second semester were assigned 'Writing Level 2'. It can be well informed that Writing Level 1 was considered as basic writing and Level 2 as advanced writing designed to develop the ability of the students in L2 writing at the tertiary level. Thirteen students including 8 boys and 5 girls were selected for interview from every department, whose age was ranging from 18 to 21 years. Twelve teachers were interviewed in the study using open ending and closed type of questionnaires. Data were collected from the students through interview schedule. Open ended questions were used to collect qualitative data while closed type of questions were used to collect quantitative data for the study. Collected qualitative data were presented in the thematic form whereas for quantitative data computer program SPSS was used. For quantitative data questions were not set in the unique format, rather different formats were introduced to draw the full attention of the respondents because in many cases unique format of questions might have the chance to be selected by the respondents ignoring to go into the depth of the statement. Triangulation was carried out by comparing the participants' responses and observations, to identify what was common and to recognize the gaps that might there be in the collected data.

Data Analysis

Table-1: Questionnaire for the Students

Statement	Yes	No	Sometimes	No comments
1. Do you appreciate feedback on your writing?	46.16% (30)	38.46% (25)	7.69% (5)	7.69% (5)
2. Do you think that peer feedback can help to develop writing?	49.23% (32)	36.92% (24)	6.16% (4)	7.69% (5)
3. Do you follow teacher's feedback to develop your writing skill?	56.92% (37)	10.77% (7)	30.77% (20)	1.54% (1)
4. Do you think that motivation works faster in developing quality writing than correction?	60% (39)	7.69% (5)	20% (13)	12.31% (8)

Source: Field Survey

In the first question it is found that the majority (46.16%) of the students appreciate feedback and 7.69% often appreciate whereas 38.46% do not appreciate feedback and the rest 7.69% give no comments. The second question illustrates that 49.23% respondents think that peer feedback is helpful and 6.16% think sometimes but 36.92% students reply negatively and 7.69% take the no comment option. In the third question, 56.92% students claim that they follow teachers' instruction and another 30.77% sometimes follow while 10.77% do not do and 1.54% has no comments. The question 4 presents that 60% students think motivation can work faster in developing quality writing and 20% think sometimes but 7.69% opine negatively and the rest 12.31% do not make any comment.

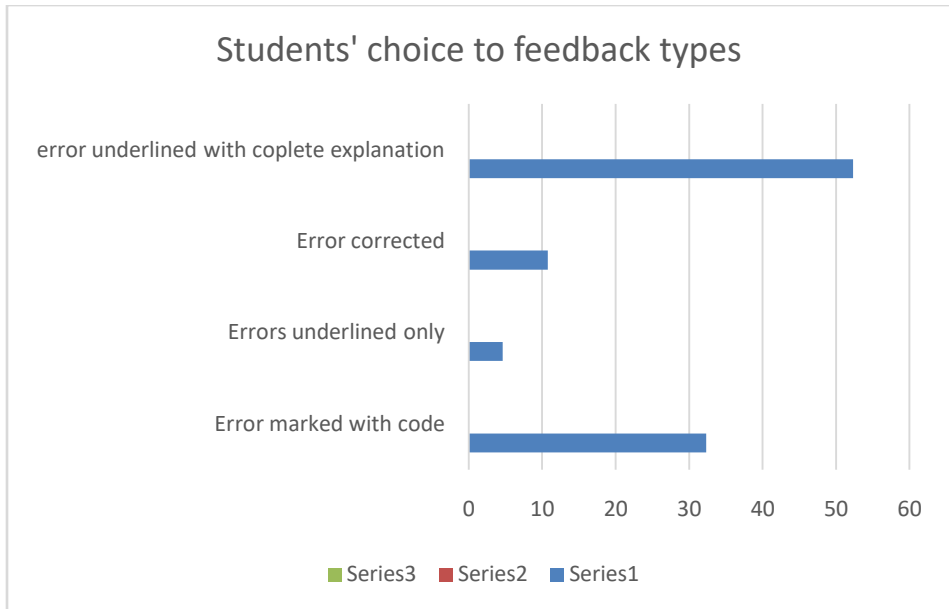


Figure-1

Source: Field Survey

The bar graph illustrates the choice of students' feedback types from their teachers on their writing. The majority (52.31%) students expect that teachers should underline their writings with complete explanations and 32.31% claim that errors must be marked with codes. A small number of students respond to error correction and error underlining which cover 4.61% and 10.77% respectively.

Table-2

Statement	Positive reinforcement	Negative reinforcement	Punishment	No comments
According to you feedback in writing can be taken as	49.23% (32)	26.15% (17)	13.85% (9)	10.77% (7)

Source: Field Survey

The table presents that the majority (49.23%) students consider feedback as positive reinforcement but 26.15% think it as

negative reinforcement. Similarly, 13.85% consider punishment and the rest 10.77% do not make any comment.

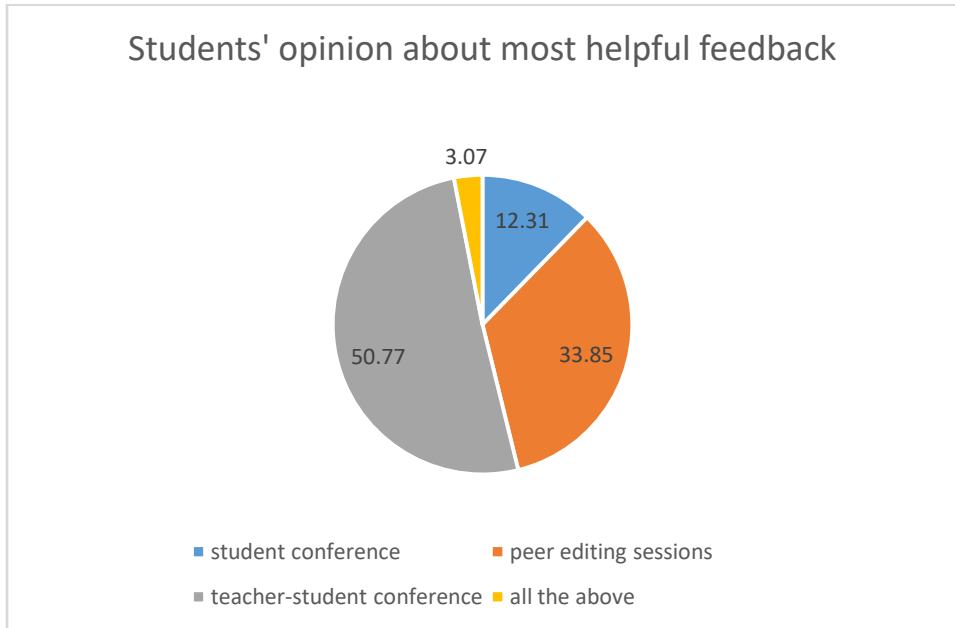


Figure-2
Source: Field Survey

The figure shows that teacher- student conference (50.77%) and peer editing sessions (33.85%) reach higher than any other options mentioned regarding students’ opinion about most helpful feedback. Student conferences cover only 12. 31% of the respondents.

Table-3

Statement	From teacher	From peers	From internet	All of the above
What source do you think the most authentic as feedback?	61.53% (40)	27.70% (18)	7.70% (5)	3.07% (2)

Source: Field Survey

The table shows that 61.53% students think teachers as the most authentic source and 27.70% think peers as well. Besides, 7.70% consider the internet and the rest 3.07% consider all of the above as the most authentic feedback sources.

Table-4

Statement	Grade point	Error marking	Error clarifying	All of the above
Among the alternatives to which do you give the most priority?	76.92% (50)	4.63% (3)	15.38% (10)	3.07% (2)

Source: Field Survey

The table presents that 76.92% students give the most priority to grade point and (15.38%) students focus on error clarifying. Only a few (4.63%) have a glance to error marking and 3.07% opine to all of the above.

Teachers' Questionnaire

Table-1

Statement	Yes	Sometimes	No	No comments
1. Do you give feedback to your students' writing?	75% (9)	16.67% (2)	0%	8.33% (1)
2. Do you face any challenges while giving feedback to the students in the class?	58.33% (7)	25% (3)	8.33% (1)	8.33% (1)
3. Do you think that feedback makes students upset?	33.34% (4)	(0%)	41.66% (5)	25% (3)
4. Do you think that giving feedback increases motivation of the learners?	50% (6)	25% (3)	16.67% (2)	8.33% (1)

Statement	Yes	Sometimes	No	No comments
5. Do you think that students' writing development is possible by giving different types feedback?	83.33% (10)	8.33% (1)	8.33% (1)	0%

Source: Field Survey

In the first question, it is found that the majority (75%) teachers give feedback to their students' writing and 16.67% sometimes give feedback. However, 8.33% teachers do not make any comment. The question number 2 shows that 58.33% teachers face challenges while giving feedback and 25% sometimes face the challenges. But 8.33% do not face any challenge while the rest 8.33% make 'no comments'. In the third question, 33.34% teachers claim that feedback makes students upset but 41.66% do not think so. 25% teachers do not make any comment in this connection. In the fourth question, 50% teachers state that feedback motivates the learners and 25% sometimes think it while 16.67% and 8.33% respondents are from 'No and No comments options' respectively. In the fifth question, the data illustrate that the majority (83.33%) of the teachers opine that students' writing development is possible by adopting different feedback strategies and the other 8.33% sometimes think it but a very few (8.33%) reply negatively in this regard.

Table-2

Statement	Encouraging speech	Discouraging speech	Idea generating speech	General commenting
What type of feedback makes students motivated to develop their writing?	50% (6)	8.33% (1)	33.34% (4)	8.33% (1)

Source: Field Survey

The table shows that the majority (50%) of the teachers state that encouraging speech gives students motivation and 33.34% think of idea generating speech as the cause of motivation. However, 8.33% and the rest 8.33% respondents give vent to discouraging speech and general commenting respectively.

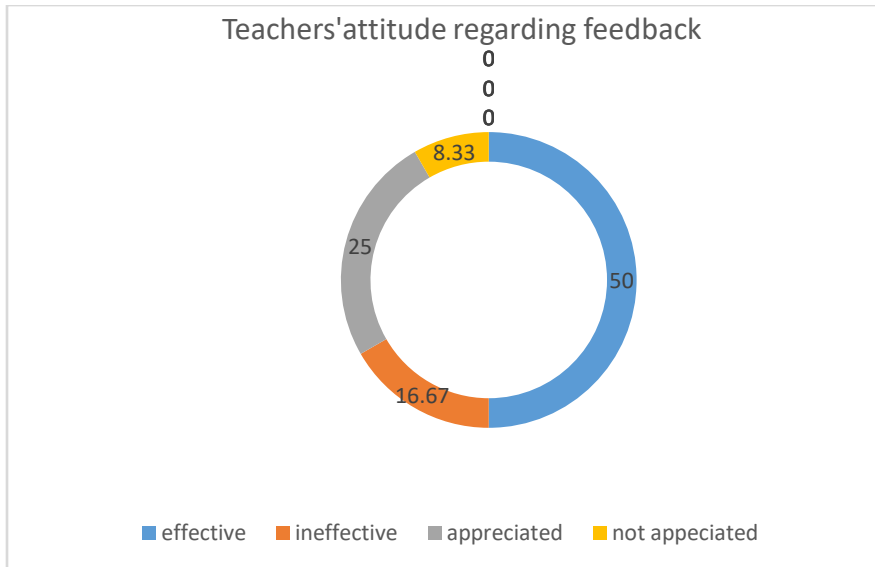


Figure-1
Source: Field Survey

The figure shows that the majority (50%) of the teachers think that feedback to L2 writing is effective and another 25% think that feedback is appreciated. However 16.67% respondents think it ineffective for the students and 8.33% do not appreciate feedback.

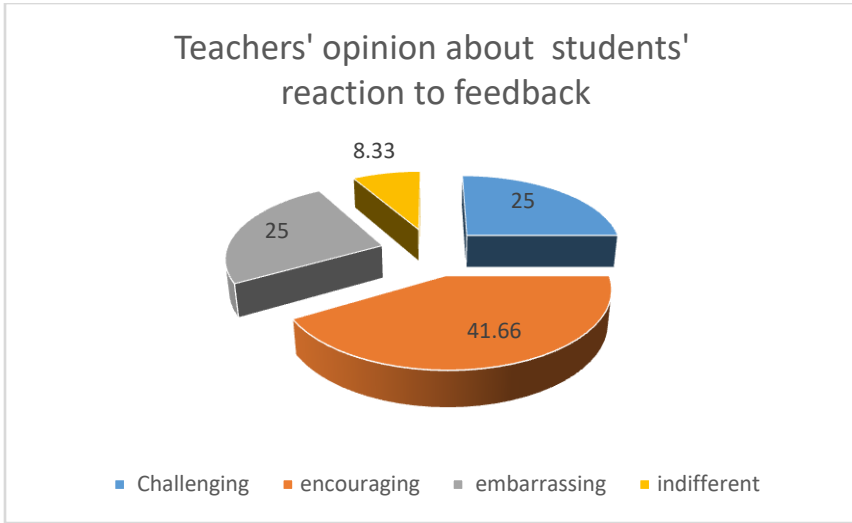


Figure-2
Source: Field Survey

The figure presents that the majority (41.66%) of the teachers think that students seem encouraging when they are given feedback but 25% respondents claim that students stay challenging. Similarly, the rest 25% and 8.33% teachers opine that students seem embarrassing and indifferent respectively.

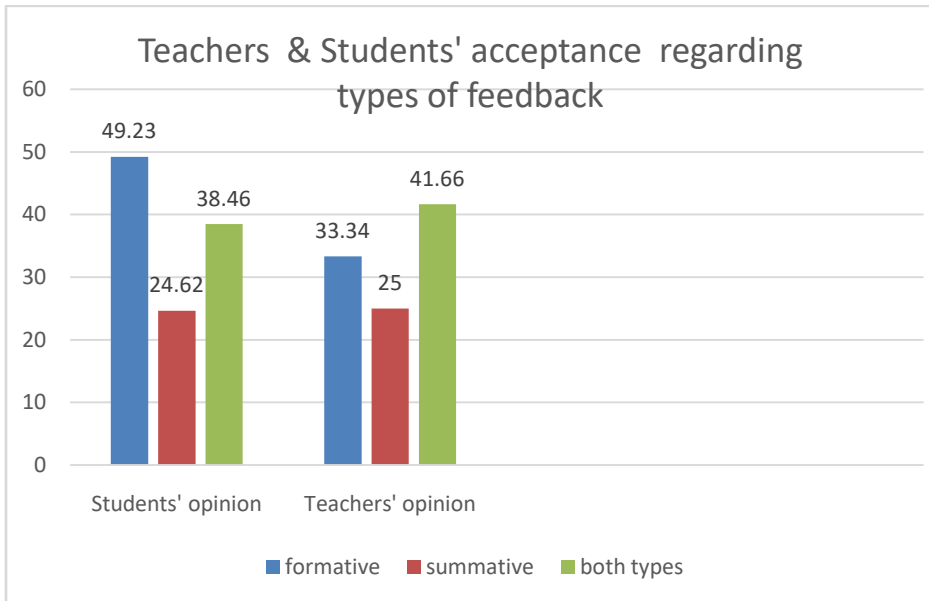


Figure-3

The figure presents both students and teachers' opinions regarding types of feedback helpful to develop writing skill. It is found that the majority (49.23%) of the students are interested to formative feedback but the majority (41.66%) of the teachers are interested to both types of feedback. In case of summative feedback, the percentage of teachers (25%) and students (24.62%) is almost the same. However, 38.46% students get emphasis on both types of feedback to develop their writing skill.

Qualitative Data (Students)

Preference to Different Types of Feedback

It was found from students' qualitative data that they were interested to receive effective feedback from their teachers in the EFL writing class while showing the assignment or any writing paper. The data revealed that majority of the teachers used traditional types of feedback approaches while giving feedback on their students' writing i.e. underlining with red mark or giving any statement or giving grade seemed fit for the writing. Besides, in most cases, students faced challenges to go through teachers' feedback as it seemed rather vague to the students. The responded students argued that getting effective feedback regarding their writing was even more important than listening to teachers' lectures. All of the students stated that the feedback should be as clear as required to make the students understand. However, a small number of students did not like the idea of getting feedback from their teachers or some other else on their writing, rather they got scared when teachers underlined or corrected their writing. However, one of the students responded that he welcomed to accept feedback from the teachers but teachers should not be confined to the role of traditional feedback providers, rather be focused to apply different feedback approaches for the betterment of students' writing.

Students' Feedback Attitude

The data revealed that majority of the students received feedback as an important learning approach. They claimed that feedback made their lessons easy to understand. Majority of the students showed their positive attitude towards getting feedback from their teachers and they also became positive to receiving feedback from their peer. But they claimed that teachers were the best feedback providers in the field of teaching and

learning. It was found that all the students felt the necessity of feedback to develop their L2 writing and similarly, they claimed that if teachers gave feedback on their first draft writing, it would be better for them to rewrite the writing with teachers' instruction. Majority of the students preferred to have feedback on summative part of their writing from the teachers because they were worried about their content to be developed for higher grade in their examination. However, there were some students who expected feedback on summative and formative on their writing. The study found a few students who had negative attitude in receiving feedback. Yet they were provided feedback, they did take it neither comfortably nor seriously even they did not go through the feedback teachers made.

Importance of Motivational Feedback

It was found that majority of the students were in favor of getting motivational feedback from their teachers on their writing. They claimed that they got highly inspired if teachers would use encouraging words and it was more powerful than merely correcting grammatical mistakes. Students who were motivated, took any kind of challenges to develop their writing. However, one of the students stated that he hardly followed the feedback his teacher provided because it seemed embracing to him to have negative feedback from his teachers. Majority of the students stated that feedback could work faster in developing their writings if they were motivated by the teachers.

Qualitative Data (Teachers)

It was found from teachers' data that majority of the teachers had an integrated view regarding the necessity of feedback in developing L2 writing of the students. They claimed that providing feedback on students' writing is one of the most important classroom activities that directly works to increase students' output in their respective areas. The responded teachers confessed that the way of teaching is different from one individual to another and similarly does the feedback providing to the students. At the same time, they opined that all the feedback types are not effective for the students enough to be skilled in L2 writing. Many teachers stated that feedback provision is influenced by teachers' mood and so different feedback behaviors were found to be adopted by them i.e. verbal, written, symbolic, coding and so on but majority of the teachers confessed that due to the lack of time in the classroom they underlined students' writing and gave some general oral

feedback and in many cases, they did not give individual feedback for the students. However, a number of teachers opined that they were very disappointed upon the students as they did the same mistakes despite repeatedly giving them feedback.

Teachers expressed their views that clear and understandable feedbacks should be provided to the students which can bring outcome if these are followed carefully by the students though there was a controversy among the teachers whether the summative or the formative is the best for students to develop their writing . One of the teachers responded, *I think , feedback surely improves students' writing because I always give the feedback on the draft copy of their writing and wait for checking the final copy whether they have followed my feedback instruction or not .*

It was found from teachers' interview that teachers faced some challenges while providing feedback to their students' writing. Majority of the teachers expressed that it was difficult for them to give effective feedback as they conducted a large class, even they wished, they could underline their writing along with overall written comments. They also stated the duration of the class time and their responsibility was to finish the class within the scheduled time. A number of teachers opined that sometimes students did not receive feedback positively, rather they were bored to have huge correction from their teachers. Teachers commented that some students were found to be indifferent towards feedback receiving, rather they preferred to receive the good grade than the correction. One of the teachers said, *In the class test I avoid to give the students grade or mark for their writing, rather I always focus on the mistakes they make and also give the correction with minimum explanation despite having limited scopes.*

Findings and Discussion

Major findings of the study based on the qualitative and the quantitative data analysis reveal that students appreciate feedback and they show positive attitude towards feedback from teachers and peers on their writings. The survey study reveals that the majority (46.16%) students appreciate feedback while 49.23% consider feedback to their writing as the positive reinforcement. Besides, another 60% think that motivation is a key factor to develop quality writing. This statement is supported by Hyland (2001) and Peterson & Mc clay (2010). From the analysis of students' data it is found that the majority (52.31%) of the students expect that teachers should underline their writing with complete explanations as they think teachers'

feedback as the most authentic source. The similar findings are also found in the studies of Karim & Ivy (2011) and Wen (2013). However, majority of the students at their first glance focus on the grade points they receive from their teachers.

In case of the analysis of the teachers' data the study shows that 91.76% including (yes & sometimes) teachers give feedback to their students' writing and among them 83.33% including (yes & sometimes) face challenges while giving feedback. The similar information is also found in the qualitative analyzed data. Besides, 33.34% teachers claim that feedback provision makes students upset and scared for which it does not bring any positive result and the qualitative data also verify this type of statement. This statement is supported by Zacharias (2007). However, 83% teachers including (yes & sometimes) believe that feedback increases motivation among the learners to write with sincerity and 83.33% think that introducing different types of feedback in the class is helpful for the students (Rahman, 2017). As students are mostly dependent on teachers' feedback, it would be wise for the teachers to provide students appropriate and effective feedback that matter for motivating them leading to developing their writing skill.

Recommendations

Based on findings drawn from the respondents followed by the quantitative and qualitative approaches regarding feedback attitudes of the tertiary students on L2 writing, the researcher gives a number of recommendations which help to ensure effective feedback congenial to develop L2 writing of the tertiary students. The list of recommendations are given below:

1. Feedback should be clear enough to make the students understand.
2. Teachers should make the students motivated to follow feedback instructions.
3. Teachers should use various feedback approaches to make the students cope up with the real circumstances.
4. Teachers should carry out investigation to find out the expectant types of feedback students desire.
5. Teachers should give the students individual feedback by creating scopes in the classroom.
6. Students should be sincere to correct their mistakes rather than merely to look at their grades.
7. Teachers should make the students understand about the importance of feedback in developing L2 writing.
8. Students' negative feedback attitudes should be changed.

Conclusion

The study presents the feedback attitudes of the tertiary level students on their L2 writing. Besides, teachers' view on feedback provision for the students has been revealed. Major findings of the study have shown that students reveal positive attitude towards feedback on their L2 writing but a gap has been found between teachers and students in case of achieving maximum outcome on L2 writing with feedback provision . Moreover, teachers have encountered a number of challenges in the class while giving their students feedback on writing i.e. limited class hour, students' indifference, students' feeling bored to receive feedback and their being fearful to lose the face. The study has also witnessed that feedback attitude of the students leads to a positive outcome if there is a motivation there and in this regard, teachers' responsibilities cannot be disregarded. To make the feedback effective for the students in developing their L2 writing, priority has been given to feedback approaches. Finally, a list of recommendations have been introduced based on the findings from the respondents concerned, which will be helpful for the students and teachers to experience into the right track.

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Appendix-1

Attitudes towards Feedback on Tertiary L2 Writing: A Study of Student -Teacher Perspectives

Questionnaire for the Students

- 1) Do you appreciate feedback on your writing?
a) Yes b) No c) Sometimes d) No Comments
- 2) Do you think that peer feedback can help to develop writing?
a) Yes b) No c) Sometimes d) No Comments
- 3) Do you follow teacher's feedback to develop your writing skill?
a) Yes b) No c) Sometimes d) No Comments
- 4) Do you think that motivation works faster in developing quality writing than correction?
a) Yes b) No c) Sometimes d) No Comments
- 5) What type of feedback do you like to get from your teacher on your writing?
a) Errors marked with codes b) Errors underlined only
c) Error corrected d) Error underlined with complete explanation
- 6) According to you feedback in writing can be taken as
a) Positive reinforcement b) Negative reinforcement
c) Punishment d) No comment
- 7) Of the following feedback which do you think the most helpful for developing writing?
a) Student conferences b) Peer-editing sessions
c) Teacher-student conference d) All of the above
- 8) Which type of feedback do you think the most authentic for you?
a) From teacher b) From peers
c) From internet d) All of the above
- 9) Among the alternatives to which do you give the most priority?
a) Grade point b) Error marking
c) Error clarifying d) All of the above
- 10) What is your acceptance regarding feedback types?
a) Formative b) Summative c) Both types

Appendix-2

Attitudes towards Feedback on Tertiary L2 Writing: A Study of Student- Teacher Perspectives

Teachers' Questionnaire

- 1) Do you give feedback to your students' writing?
a) Yes b) Sometimes c) No d) No comments
- 2) Do you face any challenges while giving feedback to the students in the class?
a) Yes b) Sometimes c) No d) No comments
- 3) Do you think that feedback makes students upset?
a) Yes b) Sometimes c) No d) No comments
- 4) Do you think that giving feedback increases motivation of the learners?
a) Yes b) Sometimes c) No d) No comments
- 5) Do you think that students' writing development is possible by giving different feedback?
a) Yes b) Sometimes c) No d) No comments
- 6) Of the following feedback approaches which makes students motivated to develop their writing?
a) Encouraging speech b) Discouraging speech
c) Idea generating speech d) General commenting
- 7) What is your attitude regarding feedback?
a) Effective b) Ineffective c) Appreciated
d) Not appreciated
- 8) How do your students feel when they are given feedback for their writing?
a) Challenging b) Encouraging c) Embarrassing
d) Indifferent
- 9) What is your acceptance regarding feedback types?
a) Formative b) Summative c) Both types

Appendix -3

Attitudes towards Feedback on Tertiary L2 Writing: A Study of Student- Teacher Perspectives

Students' qualitative questionnaire

1) Do you think that feedback works to develop your L2 writing and how?

.....
.....
..... Give your statement in detail.

2) According to you what type of feedback has the most output in developing your L2 writing and why do you think so?

.....
.....
..... say in detail.

3) What type of reinforcement do you expect from your teachers while they give feedback on your L 2 writing and why?

.....
.....
.....
Give your statement with reasons and examples.

4) Does feedback always boost up your L2 writing?

.....
.....
.....
If your statement is yes/ no, give reasons in favor of your answer.

5) Do you understand the feedback your teacher gives on your writing?

.....
.....
.....
If your statement is yes/ no, give reasons in favor of your answer.

Appendix-4

Attitudes towards Feedback on Tertiary L2 Writing: A Study of Student- Teacher Perspectives

Teachers' Qualitative Questionnaire

- 1) What type of attitude do you have regarding feedback in students' L2 writing?
- 2) According to you what types of feedback do you think appropriate for the students to develop their L2 writing?
- 3) What type of challenges do you face while giving the students feedback and why?

Invitation to Contributors

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Example:

Unterhalter (2007, p. 5) argues that 'gender equality in schooling is an aspiration of global social justice'.

Personal communications should be listed as such where they are cited in the text, and not listed in the references.

Example:

Results have been reported (Don Graham, 1989, personal communication).

Articles not yet published should show 'forthcoming' in place of the year (in both the reference and the citation). 'In press' should be used in place of the volume, issue and page range details.

Example:

Sharp Parker, A.M. (forthcoming) Cyberterrorism: An examination of the preparedness of the North Carolina local law enforcement. Security Journal, in press.

References

References should be placed alphabetically by author or authorship, regardless of the format, i.e. whether books, websites or journal articles etc.

Examples of Correct Forms of References:

Book

Slovic, P. (2000) *The Perception of Risk*, Earthscan Publications, London.

Edited Volume

Nye Jr, J. S., Zelikow, P. D. & King D. C. (eds.) (1997) *Why People Don't Trust Government*. MA: Harvard University Press, Cambridge.

Article in Journal

Diezmann, C.M. & Watters, J.J. (2006) 'Balancing opportunities for learning and practising for gifted students', *Curriculum Matters*, vol. 5, no. 1, pp. 3–5.

Article in Newspaper

Warren, M. (2007) 'Kyoto targets flouted', *Australian*, 21 November, p. 3.

Note: *In the reference list omit 'The' from any newspaper title.*

Newspaper or Magazine Article (Without a Named Author)

'Federal election: new Chip in politics' (2001) *Advertiser*, 23 October, p. 10.

Journal Article from the Web

Kennedy, I. (2004) 'An assessment strategy to help forestall plagiarism problems', *Studies in Learning, Evaluation, Innovation and Development*, vol. 1, no. 1, pp. 1–8, viewed 7 October 2005, <http://www.sleid.cqu.edu.au/viewissue.php?id=5>

Conference Proceedings

Sapin, A. (ed.) (1985) *Health and the Environment. Proceeding of the Conference on Biological Monitoring Methods for Industrial Chemicals*, 30-31 March 1984, Chicago, IL. American Toxicological Association, Chicago.

Papers/Talks Presented at a Conference but Not Published

Danaher, P., Danaher, G. & Moriarty, B. (2006) 'Supervising Australian and international postgraduate students', paper presented to the Lifelong Learning Conference, Yeppoon, June.

Dissertation/Thesis (Unpublished)

Wagner, S. J. (2004) *Derailment risk assessment*, Masters thesis, Central Queensland University, Rockhampton

Figures and Tables

Ensure that every table or figure is referred to in the text. The table or figure will be placed as per the first mention in the text. Legends should be short, descriptive and define any acronyms, abbreviations or symbols used.

Tables should be numbered and the caption should be put above the table. The source will be straight underneath. Figures should be numbered and the caption will be underneath the figure. The source goes straight under the caption.

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