

A SURVEY OF THE TECHNICAL HITCHES FACED BY THE STUDENTS AT SECONDARY LEVEL IN URDU MEDIUM SCHOOLS

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ABSTRACT

For international students, learning English has never been easy, particularly when it comes to developing speaking and listening abilities. The purpose of this study is to investigate the challenges associated with learning English language for SSC students at Higher Secondary School in the southern Punjabi district of Lodhran. Due to inadequate funding, unskilled instructors, a lack of multimedia project teaching and learning systems, and a lack of an English language environment, many kids do not acquire a Standard Education of English. It looks at inspiring young students to be able to acquire the fundamentals of four skills even in the absence of state-of-the-art resources. The researcher analyzed and gathered data for this aim using a questionnaire. Two hundred pupils were given a number of sets of questions to determine their basic proficiency in the English language. 100 pupils each, male and female. Students' varying opinions regarding the difficulties of learning English were expressed in their answers to questions. Analysis reveals that speaking skills, vocabulary, and English grammar are areas in which pupils struggle. The researchers made a conclusion and made suggestions after comprehending the intricacies involved in their English acquisition. The goal of this study is to present a fresh perspective on English language instruction for Punjab secondary school students in the Lodhran District.

INTRODUCTION

1.1 Background of the study

Language reduces mental barriers between individuals and is a technique used to bridge distances between them, making it a source of attraction and interest. Since it is the primary means of communication, individuals may use it to spread messages and enable the study of it throughout the cosmos. A language is a system of communication made up of a collection of symbols and a set of rules that control how these symbols are used. These symbols distinguish language from other types of communication and transmit new information. English is a language that professionals and students alike must learn in order to interact successfully in a variety of formal and academic settings when living in a multicultural country like Pakistan. This has increased the significance of studying English and brought attention to the role that teachers play in helping students acquire procedural knowledge as opposed to linguistic rules (Canagarajah, 2014).

The aim of the proposed research is to explore the challenges students of Secondary School Certificate (SSC) with Urdu medium of learning face during learning of English as second language. The population size of the research is overall students (boys and girls) studies in the public schools of District Lodhran. The study proposed 200 students including 100 girls of 10th class (grade) are studying in Government Boys Higher Secondary School Makhdoom Aali and Government Girls Higher Secondary School 365/WB of District Lodhran. Before drawing a sample, the research study defines the population from which it is to come.

1.2 Research Objectives

1. To ascertain the challenges secondary English language learners in schools with an Urdu medium of instruction confront.



2. To determine if teaching English to Urdu-medium schoolchildren improves their motivation and knowledge.

1.3 Significance of the study

Students that struggle with learning English can benefit from this research. Students who are interested in learning English will find this information useful. Following this study, pupils are more aware of their errors when they restart the process of learning English. Students will receive recommendations from this research on how to use linguistic approaches more effectively. This study investigates the idea that it is crucial to assist students develop a knowledge of languages that will aid them in developing both oral and spoken competency in the target language.

2. LITERATURE REVIEW


One of the challenges that English learners face in learning process is cultural differences that often render the learners to feel disturbed; a group of learners master sufficient number of vocabularies, in good command of comprehension. They are, however, unable to understand various expressions and sentences due to cultural differences (Abdullah, 2015).

Each learner holds his/her own unique ability and capacity differentiating them from each other. This belongs to specific skills each learner enjoys in handling their smartness to improve language learning process. Difficulties of learning a second or foreign language vary from one learner to another, a difference shaped by the ability each learner handles. (NAE) education policy and practice department, (2007).

Adas and Bakir (2013) claim that online materials and using English web sites are preferable methods being effective ways of learning English more appropriately, for these mediums facilitate students' direct communication with native English speakers. Many scholars have conducted research with reference to second or foreign language learning; some have agreed that environment plays influentially in the process of learning language. It depends on teachers' plans of managing classrooms thereby creating open discussions to instill confidence inside the students to speak language freely, and thus, improve their skills. (Bingol)The role of the teacher is obviously important in learning a new language. The task of teaching is not only speaking inside classrooms, but also guiding students, and providing a friendly atmosphere for the learners, means that highly cooperative in facilitating the process of learning English language. (Kannan, 2009).

Banks (2008) opines that anxiety is another factor that challenge English language learners, decreasing the power of the learner and causing loss of self-confidence. Linking intelligence with second or foreign language learning, some researchers contend that intelligent learners are capable of learning a second or foreign language more successfully. Brown (2007) claims that use of English language is very beneficial to achieve personal goals such as getting a job, making a successful communication with people and also promoting one's position in the workplace. Therefore, English is valuable for those people travelling to the English-speaking countries to help them easily understand the language and overcome language problems. Marcos (2001) posits that cognitive development related to mind; it means that those people who have ability to speak a second or foreign language are more creative and think creatively, and their minds are more active for problem solution, they continuously attempt to think deeply in order to solve issues more appropriately.

People having ability to speak English are more socialized for they are involved in further communication with newly encountered individuals. However, English language facilitates in building stronger economic and better socially structured communities through English language use with the new people these speakers meet. In today's world, English language occupies an ineluctably significant position in the world of Business, building trading bridges and opening trade markets at global levels. (Marcos, 2001).NEA Research (2007) states that one of the advantages of English language is;" to build a very strong feeling for the learners" knowing a second language, a means encourages the learners to work hard and believe in their abilities in performing their daily activities. Actually, a good learning a second or foreign



language is a long and complex process, because learners are required to cover all the aspects of a new language such as the structure and culture of the target language.

Rhalmi, (2014) states that culture is about senses of belonging and non-belonging to a specific community with a history, language, heritage and myth. Almost every society has their own culture differentiating it from other societies. The role of culture in learning a new language cannot be ignored, because sometimes learners know everything about the vocabulary and other aspects of the second language; however, they cannot properly understand what the sentences or expressions mean. Therefore, background information about the culture and community is highly important. English learners must know about English (Does English culture refer to US, British, Canada, Australia or South Africa? It appears ambiguous for the reader.) Culture; because sometimes learners are challenged by specific vocabularies belong to specific communities. Understanding these, vocabularies need cultural awareness and familiarity. Cultural difference, therefore, is another issue that learners face in learning language. Another difficulty that English learners may face in learning English is accent. Accent is the way of pronouncing words. Derwing and Munro (2015) states that English language has different accents such as American, British, and Australian, etc. Accent varieties may cause problem for learners because they probably confuse the learners' understanding and they find it hard.

According to Yule (2014), English is an arbitrary language, meaning that there is no relationship between the form and the meaning, for example in the word "dog" there is a relationship between the meaning and the form. Also, Al-Khasuwneh (2010) indicated that in English language the relationship between the word and the object does not occur; this arbitrariness is another problem based on English learners.

Hamid (2011) conducted a study; he employed the survey method to find the main reasons for the failure of successful learning of English as second language in Bangladesh. He concluded in his study that the main reason of the failure of learning English as second language is rooted in state policy and planning. The researcher found that in Bangladesh the study of English language starts from Class I. The study of curriculum of English from early classes requires national resources, which are not available as requirements. Moreover, the researcher found that the language policy of their country is ambiguous and much of the resources are being wasted at learning language.

Tariq et al. (2013) piloted a research to find the difficulties faced by the students in learning English in the rural areas of Pakistan. The researcher has collected data from the secondary schools of Tehsil Sargodha. They have collected data from the 60 students of 10th class. Survey Method has been employed in this research by using a questionnaire for collection of data. The researcher concluded the findings as in rural areas of Pakistan the atmosphere is not suitable for learning English as second language because in rural areas the parents are not educated and their occupation is agriculture. That's why most of them do not encourage getting education. For ESL the most important factors are parents education, parents interest, family background and home atmosphere. In rural areas these all aspects are not favorable in learning English as second language. Another observation is that the parents do not know about the importance of English as the language of science and technology but they only consider it as the language of officers and elite. The researcher has critically analyzed the family factor because it is basic element, which influences the learning of a student. Therefore, in rural areas the unsupportive attitude of the parents discourages the students to learn English as second language.

Cook (2007) also explains the investigated results of some researchers who included traits of personality extrovert and introvert as key contributors in L2 learning processes. The influence of extrovert and introvert is considerable high in context of the learning preferences. If we refer LE and LD to learning processes of child, it could help us to understand the influence of introvert and extrovert characteristics in context of affective concepts and logical or reasoning tendency in case of extrovert personality. LE can be an initial booster in language learning and language acquisition for young children when compared with LD. Furthermore, a child who possesses and uses more LE than LD intends to grind out on feeling and captivation with gluing to his introvert propensity in

efforts of learning a language. The children with a tendency for LD are used resonating and sensible thoughts to adapt to change. This could be concluded by mentioning that the sub-category of 1st part of LE against LD able to express by affective and reasonable. These are based on the first subcategory of LE versus LD can be explained by affective and logical perspectives that are based on the inborn sphere in a dichotomous style. For instance, a child with LE influenced tendency to express great introvert emotions, feelings, and absorption than the extrovert dominant tendency of LE presents stronger introvert feeling and absorption than extrovert energy, coherent thought, and adaptation in terms of sub-categories of personality.

In Thresh theory, the introvert and extrovert relationship is discussed by Cummins (1979) more logically and simplified it through categorizing the students of the top, middle and bottom classrooms. Here Piaget's theory studies children in the operations stage are expected to apply logical learning patterns by developing reasoning and social interaction without categorizing its classes in which they fall. For now, there might be waning primitive learning methods. This is also called talent of absorption, imitation, and modeling because they apply more logical methods due to the deterioration of Egocentrism. Studies show that during this time, a variety of learning patterns of LE and LD can coexist in children's learning.

Piaget (as cited in Doran & Cowan, 1975) suggests that young children are exposed to engage in a speech, and this speech has been defined as evidence for children's egocentrism. Moreover, Vygotsky (as cited in Mitchell & Myles, 2004) expresses that private speech ultimately turns out to be inner speech with the use of language to articulate and express internal thoughts. Solso (1995) defines that Vygotsky suggested that egocentric speech of children looks to be a result of external activities but Piaget believed that a child uses egocentric speech with self-centered tendency. Despite this, language-learning patterns pertinent to LD (Learning development) can gradually affect and derail a student's language learning process. For instance, Brown (2000) explains that language "ego" means self-esteem that maintains walls of inhibition to protect a weak or fragile ego or a lack of self-confidence. Guiora, Beit-Hallami, Brannon, Dull, and Shovel (as cited in Brown, 2000) accomplish that reactivates and less cautious or adaptive language ego promotes the pronunciation ability in a second language in Thai.

In the dominant tendency of LE, internal characteristics of empty vessels suggest that there is an inner status of malleability with the absence of interference related to logical thoughts. On the contrary, the dominant tendency of differentiation on inner characteristics means that children and adolescents lose "plasticity" in the brain with strong interference related to logical thoughts and abstract mode of thinking. In short, it is a very crucial concept that language-learning tendencies can be demonstrated by dichotomous elements of LE and LD in the three sub-categories that can affect tendencies of language learning. Additionally, different lines between LE and LD express that dominant tendency of language learning between LE and LD are variable according to diverse elements in three subcategories and multiple perspectives such as age, gender, personality, and educational status (Muuss, 1982; Peterson and Roscoe, 1991 Rycek et al., 1998; Schwatz et al 2008). Moreover, Rycek et al. (1998) define that the level of egocentrism which is inversely proportional to reasoning should be changeable and should not be repairable by cognitive stages even in the post formal stage of adolescence in their adolescent egocentrism research. In other words, dominant tendencies between LE and LD can be changeable and co-existed.

3. RESEARCH METHODOLOGY

This applied research has been exercised by applying quantitative method, which covers the measurement of quantity or amount. Through this approach, the researchers would get help to decide the relationship between dependent and independent variables. It also provides in shape of quantity or amount that gives overview of the respondents in line with the quantity. Another reason of selecting the quantitative approach is that it provides data, which gives facts rather than opinion. This quality of the research brings it more closely to scientific research.

3.1 Population and sample



In the proposed research study, the population of the study is the students of higher secondary schools of government who are studying in 9th and 10th grades. In order to achieve generalizability, a core principle of probability sampling is that all elements in the researcher's target population have an equal chance of being selected for inclusion in the study. In research, this is the principle of random selection. Random selection is a mathematical process. The aim of the proposed research is to explore the challenges students of higher Secondary Schools with Urdu medium of learning face during learning of English as second language. The population size of the research is overall students (boys & girls) studies in the public schools of District Lodhran. The study proposed 200 students including 100 girls and 100 boys of 10th class (grade) are studying in any two public schools - Government High Secondary School for Boys and Government High Secondary School for Girls of District Lodhran. Before drawing a sample, the research study defines the population from which it is to come. The proposed research study uses the closed ended questionnaires comprise of 30 questions to analyze describe and explain the facts revealing the students of the aforementioned class from learning English as second language.

3.2 Data Collection Data collection process follows the mentioned instructions on the developed questionnaire, and considered secondary data collection approach. For this, data collection process has been initiated during the running classes of the two Government Schools. The researchers guided the students on the process of filling the distributed questionnaire, and assisted students to complete the questionnaire without any ambiguities. To avoid the data anomalies, the researchers remained present in the classroom, and checked the filled questionnaire at the spot. The researchers requested the teacher to leave the classroom when students will be filling the questionnaire.


4. DATA ANALYSIS

The data was gathered through the questionnaire. A questionnaire was applied to collect data. Then analyzed and applying various statistical techniques through statistical package for social sciences (SPSS). Frequency, percentage, and mean were applied to analyze the data. The major purpose of this research is to find out the difficulties faced by the students of Urdu medium schools while learning English at secondary level. To achieve the objectives a questionnaire is designed and circulated among secondary level students. Data of 200 respondents found accurate after verifying through questionnaire and selected for data analysis. The researchers make sure that all students of English Class responded all the questions mentioned in the distributed questionnaire. After collecting the data, the researchers codified the data to make sure it's error-free. The researchers used the Statistical Package for Social Science (SPSS) software to investigate the Likert scale data. The instrument of the research is semi close-ended questionnaire with three options (01 least and 03 will be considered highest response in favor of the given statement) hence, Likert scale has been used to measure the attitude/behavior and opinion of the students. Similar type of researches in education suggests use of Likert scale give better results while analyzing the collected data.

5. FINDINGS OF THE STUDY

150.0% students agreed that learning English would help the growth of mind. 50.0% respondent disagreed with this statement. This data show that majority of the students were in favor of this statement. 170.0% respondents agreed that learning English will improve personality. 30.0% students disagreed with this statement. So majority of the participants were in favor of learning English will improve personality. 148.0% learners agreed that learning English will help you in higher academic achievement and 52.0% disagreed regarding this statement. This data show that most of the respondent agreed with this statement. More than 150.0 participants were agreed with the statement and 50.0% disagreed with the statement.


The data analysis shows that less than respondents disagreed with this statement. Majority of the students were in favor of this statement. English grammar teaching is helpful in making sentence structure. 143.0% respondents agreed that they bought English novels and stories from bookstores. 57.0% disagreed with this statement. 162.0% participants were in favor of this statement, Class



practice support students in reading, writing and speaking skills and 38.0% respondents considered the statement are not relevant; therefore, they choose disagreed option. 171.0% students agreed that my family members read English newspaper and listening English news. 29.0% respondents disagreed with this statement. While doing analysis of the statement, you welcome the positive critique on your English skills. 127.0% students strongly agreed with the statements. On the other hand, 73.0% respondents disagreed with the statement. Therefore, they choose disagreed option while responding the question. 165.0% respondents agreed that my brothers and sisters speak English and 35.0% students disagreed with this statement. This data show that majority of the students agreed with this statement. 169.0% respondents agreed that my family members help me in learning English. 31.0% students disagreed with this statement. Therefore, majority of the respondents were in favor of this statement. In Question no 11, does it difficult to understand language while watching English movies as a student's of 10th class? More than 141.0% respondents were found agreed with the statement and 59 disagreed with the statement. 97.0% respondents replied that they are agreed with the statement and considering pronunciation can improve learning process of English. So 103.0% participants who replied not agreed with the statement. 129.0% students were agreed with the statement. Although, 71.0% respondents were not agreed regarding this statement, Teacher and students should speak English in school. So, majority of the students agreed with this statement.

While doing analysis of the statement, 176.0% respondents were agreed. On the other hand, 24.0% were not agreed with the statement. This data show that most of the respondents were in favor of this statement. When asked about the access to school library to read English books and newspaper help in improving English-speaking skills. More than 145.0% respondents replied they agreed with the statement. Not agreed replies fall under 55.0%. 115.0% respondent replied that they agreed with the statement, which shows that I should discuss comprehension with my Teacher. On the other hand, 85.0% respondent disagreed with the statement. Respondents considered the statement are not correct; therefore choose the disagreed option while responding the question. 153.0% students agreed that fear of making grammatical mistakes influence on us and 47.0% respondents disagreed with this statement. Therefore, majority of the students were in favor of this statement. 162% students agreed with this statement. Selective study of English subject is destroying writing, reading and speaking skills. 38.0% respondents disagreed with this statement. Therefore, majority of the students were in favor of this statement. Do you think peer learning help you to learn English, in this statement 165.0% participants replied that they agreed with this statement. On the other hand 35.0% respondents disagreed with the statement. This data shows that majority of the respondents considered the statement are correct. 155.0% students agreed that English is a tough language and 45.0% disagreed regarding this statement. This data show that majority of the students were in favor of this statement.

More than 107% respondents answered that they were agreed with the statement and considered they were not able to participate in English debates. 93.0% were not favor of this statement. This data shows that number of the students agreed with the statement. Question no 22 shows that majority of the students were in favor of the statement and considered learning English with class fellows is easy way to influence English language. 153.0% participants agreed with the statement and 47.0% students disagreed. 74.0% respondents agreed with the statement. They exchange grammar notes with class fellows. On the 125.0%, participants were not agreed regarding this statement. So majority of the respondents were not agreed with the statement. 82.0% agreed that my family members bought English novels. 118.0% students disagreed regarding this statement. So majority of the students disagreed with this statement. When asked about the statement, you learn English through grammatical rules and vocabulary memorization. 155.0% respondents agreed that they learn through grammatical rules and 45.0% disagreed with the statement. We see the responses of the participants to the question, when you speak English the fear of making grammatical mistakes has great influenced on you. Approximately 149.0% respondents said that they agreed with the statement and 51.0% participants were not favor of the question. 156.0% students replied that they preferred English paper is a basic purpose of English. 43.0% respondents




were not favor of the statement. Majority of the students agreed with the statement. According to frequency table and data analysis 146.0% students strongly agreed with the question. When you write English sentences, the fear of making grammatical mistakes has influenced you. Appositely 54.0% respondents disagreed with the statement. More than 159.0% participants replied that they agreed with the question. 41.0% respondents disagreed with the statement. The analysis of the data shows that majority of the students agreed with the statement and less than disagreed with the statement. The results of the last question shows that 114.0% students said that they are agreed with the statement and 86.0% respondents considered the statement are not matched with the opinion, so they choose disagree option.

5.2 Conclusion

This study's fundamental objective was to identify the challenges faced by the students with Urdu medium schools while moving to advance grades where the English language dominates. This study encompassed the value of the use of learning English in the classroom. The study looked into the learning environment and advantages of learning English in higher secondary school. Before going into designing data collection tools, a detailed literature review was completed; relevant theories, including Vygotsky's theory, Piaget theory, the theory of modeling, and theory of threshold, were thoroughly reviewed in the context of the challenges a student could face while learning the English language. A quantitative research approach was selected to carry out the research. This approach helped targeted students respond in improved manners and supported the data analysis process. The research approach enabled the identification of the required sample size and kept students' engagement successfully. The researchers codified the data to make sure it's error-free. The researcher used the Statistical Package for Social Science (SPSS) software to analyze the Likert scale data. The research instrument is a semi-close-ended questionnaire with three options (01 least and 03 considered the highest response in favor of the given statement); hence, the Likert scale was used to measure the students' attitude/behavior opinion. In this study, limitations were marked and taken care of while collecting and analyzing the data. In conclusion, the findings showed that the students were concerned about instructional problems in their classes. Effective institutions are seen to employ collaborative approaches such as take responsibility for the condition of learning, and encourage instructors to develop appropriate teaching strategies for students, place high but realistic expectations on students, value learning outcomes consistent with discipline knowledge, have high levels of care for students' welfare, and value creation or construction of new ideas (Hall and Ramsay, 1994). Thus, the notion of facilitating and nurturing the development of children is reinforced as an expectation for both instructors and learning institutions. Thus, it is hoped for future researchers to have further researches on related factors that might help to contribute in ESL learning among ESL learners.

Findings of present study showed that students with different learning styles in four skills (listening, writing, structure, and reading) differed from each other. So, students with verbal learning style on speaking, is better from other student, student with verbal learning style have good progress in writing from other student, student with social learning style have good progress in structure from other student, and then, student with verbal and social learning style have high progress in reading from other student. At least social, verbal and aural learning styles have suitable performance in second language learning. As there are students having different learning styles in the classroom setting, second language learning programs should be designed in such a way as to cater to the different styles. Designing learning experiences according to learning styles contributes to fulfilling the objectives. This study looked into the English language learning motivation level of secondary and high schools students in Lodhran and the significant difference between learning motivation of students with high academic achievement and that of other learners.

The findings of this research showed that these students had high motivation to learn English. They had both high integrative and instrumental motivation to learn the language albeit their



instrumental motivation slightly outperformed the integrative one. This could be attributed to the fact that the students felt that learning the English language would help them with future career, education opportunity, and communication in the rapid change of globalization. These students well perceived the importance of the English language for the students of higher schools. They positively agreed that the language would be a significant means to communicate with other people in the Lodhran and learn about their cultures and traditions, ways of life, values, and beliefs. Hence, the learners' assumption and prediction of language equivalence leads to the errors in production in their second language written outcomes, a major problem which tends to happen in the productive skills of writing and speaking (Hashim, 1999). The perceived language difficulties of these students could be eased by various means of support such as writing workshops, encouraging them to share writing pieces through peer conferences and editing processes, or finding foreign student e-pals (friendly) to strengthen their writing skills, or conducting writing contests on a regular basis at school. As for speaking drills, students should be stimulated to communicate with their peers in English and make it a habit language teachers may organize speech contests and train their learners to do more presentations in class to develop their oral communication skills. While productive skills are developed, the receptive skills should not be neglected, as language skills need to be integrated in language classrooms to enhance the learners' actual communication. In conclusion, this study investigated the English language learning motivation level of secondary and high schools students and the significant difference between learning motivation of students with high academic achievement and learning motivation of other learners. The study results may not represent similar schools authorized under Office of Basic Education Commission in other regions. However, the researcher is positively confident that the findings are useful and will in one way or another attribute to other related studies and be of value to researchers whose interests dwell on language learning motivation. Further studies regarding learning motivation and other factors contributing to academic achievement should be conducted.

5.3 Recommendations

Students need to enhance their learning and writing skills with the use of different textbooks. With the use of dictionary and other sources students improve, their vocabulary learns new words and improves pronunciation. In this way, students enhance their learning. At secondary level, the amount of English words should enhance gradually from lower level to upper level grade. Teaching English sentences in ESL classroom should be given preference with their cultural background. The EFL learners should interact with native speakers through some medium. i.e. communication media electronic. They should also communicate in real life. Teachers of English language should be qualified methodological and technically. Teachers training programs should be encouraged keeping them pace with new technologically and methodologically. In FSL classroom there should be atmosphere in which students feel free and are stimulated by different techniques and ways, which are resulted to make use of different words effectively. Training of teachers and convincing strategies in all four skills of English language can lead towards good results. Different techniques to stimulate learners in different and convincing manners can make native and non- native speakers of English fluent and confident in speaking as well as reading, writing and listening.

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