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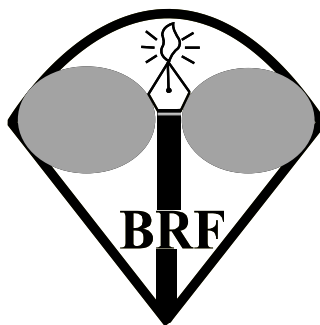
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Editorial Policies

BANGLADESH RESEARCH FOUNDATION JOURNAL [ISSN 2224-8404 (Print), ISSN 2305-1566 (Online)] is an international publication maintaining high standard with original research of multidisciplinary areas. It is published by Bangladesh Research Foundation, an e-organization for global researchers. This is the 13th issue of *BRFJ* which has so far published 175 articles from Japan, China, Australia, Korea, India, Malaysia, Egypt, Saudi Arabia, Yemen, etc. along with public and private universities of Bangladesh. All papers submitted for publication in the said journal are subject to anonymous peer review; and evaluated on the basis of their originality, creativity and quality of scholarship. To ensure the anonymity of the author(s) to the reviewer(s) and vice versa, the authors have to provide a title page separate to the main text of the manuscript including the heading of the article, name(s) of author(s), affiliation/degree, e-mail account and cell phone number(s). Submissions, in general, are dealt with swiftness, and the editors aim to communicate a first decision to the contributors within four weeks of submission. Manuscripts submitted are primarily screened and judged by the editors and only those articles which fall within the scope of the Journal are sent to the expert reviewers for evaluation. However, comments from the reviewers are examined by the Editor-in-Chief and/or Associate Editors, who make the final decisions about an article which may be sent to the author(s) for further modifications if necessary. In case an author is invited to revise and resubmit the manuscript, s/he is asked to mark (e.g., with color) those parts of the text in which s/he explains both what revisions have been made to the original article, as well as, if applicable, where and why the author disagrees with the suggestions by the reviewer. Therefore, articles are intended to present new information of exceptional novelty, importance and interest to the broad readership of the Journal. *BRFJ* does not evaluate papers that are scheduled for publication or are currently under review elsewhere. Articles are accepted for evaluation throughout the year and the selected articles are published as per the policy of "first submitted, first published". The Editor-in-Chief and the Editorial Board are responsible for editorial policies, whereas the authors in the Journal are responsible for the content. Hence, credit for the content and responsibility for errors or plagiarism are borne equally by the authors. As a matter of fact, the Editors expect each author to have read the complete manuscript and to take responsibility for the content and completeness of the manuscript and to understand that if the paper, or part of the paper, is found to be faulty or fraudulent, that he/she shares responsibility with his/her coauthors. Along with copyright of published manuscripts, *BRFJ* reserves all rights to edit, add and/or delete any article(s) of the publication if required.

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(Md Miraz Hossain)
Executive Editor
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Table of Contents

Study of The Dynamical Theory of X-Ray Diffraction and Its Application To Characterize The Diffraction Pattern of CuZn & AuCu₃ Alloys and Calcite (CaCO₃) Crystal

Asif Parvez*

Abstract

The dynamical theory of x-ray diffraction has been developed for both absorption and without absorption. Maxwell's equations have been used to develop the fundamental equations of the dynamical theory. This theory is implemented for AB binary alloys for two different reflection planes (111) and (211) respectively. CuZn and AuCu₃ alloys are used as the samples of AB-alloy. The diffraction pattern of the CuZn alloy is calculated for different temperatures and the variation of the diffraction pattern is observed for unmixed and mixed planes. Again, the diffraction pattern of the AuCu₃ alloy is calculated for different temperatures and the variation of the diffraction pattern is observed for unmixed and mixed planes. Further, the diffraction pattern for calcite (CaCO₃) crystal has taken for both normal and parallel polarization of x-ray. It is found that for calcite crystal the intensity decreases and the sharpness of the diffraction pattern curve increases with the increase of the order of lattice planes and the intensity curve for normal polarization of x-ray is always higher than that of parallel polarization of x-ray wave.

Keywords: The Dynamical Theory, Diffraction Pattern, Alloy, Crystal, Lattice Plane

Introduction

X-ray diffraction is one of the most important tools of solid-state physics, since it constitutes a powerful and readily available method for determining atomic arrangements in matter [2]. X-ray diffraction methods depend upon the fact that x-ray wavelengths of the order of 1 nanometer are readily available and that this is the order of magnitude of atomic dimensions. When an x-ray beam falls on matter, scattered x-radiation is produced by all the atoms. These scattered waves spread out spherically from all the atoms in the sample, and the interference effects of the scattered radiation from the different atoms cause the intensity of the scattered radiation to exhibit maxima and minima in various directions. In most substitution solid solutions, the two kinds of atoms A and B are arranged more or less at random on the atomic sites of the lattice [6].

There are some solutions which have this random structure only at elevated temperatures [1]. When these solutions are cooled below a certain critical temperature T_c, the A atoms arrange themselves in an orderly, periodic manner on one set of atomic sites, and the B atoms do likewise on another set. CuZn is a binary alloy of

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copper and zinc. This theory was implemented to observe the characteristics of absorbing CuZn and AuCu$_3$ alloy at different temperatures and computer software program has been used to draw the diffraction patterns. Calcite is a carbonate mineral and the most stable polymorph of calcium carbonate (CaCO$_3$). In this paper calcite crystal is considered for the X-ray diffraction and the diffraction pattern is observed for different lattice planes.

Theory

Diffraction of X-ray is a widely used technique for studying structural information on crystalline matters in material science. To describe a diffraction phenomenon, one has the choice of two theories: Geometrical [4] (Kinematical) and Dynamical theory.

The kinematical theory of X-ray diffraction in ideal crystals neglects both normal absorption and extinction. This theory is therefore valid only in the limiting case of crystal. A general theory of X-ray diffraction is developed for normal absorption and the interaction between incident and scattered radiation is taken into account. The theory could easily be modified to take care of normal absorption on the intensity of scattering that can be represented by means of the factor $e^{-\mu_o X}$ where μ_o is the normal linear absorption coefficient, X is the path through the crystal and where the averaging is to be performed over all paths which come into consideration. The contribution to the electric field inside the crystal medium coming from the diffracted waves is neglected. The diffracted waves depend upon the internal incident waves which in turn depend upon the diffracted waves. Hence the incident and diffracted waves form a coupled system. The general theory of x-ray diffraction in crystals accordingly becomes a problem in dispersion theory and is therefore commonly referred to as the dynamical theory of x-ray diffraction, while the simplified theory is called the kinematical theory.

The fundamental equations of x-ray diffraction for general case are based on Maxwell's equations. Maxwell's equations lead to the following differential Equation for the displacement vector [3, 16]

$$\overline{\nabla} \times [\overline{\nabla} \times (1-\psi) D] = -\frac{1}{c^2}\frac{\partial^2 \overline{D}}{\partial t^2} \quad \text{.........}(1)$$

Taking $\quad (1-\psi)D = e^{i\omega_0 t}\sum_{H}(\overline{D_H} - \overline{C_H})e^{-i2\pi\overline{\beta_H}.\overline{r}} \quad \text{.........}(2)$

Where, $\overline{C_H} \equiv \sum_{L}\psi_{H-L}\overline{D_L} \quad \text{.........} (3)$

The detailed symbols are explained in chapter five. The fundamental system of equation of the dynamical theory upon which my study of the interference phenomena will be based is,

$$\sum\{\psi_{H-L}(\overline{\beta_H}.\overline{D_L})\overline{\beta_H} - \psi_{H-L}\beta_H^2\ \overline{D_L}\} = (k_0^2 - \beta_H^2)\overline{D_H} \quad \text{.........}(4)$$

For developing the dynamical theory of X-ray diffraction for both Bragg and Laue cases, we considered two different conditions. (1) for zero absorption and (2) for absorption.

For zero absorption: The development of the dynamical theory of X-ray diffraction with zero absorption in the asymmetric Laue case is [3, 11],

$$\frac{P_H}{P_0} = \frac{\sin^2[A\sqrt{1+y^2}]}{1+y^2} \quad \dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots(5)$$

This equation gives the power ratio as a function of the variable y which is a linear function of the variable α. Now for zero absorption in the Bragg case the general expression for the intensity ratio is [3, 11],

$$\frac{P_H}{P_0} = \frac{\sin^2[A\sqrt{y^2-1}]}{y^2-1+\sin^2[A\sqrt{y^2-1}]} \quad \dots\dots\dots\dots\dots\dots\dots\dots\dots\dots(6)$$

For absorption the development of the dynamical theory of X-ray diffraction with absorption in the asymmetric Bragg case [3, 11]

$$\frac{P_H}{P_0} = L - \sqrt{L^2 - (1+4k^2)} \quad \dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots(7)$$

Where, $L \equiv \left| \sqrt{(-1+y^2-g^2)^2 + 4(gy-K)^2} \right| + y^2 + g^2 \quad \dots\dots\dots\dots\dots\dots\dots(8)$

Where $g = \dfrac{\dfrac{1-b}{2}\psi_0''}{K|\psi'|\sqrt{|b|}} \quad \dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots(9)$

and $k = \dfrac{\psi''}{\psi'} \quad \dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots(10)$

$$\psi' = -\frac{4\pi e^2 F_H}{m\omega_0^2 v} \quad \dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots(11)$$

$$\psi'' = -\frac{4\pi e^2 F_i}{m\omega_0^2 v} \quad \dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots(12)$$

Here, V= Volume of the unit cell, e = Charge of electron, F_H= Structure factor, F_H^i = The imaginary part of the structure factor, c = Speed of light, m = Mass of electron, K=1 for normal polarization and K=cos2Θ_B for parallel polarization, Frequency of electron $\omega_0 = 2\pi f = 2\pi(c/\lambda)$

The general equation for calculating the atomic scattering factors at different temperature is [1,2]

$$f = f_0 e^{-M} \dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots(13)$$

Where $M = \dfrac{1.15 \times 10^4 T}{A\Theta^2}\left(\dfrac{\sin\theta}{\lambda}\right)^2 \dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots(14)$

Here, f = atomic structure factor, f_0 = atomic structure factor at zero temperature, T= given temperature, A= atomic weight, Θ= Debye temperature, λ= wavelength.

In order to obtain the imaginary part of the scattering factor it is needed to know the ratio of λ to λ_k i.e., the value of λ/λ_k and the corresponding value of Δf from the curve (variation of Δf with λ/λ_k).

Calculated values of atomic structure factor of CuZn, AuCu$_3$ alloys and CaCO$_3$ crystals are given below in tabular form.

Table 1: Atomic scattering factor of Copper in CuZn alloy with respect to (111) plane:

Temperature	0^0c	25^0c	250^0c	465^0c (T_C)	700^0c	902^0c
Atomic scattering factor f_{Cu}	18.20-i2.65	17.52-i2.65	17.00-i2.65	16.55-i2.65	16.05-i2.65	15.63-i2.65

Table 2: Atomic scattering factor of Zinc in CuZn alloy with respect to (111) plane:

Temperature	0^0c	25^0c	250^0c	465^0c (T_C)	700^0c	902^0c
Atomic scattering factor f_{Zn}	18.90-i2.45	18.14-i2.45	17.58-i2.45	17.08-i2.45	16.52-i2.45	16.06-i2.45

Table 3: Atomic structure factor of CuZn alloy with respect to (111) plane:

Temperature	0^0c	25^0c	250^0c	465^0c (T_C)	700^0c	902^0c
Atomic structure factor F_{111}	-0.70-i0.20	-0.62-i0.20	-0.58-i0.20	-0.53-i0.20	-0.47-i0.20	-0.43-i0.20

Table 4: Data for CuZn (111) plane:

Temperature	$\psi_{111}^{/}$	$\psi_{111}^{//}$	$\psi_{0}^{//}$	k	G
25^0 c	5.167×10^{-7}	1.667×10^{-7}	-2.565×10^{-7}	0.3226	-0.4964
250^0 c	4.833×10^{-7}	1.667×10^{-7}	-2.565×10^{-7}	0.3449	-0.5307
465^0 c (T_C)	4.417×10^{-7}	1.667×10^{-7}	-2.565×10^{-7}	0.3774	-0.5807
700^0 c	3.917×10^{-7}	1.667×10^{-7}	-2.565×10^{-7}	0.4255	-0.6548
902^0 c	3.580×10^{-7}	1.667×10^{-7}	-2.565×10^{-7}	0.4656	-0.7165

Table 5: Atomic scattering factor of Copper in CuZn alloy with respect to (211) plane:

Temperature	0^0c	25^0c	250^0c	465^0c (T_C)	700^0c	902^0c
Atomic scattering factor f_{Cu}	14.90-i2.65	14.34-i2.65	13.92-i2.65	13.55-i2.65	13.14-i2.65	12.78-i2.65

Table 6: Atomic scattering factor of Zinc in CuZn alloy with respect to (211) plane:

Temperature	0^0c	25^0c	250^0c	465^0c (T_C)	700^0c	902^0c
Atomic scattering factor f_{Zn}	15.20-i2.45	14.59-i2.45	14.14-i2.45	13.74-i2.45	13.29-i2.45	12.91-i2.45

Table 7: Atomic structure factor of CuZn alloy with respect to (211) plane:

Temperature	0^0c	25^0c	250^0c	465^0c (T_C)	700^0c	902^0c
Atomic structure factor F_{211}	30.10-i5.10	28.93-i5.10	28.06-i5.10	27.29-i5.10	26.43-i5.10	25.69-i5.10

Table 8: Data for CuZn (211) plane:

Temperature	$\psi^{/}_{211}$	$\psi^{//}_{211}$	$\psi^{//}_{0}$	k	G
25^0c	-2.411×10^{-5}	4.25×10^{-6}	-2.565×10^{-7}	-0.1763	-0.0106
250^0c	-2.34×10^{-5}	4.25×10^{-6}	-2.565×10^{-7}	-0.1826	-0.0109
465^0c (Tc)	-2.27×10^{-5}	4.25×10^{-6}	-2.565×10^{-7}	-0.1872	-0.0113
700^0c	-2.2026×10^{-5}	4.25×10^{-6}	-2.565×10^{-7}	-0.1930	-0.01164
902^0c	-2.141×10^{-5}	4.25×10^{-6}	-2.565×10^{-7}	-0.1985	-0.01198

Table 9: Atomic scattering factor of Gold in AuCu₃ alloy with respect to (111) plane:

Temperature	0^0c	25^0c	395^0c (T_C)	700^0c
Atomic scattering factor f_{Au}	63.20-1.35	61.39-i1.35	59.20-i1.35	13.55-i1.35

Table 10: Atomic scattering factor of Copper in AuCu₃ alloy with respect to (111) plane:

Temperature	0^0c	25^0c	395^0c (T_C)	700^0c
Atomic scattering factor f_{Cu}	20.9-i2.65	20.44-2.65	19.89-i2.65	19.44-i2.65

Table 11: Atomic structure factor of AuCu$_3$ alloy with respect to (111) plane:

Temperature	0^0c	25^0c	395^0c (T_C)	700^0c
Atomic structure factor F_{111}	125.90-i9.3	122.71-i 9.3	118.87-i 9.3	115.78-i 9.3

Table 12: Data for AuCu$_3$ (111) plane:

Temperature	ψ'_{111}	ψ''_{111}	ψ''_0	k	G
25^0 c	-4.52×10^{-5}	3.58×10^{-6}	-6.356×10^{-7}	-0.0801	-0.0142
395^0 c (T_C)	-4.37×10^{-5}	3.58×10^{-6}	-6.356×10^{-7}	-0.0826	-0.0146
700^0 c	-4.26×10^{-5}	3.58×10^{-6}	-6.356×10^{-7}	-0.0848	-0.0150

Table 13: Atomic scattering factor of Au in AuCu$_3$ alloy with respect to (211) plane:

Temperature	0^0c	25^0c	395^0c (T_C)	700^0c
Atomic scattering factor f_{Au}	55.00-i1.35	53.42-i1.35	51.52-i1.35	50.00-i1.35

Table 14: Atomic scattering factor of Copper in AuCu$_3$ alloy with respect to (211) plane:

Temperature	0^0c	25^0c	395^0c (T_C)	700^0c
Atomic scattering factor f_{Cu}	17.00-i2.65	16.63-i2.65	16.17-i2.65	15.81-i2.65

Table 15: Atomic structure factor of AuCu$_3$ alloy with respect to (211) plane:

Temperature	0^0c	25^0c	395^0c (T_C)	700^0c
Atomic structure factor F_{211}	31.92+ i1.092	30.90+i1.092	29.69+i1.092	28.72+i1.092

Table 16: Data for AuCu$_3$ (211) plane:

Temperature	ψ'_{211}	ψ''_{211}	ψ''_0	k	g
25^0c	-1.140×10^{-5}	-4.02×10^{-7}	-6.356×10^{-7}	0.0353	-0.0557
395^0 c (T_C)	-1.093×10^{-5}	-4.02×10^{-7}	-6.356×10^{-7}	0.0368	-0.0581
700^0c	-1.060×10^{-5}	-4.02×10^{-7}	-6.356×10^{-7}	0.0379	-0.0599

Table 17: Data for CaCO₃ (Calcite) for different lattice plane:

Lattice Plane	$\psi_0^{//}$	$\psi^{/}$	$\psi^{//}$	K	g	k
(4 1 1)	-0.448×10⁻⁶	$\psi^{/}_{(4\ 11)}$	$\psi^{//}_{(411)}$	K=1 (Normal polarization)	-0.054	0.05
		-8.46×10⁻⁶	-0.418×10⁻⁶	K=0.871 (Parallel polarization)	-0.062	
(6 3 3)		$\psi^{/}_{(6\ 33)}$	$\psi^{//}_{(6\ 3\ 3)}$	K=1 (Normal polarization)	-0.141	0.13
		-3.08×10⁻⁶	-0.418×10⁻⁶	K=0.871 (Parallel polarization)	-0.162	
(10 3 3)		$\psi^{/}_{(10\ 3\ 3)}$	$\psi^{//}_{(10\ 3\ 3)}$	K=1 (Normal polarization)	-0.19	0.18
		-2.49×10⁻⁶	-0.418×10⁻⁶	K=0.871 (Parallel polarization)	-0.22	

Computational Scheme and Results

Using above data with the help of a computer program (Mathematica Software) equation (7) has been implemented to show the diffraction patterns. In figure-1 it is observed that with the increase of temperature from 25^0c to 902^0c in CuZn alloy the intensity decreases.
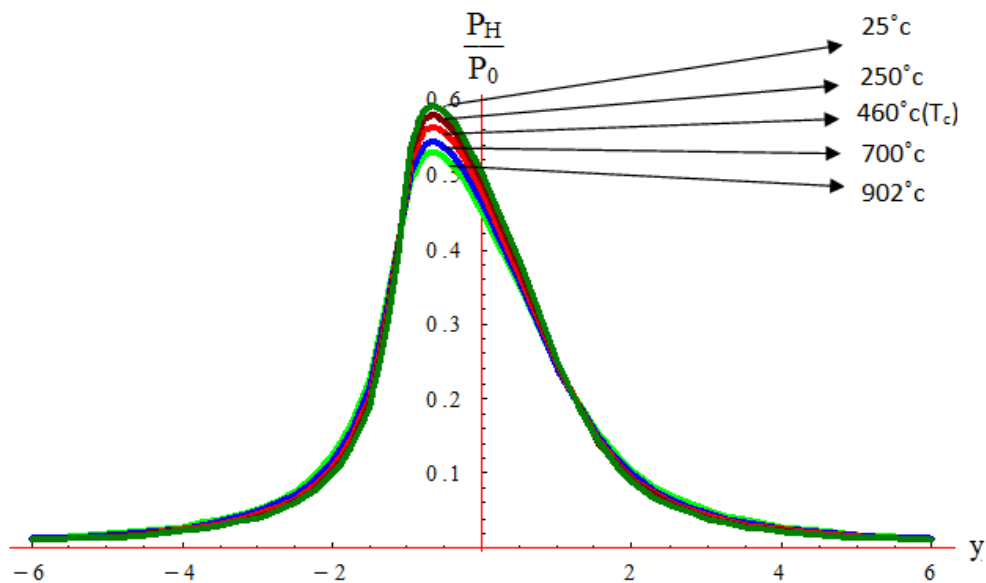

Figure 1: Diffraction pattern of CuZn alloy at five different temperatures with (111) Plane
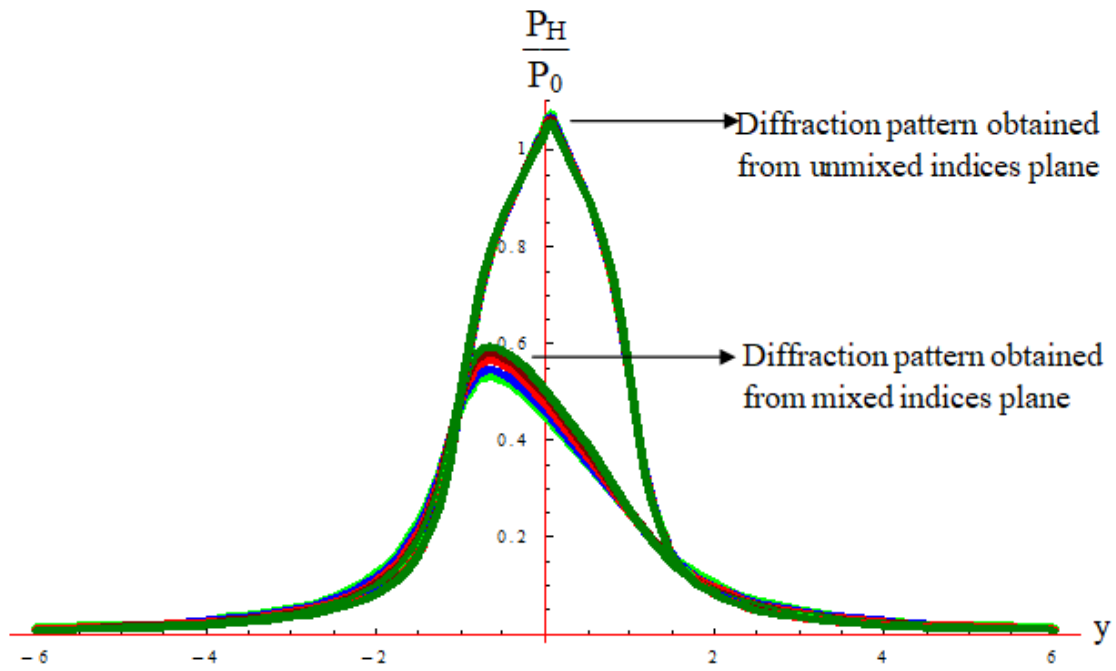
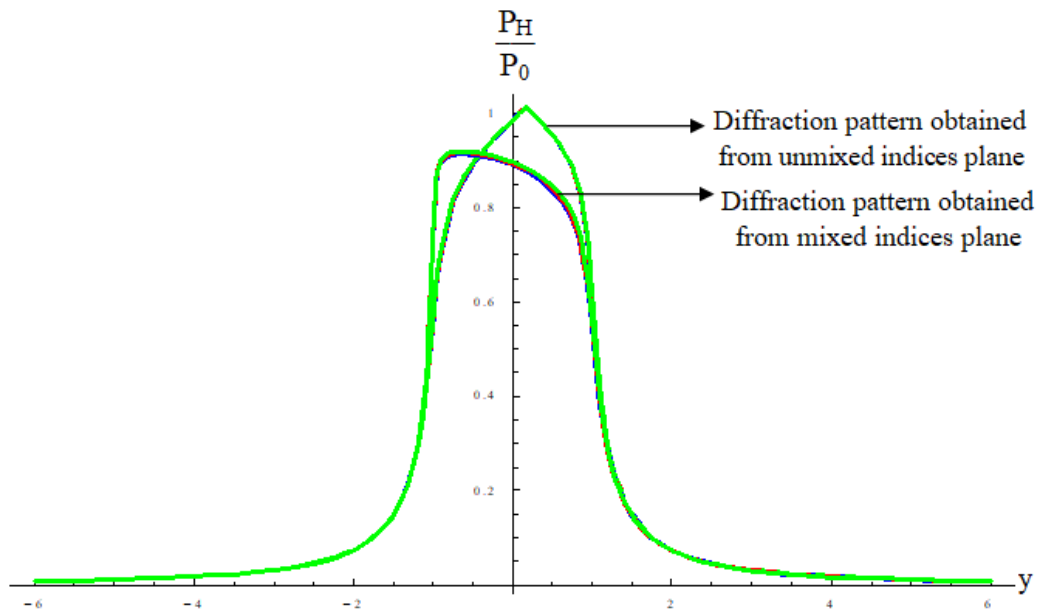**Figure 2: Diffraction pattern in CuZn alloy with unmixed and mixed plane**

Figure 3: Diffraction pattern in AuCu₃ alloy with unmixed and mixed plane
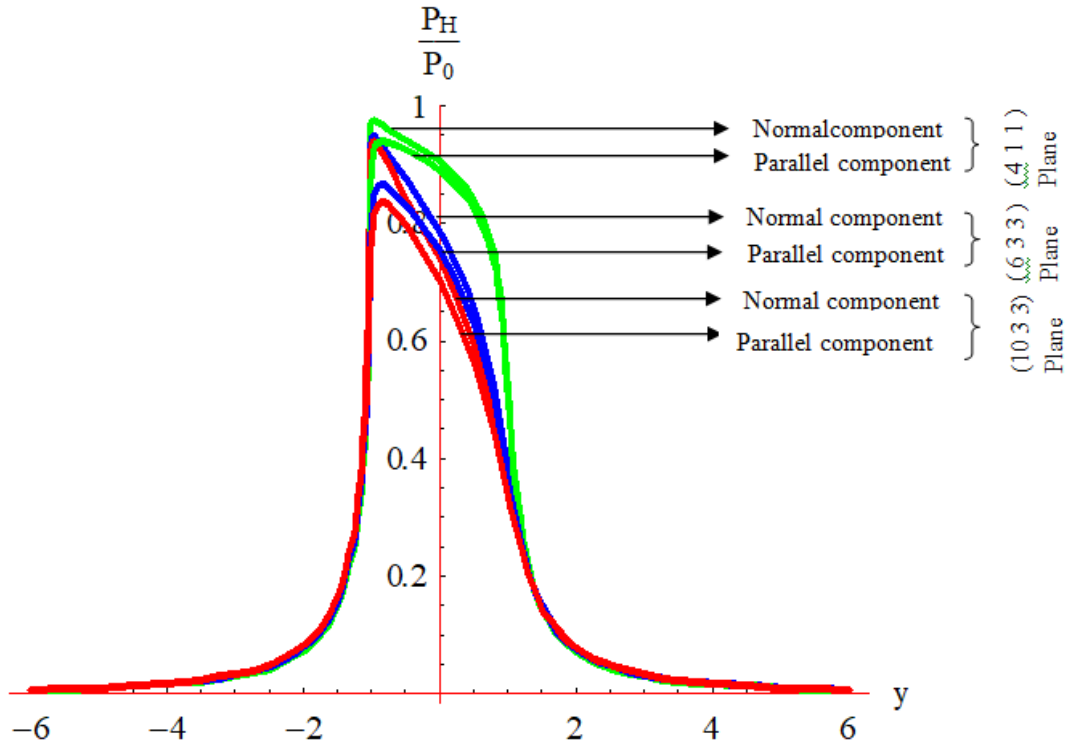
Figure 4: Variation of diffraction pattern (increase of sharpness) with higher ordered plane considering both normal and parallel polarization

Conclusion

The dynamical theory of X-ray diffraction has been successfully implemented for AB binary alloys for two different reflection planes (111) and (211). Two alloys CuZn and $AuCu_3$ have been taken as the samples of AB-alloy. The diffraction pattern of the CuZn alloy is simulated for five different temperatures such as 902˚c, 700˚c, 465˚c, 250˚c, and 25˚c. And the variation of the diffraction pattern is observed for unmixed and mixed plane. When the wavelength λ is near to λ_k (k-edge of the element), the effect of absorption needs to be considered. Here the anomalous part of the structure factor is considered. This theory for AB binary alloys has been implemented by using a computer software (Mathematica) to obtain diffraction patterns. It is found that the intensity of the diffracted x-ray for mixed reflection plane is higher than that for unmixed plane for CuZn alloy. Again, the diffraction pattern of the $AuCu_3$ alloy is calculated for different temperatures and the variation of the diffraction pattern is observed for unmixed and mixed plane. In this case it is found that the intensity of the diffracted x-ray for unmixed reflection plane is higher than that for mixed plane. Further the dynamical theory of X-ray diffraction is implemented to calculate the diffraction pattern for calcite ($CaCO_3$) crystal for both normal and parallel polarization of wave. It is observed that for calcite crystal there is a regular variation of diffraction pattern which occurs with the change in lattice plane of crystal; i.e., the intensity of the diffraction pattern curve decreases and the sharpness increases with the increase of the order of lattice plane. It is also found that the intensity curve for normal polarization of x-ray is always higher than that of parallel polarization of x-ray wave.

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The Prospect of Islamic Banking in Bangladesh: A Study in the Context of Bank Asia Limited

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Abstract

The concept of Islamic Banking is in consonance with the spirit, ethos and value system of Islam and governed by the principles laid down by Islamic Sharia'a. It took as many as thirty years for its conceptual consolidation and only by the early seventies did it take the shape of the present day comprehensive model. The system is based on the Islamic legal concepts of *Shirkah* (partnership) and *Mudaraba* (profit sharing). Bank Asia Limited started to run Islamic Banking services back in December 24, 2008. At present the Bank is operating five Islamic Banking Windows through exclusive Islamic Banking brand 'SALAMAH' (means purity). All activities of Islamic Banking of the Bank are strictly monitored by the Board of Directors and guided by the Sharia'a Supervisory Committee. This study is an endeavor to bring into forefront the prospects of Islamic Banking in Bangladesh. The study is conducted in the context of the Shantinagar Branch of Bank Asia Limited.

Keywords: Islamic Banking, Performance, Comprehensive Model and Strategy

Introduction

In today's fast growing world, business needs professional banking services that fully meet their expectations for speed, convenience, efficiency as well as security. People are now depending on banks to support their lifestyle as well as to fulfill their basic need and necessities. To meet the demands of the clients both national and multinational banks are coming up with various and dynamic corporate banking services. Islamic banking service is one of them. The concept of Islamic Banking is not new in Bangladesh. It took as many as thirty years to take the shape of the present day comprehensive model. The system is based on the Islamic legal concepts of Shirkah (partnership) and Mudaraba (profit sharing).

Bank Asia Limited started to run Islamic Banking services back in December 24, 2008. At present the Bank is operating five Islamic Banking Windows through exclusive Islamic Banking brand 'SALAMAH' (means purity). The operation of the Islamic Banking Windows of Bank Asia is totally different from its conventional operation. It is committed to follow the accounting principles that refrain from interest. In case of Islamic Banking Windows, Bank Asia uses the separate Islamic Banking software styled HIKMAH for accounting.

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Objectives of the Study

  The core objective of this study is to gain realistic and practical understanding about banking structure and activities. The broad objective and specific objective of the study are given below:

- To understand and analyze the overall activities of Bank Asia Limited and to evaluate its existing activities and techniques.
- To understand the concept and practice of Islamic banking.
- To review the importance of HRM activities in an organization.

Methodology of the Study

  This part of the report contains which data sources I have used to gather all the related information about Bank Asia Limited and their activities. There are two types of data sources:

- Primary data
- Secondary data

Primary Data:

  Major sources of information were collected through direct discussion with the officials of General Banking Department (Shantinagar, Islamic Window Branch), especially Mohammad Shaiful Islam Shajib (SO and GB In-charge) and other bank officials.

Secondary Data:

Annual report of Bank Asia Limited.
Business Review 2017, Bank Asia Limited.
Brochures, manual and publications of Bank Asia.

Scope of the Study

  Worldwide economic situation continued to pose adverse influence on most developing countries including Bangladesh challenging the possibility of processing a positive growth. Banking system holds a substantial position in a nation's economy. It plays a crucial role in the economic advancement of a country and shapes the central part of financial market in a highly developed country.

  Bank Asia Limited is doing a challenging job. So far researchers have a very specific scope to overview the whole system. The banking sector continued to make remarkable profit in 2002. The report covers the background, functions and mostly the General Banking part of Bank Asia Limited.

Limitations of the Study

  To provide recent information and to make this report read worthy, support from various sources is essential. In spite of devouring my total effort, I could not collect some information required at the time of the study. Therefore, this study is not free form limitations. Some limitations and problems have encountered which are as follows:

  Inadequate Accessibility: Inadequacy and lack of accessibility of some preceding and latest data and information as I was a mere intern and there is certain protocol which the official had to follow.

Regulation of Management: Alike all other banking institutions, Bank Asia is also conventional and strict in providing some information. Since my major is Human Resource Management, I wanted to do my internship report on core HR implications of Bank Asia but the HR department does not provide such information to their intern as they are very confidential. So, I had to bring certain changes to my topic.

Literature Review

Human Resource Management (HRM) refers to the policies and practices that involve in carrying out the 'human resource (HR)' aspects of management position which include the basic functions such as planning, job specification, job analysis, recruitment, selection, orientation, compensation, performance appraisal, training and development, and labor relations (Dessler, 2007).

HRM primarily concentrates on horizontal authority and reduced hierarchy. The second characteristic of HRM is to support and facilitate line managers who have the direct responsibility of managing personnel. Thirdly, HRM is practical and merged with corporate level planning. The fourth characteristic is that employees are seen as the main subjects who have potential to develop and grow. The purpose of HRM is to specify employees' potential and develop it in line with the needs of the organization.

Finally, HRM holds the view that the management and non-management have a common interest in the success of the organization. The expansion of HRM in the 1980s is reflective of an increased realization of the importance of human element in organizations. It was stated that the growth of HRM could be easily linked to socio-economic features such as changes in international competition, reformation of industrial sectors and organizations, and changes in the perception of managerial levels.

But in modern service organizations, serving the customers and ensuring their satisfaction is a key factor which contributes in organizational success. The collective attitudes and behaviors of the workforce in organizations have great potential to affect on customer satisfaction because of their direct contact with customers (Moynahan, et al., 2001). The front desk employees are those who are directly involved in communication as well as in analysis of their needs providing their desired products or services to them.

In the increasing markets, globalization and the constant changing business environment have led business organizations to employ human resources management practices so as to be able to compete effectively (Voudouris, 2004). There is a positive relationship between Human Resources Management policies and practices of an organization with its performance that has been emphasized over the past decade by many international researchers (Wright, et al., 2005; Boselie, et al., 2005; Katou, 2009). It also has a direct influence on the way the employees serve the customers. The more employees are satisfied with the organizations HR practice and policies, the better service they will serve to their customers ensuring quality and in return gaining customers' loyalty.

One of the key variables in attaining the aims of HRM is the way the service is conveyed (Swift, 2012). Empirical analysis has shown that not only are the actions of employees fundamental for a high-quality delivery of service, but also their morale has an influence on consumer satisfaction (Boudreau, 2004).

HR Practice

The impact of human resource management practices on organizational performance has been a widely observed and researched area for years. Results of studies, from developed countries to developing countries, have been time and again showing that HR practices have substantial impact on organizational performance (Delaney and Huselid, 1996; Katou and Budhwar, 2007; Sing, 2004; Tzafrir, 2006). But unfortunately, very little number of studies has been conducted in this area in the context of Bangladesh and other developing countries. To augment the present knowledge base of HR practices of developing countries, this study has been undertaken.

HR practices are fundamentally the levers by which a pool of human capital can be developed (Patrick, et al., 1999). Organization needs a unique set or bundle of HR professional who will practice to support their unique cultures and strategies (Khatri, 2000). HR practice seemed to be majorly related to firm's performance only when paired with participative system that allows employees to contribute their discretionary effort towards positive outcome which will be beneficial for organizational success (Patrick, et al., 1999). An important issue that clearly needs more consideration is the relative influence of direct effects of HR practices and vice versa, that affect the HR strategic interface of the company's performance (Khatri, 2000). HR practices have a positive influence on the firm performance but also they articulate the mechanism through which HR practices advance performance (Park, et al., 2003). These HR policies and practices may, in turn, have a direct effect on a firm's overall performance (Bamberger and Fiegenbaum, 1996).

Past researches have also provided wide-ranging data on positive relation between HR practices and organizational performance in an effort to demonstrate a positive impact of HR practice (Wright et al., 2005). HRM factors influence employee skills through the acquisition and development of a form of human capital (Perez and Falcon, 2004). Local forms are relatively less attentive in investing HR at the individual level (Lau and Ngo, 2001). And those practices which are related to performance can be useful for the employees who want to work. For example, Park et al. explain that "Performance oriented practice shows that the organization will evaluate employees objectively and fairly on performance criteria, indicating that employees who perform well can succeed in the organization." Collins and Clark (2003) have argued that a system of specific network builds top managers, and these employee based resources should have a significant effect on firm's performance. The past stream of research seeks to draw a link between HR practices and performance in an effort to provide decision maker with the casual interference necessary to justify development practices in order to increase performance (Wright et al., 2005).

Banking Sectors in Bangladesh

A Bank is an organization that engages in the business of banking. Banks are depository financial intermediaries linking the savers and users of fund. These intermediaries are interposed between the ultimate borrowers and lenders permitting

them efficient transfer of entrepreneurs who need funds to take the advantage of economically and financially viable investment opportunities. Thus, these commercial banks have a positive rule in financing and investment which is a multidimensional process involving the complexity of many interrelated and interdependent factors of diversified nature.

Comprising three layers, the banking system of Bangladesh has been designed in such a way that different types of banks specialize in different types of leading. The layers comprise regulatory authority decided overall framework and issues directives, which govern the operation of commercial banks and the overall financial performance in Bangladesh. Government financial institutions are most likely owned and controlled by the government. As regards to private finance, the financial institution so far developed are in the category of commercial banks owned by Bangladeshi nationals, some life and non-life insurance companies, leasing companies and foreign commercial banks owned by foreigners. In the private sectors, there are three Islamic Banks based on the principals of profit sharing instead of traditional charging of interest of deposits. In Bangladesh banking system underwent structural changes with the creation of six nationalized commercial banks through nationalization in 1972.

All domestic banks were nationalized after independence and placed under the direct control of the Ministry of Finance. In addition to state owned banks there exists a significant and growing private sector consisting of both purely domestic banks as well as branches of foreign banks. There are about 50 banks in the country. Most of the banks are in the private sector but most of the assets are held by state owned banks. Banks in Bangladesh are normally grouped into five categories. The banks in each category are as follows:

- Nationalized Commercial Banks (NCB): There are four: Sonali, Rupali, Janata, and Agrani. These are depository institutions holding a diversified loan portfolio. They are wholly owned and operated by the GOB.

- Development Finance Institutions (DFI): There are five: Krishi, Shilpo, RAKUB, BASIC, and BSRS. They are government agencies that funnel government and donor development funds to specific sectors of the economy. There are therefore four plus five or nine state owed banks (SOB).

- Non- Islamic Private Commercial Banks (PCB): These are private sector depository institution with normal diversified loan portfolios and asset base. Islamic banks (PIB) listed below are normally considered to be part of PCB segment.

- Islamic PCB: These are private sector depository institution that decry interest charges or interest payment and replace them with financial innovations that may be described as a variant of preferred share dividends.

- Foreign Commercial Banks (FCB): These are Bangladeshi operations of foreign banks.

History of Islamic Banking in Bangladesh

An Islamic Bank is a financial institution which operates with the objective to implement and materialize the economic and financial principles of Islam in the arena of banking. Islamic Bank is a "company which carries on Islamic Banking business. Islamic Banking business means banking business whose aims and operations do not involve any element which is not approved by the religion Islam". That means, Islamic Bank developed under Islamic framework, performs most standard banking service and investment activities conforming the principles of Islamic Shari'ah.

"Islamic bank is a financial institution whose statutes, rules and procedures expressly state its commitment to the principles of Islamic Shariah and to the banning of the receipt and payment of interest on any of its operations."

Evolution of the Concept of Islamic Banking

Again, the idea of Islamic banking took as many as thirty years for its conceptual consolidation and only by the early seventies did it take the shape of the present day comprehensive model. The system is based on the Islamic legal concepts of Shirkah (partnership) and Mudaraba (profit sharing). Many Muslim economists contributed to the development of thinking on Islamic banking, the notables among them are Nejatullah Siddiqi, Baquir al Sadar, Abdullah al Araby, Sami Hassan Hamoud and Ahmed al Naggar.

Siddiqi primarily conceived an Islamic bank as a financial intermediary mobilizing savings from the public on the basis of Mudarabah and advancing capital to entrepreneurs on the same basis. Profit accruing to entrepreneurs on the capital advanced by the bank are shared by the bank according to a mutually agreed upon percentage. The bank also provides a number of familiar services on a fee or a commission basis. The bank's own capital also goes into the business of offering banking services and advancing capital on a profit sharing basis. After accounting for administrative costs, the net revenue on these business activities constitutes the bank's profits, which are distributed to the owners of capital, both to the individuals that deposited their savings on the basis of Mudarabah and the bank for its capital investment.

Establishment of Islamic Banks Worldwide

The concept of Islamic Banking is several decades old. The first attempt to establish an Islamic financial institution took place in Pakistan in the late 1950s with the establishment of a local Islamic Bank in a rural area (Wilson 1983). Some pious landlords who deposited funds at no interest, and then loaned to small landowners for agricultural development initiated the experiment. The borrower did not pay interest on the credit advanced, but a small charge was levied to cover the Bank's operational expenses. The charge was far lower than the rate of interest.

The second pioneer experiment of putting principles of Islamic Banking and finance into practice was conducted in Egypt from 1963 to 1967 through the establishment of the MitGhamar Savings Bank in a rural area of the Nile Delta. The experiment combined the idea of German Savings Bank with the principles of rural banking within the general framework of Islamic values (Ahmed 1992). The Bank's operation was based on the same Islamic principle; i.e. no-interest to the depositors or

from the borrower. This was the first Islamic Bank in an urban setting based in Cairo. The Bank is a public authority with an autonomous status (Ahmed 1992). The principles of operation of the Naser Social Bank are very similar to those of the MitGhamr Savings Bank. However, the latter offers a full range of normal banking services and a wide range of investment activities through equity participation.

Islamic banking, contemporary to that in Egypt, emerged in Malaysia. It was a financial institution developed for the pilgrims of Malaysia. These institutions were established in response to what was the contention of the Malaysian Muslims that money spent on pilgrimage must be Hallal and free from 'Riba'. Consequently, Pilgrims Savings Corporation was established in 1963, which was later on incorporated into the Pilgrims Management Fund Board in 1969.

Later the Dubai Islamic Bank was established in 1975. Since then, a number of Islamic bank and financial institutions have been established in different parts of the world and have been functioning successfully.

A significant development in Islamic Banking has been the granting of an Islamic bank license in Saudi Arabia to the fifty-year old "Al-Rajhi Company", a firm noted for its currency, exchange and commercial activities, whose assets exceed $ 5 billion. The firm began its operation in 1985 under the name of "Al-Rajhi Banking Investment Corporation".

Islamic Banking Practice in Bangladesh

Islamic Finance and Islamic Banking:
Islamic finance is as old as the religion itself with its principles primarily derived from the Holy Quran and Sunnah. Again, the concept of Islamic finance is applied in defining the concept and practice of Islamic banking which is in consonance with the spirit, ethos and value system of Islam and governed by the principles laid down by Islamic Sharia'a. According to the Organization of Islamic Conference (OIC), "An Islamic Bank is a financial institution whose statutes, rules and procedures expressly state its commitment to the principles of Islamic Sharia'a and to the banning of the receipt and payment of interest on any of its operations." Therefore, the philosophy of Islamic banking takes the lead from Islamic Sharia'a. According to Islamic Shariah, Islamic banking cannot deal in transactions involving interest or 'Riba' (an increase stipulated or sought over the principal of a loan or debt). Moreover, they cannot deal in any transaction, the subject matter of which is haram (invalid in the eyes of Islam). Thus, Islamic banks focus on generating returns through investment tools which are Sharia'a compliant as well. Islamic Shariah links the gain on capital with its performance. The operations of Islamic banking are based on sharing the risk which may arise through trading and investment activities using contracts of various Islamic modes of finance (Source: 'FAQ on Islamic Banking', Islamic Banking Department, State Bank of Pakistan).

Differences between Traditional Commercial Banking System and Islamic Banking System:
The Traditional Banks (TB) differ in theory and practice from Islamic Banks (IB); most of the differences can be summarized by stating that TB's system is a debt-based and it allows for risk transfer. While IB's system is asset-based and

it allows for risk sharing (Hasan and Dridi, 2006).

The comparison between traditional and Islamic banking system are as follows:

Table 2.4..1 Fundamental Distinctions between Islamic Banks and Conventional Banks		
Characteristics	**Traditional Commercial Banking System**	**Islamic Banking System**
Business Framework	Conventional banks are based on manmade principles.	Islamic banks are based on the principles of Islamic Sharia'a.
Charging Interest	The investor is assured of a predetermined rate of interest.	It promotes risk sharing between provider of capital and the user of funds (entrepreneur).
Restrictions	Traditional banks may finance any lawful product or service.	Islamic banks are allowed to participate only in economic activities that are Shariah compliant.
Charging on Default	It can charge additional money (compound rate of interest) in case of defaulters.	The Islamic banks have no provision to charge any extra money from the defaulters.
Speculative Investment	Speculative investments are allowed.	Transaction with elements of gambling or speculations is forbidden.
Sharia'a Supervisory Board	Traditional banks do not have such requirements.	Each Islamic bank must have a supervisory board to ensure that all its business activities are in line with Sharia'a requirement.
Relationship with Clients	The status of a client is one of creditor and debtor.	The status of client is that of partner and investor.
Zakat	It does not deal with Zakat	It has become one of the service-oriented functions of the Islamic banks to collect and distribute Zakat.

Analyzing the Compliance of Bangladeshi Islamic Banks with Proper Islamic Banking:

The evolution of Shariah based profit–loss sharing centered Islamic banking worldwide has changed the thought of financial institutions even of the developed countries in the west. Likewise in Bangladesh, being the third largest Muslim majority country, with Muslims making up more than 85 percent of the population; a significant portion of the population demands interest-free banking for quite a long time. As a consequence of this, the first interest-free Shariah-based bank in South and Southeast Asia, Islamic Bank Bangladesh Limited was established in Bangladesh in 1983. Since then, six more full-fledged private Islamic banks, 15 conventional banks with Islamic banking branches or Islamic banking windows have been established. Islamic banking in Bangladesh has to operate in accordance with the rules of Sharia'a, known as Fiqh al-Muamalat. Amongst the common Islamic concepts used in Islamic banking are profit sharing (Mudaraba), safekeeping (Wadiah), joint venture (Musharakah), cost plus (Murabahah), and leasing (Ijarah).

Most of the conventional banks in the country are increasingly becoming interested in starting Islamic banking to get more deposits. The banks believe this will help them tap into a large market that has a strong emotional connection with the word "Islamic." For example, two conventional banks – NCC Bank and Southeast Bank – have applied to the central bank for permission to convert into full-fledged Islamic banking. But the central bank decided not to allow them until formation of a central sharia council.

At present, there is no unified sharia board to regulate or monitor Islamic banking in the country. The norms of the Islamic banks in Bangladesh vary as each bank is following sharia rules according to their choice since sharia laws vary from country to country. Bangladesh Bank is currently regulating existing Islamic banks following each respective banks' sharia board norms. The central bank has little scope to strictly enforce or scrutinize their activities because of lack of a sharia board and a unified code of conduct against which it can compare standards.

According to an article by Dr. Muhammad Z. Mamun, published in the 8th International Conference on Islamic Economics and Finance, studies conducted on Islamic banking in Bangladesh show that the future of Islamic banks hinges on their ability to find a viable alternative to interest for financing all types of loans. Ahmad and Hassan (2007) concluded that Islamic banks in Bangladesh should recognize the fact that their success in abolishing interest has been only partial and they have a long way to go in their search for a satisfactory alternative to interest. They face the same problem in financing consumer loans and government deficits. Second, the risk involved in profit-sharing seems to be so high that almost all of the Islamic banks in Bangladesh have resorted to those techniques of financing which bring them a fixed assured return. As a result, there is a lot of genuine criticism that these banks have not abolished interest but, in fact, only changed the nomenclature of their transactions.

The Concept of Modern Islamic Banking

Modern Islamic banking concepts came from the historical practice of the concept of a 'three-tier mudaraba'.

In the first tier, there is the individual, *rab-al-mal*, who wishes to invest capital. The second tier is the mudarib (agent) to whom the rab al-mal entrusts his capital by contract and finally, in The third tier, there is the entrepreneur, with whom the mudarib signs a contract, and to whom the mudarib passes the capital originally entrusted to him by the rab-al-mal.

Banks are one of the most important parts of any country. In this modern time, money and its necessity is very important. A developed financial system of the country ensures to attain development. A modern bank provides valuable services to a country. To attain development there should be a good developed financial system to support not only the economy but also the society. So, a modern bank plays a vital role in the socio-economic matters of the country. Banks are an important intermediary that links the surplus section of the country with the deficit section. They have the access of knowing the both section well. In the current time when poverty and environmental degradation are two important issues, banks can come forward to mitigate these issues with sustainability banking.

History of Bank Asia Limited

Industrial and agricultural development, international trade, inflow of expatriate Bangladeshi workers' remittance, local and foreign investments in construction, communication, power, food processing and service enterprise ushered in an era of economic activities. Urbanization and lifestyle changes concurrent with the economic development created a demand for banking products and services to support the new initiatives. A group of highly acclaimed businessmen of the country grouped together to respond to this need and established Bank Asia Limited in the year 1999.

The Bank Asia Limited incorporated as a public limited company under the Companies Act 1994. The bank started its commercial operation on November 27, 1999 with an authorized capital of Tk.800 million and paid up capital of Tk. 218 million. The paid up capital of the bank stood at Tk. 6,305 million as on 31st December 2012.

Bank Asia has been launched by a group of successful entrepreneurs with recognized standing in the society with an aim to be fully customer focused through rendering technology driven innovative products and services. The Bank obtained Certificate of Incorporation and Certificate of Commencement of Business on September 28, 1999 and banking license on October 06, 1999.

In the year 2003, the Bank came to the limelight with oversubscription of the Initial Public Offering of the shares of the Bank, which was a record (55 times) in our capital market's history and its shares command respectable premium. Subsequently, the Bank was listed with Dhaka Stock Exchange (DSE) and Chittagong Stock Exchange (CSE) on January 06, 2004. It set milestone by acquiring the business operations of the Bank of Nova Scotia in Dhaka, first in the banking history of Bangladesh. It again repeated the performance by acquiring the Bangladesh operations of Muslim Commercial Bank Ltd. (MCB), a Pakistani bank.

Since inception Bank Asia is working efficiently and achieving a strong prominent position in banking sector. By this time Bank Asia has consolidated its strength manifold through extending its business rapidly while ensuring sustainable growth. Bank Asia started its most cherished Islamic banking operation in 2008 for providing strict Shariah based products. It established its 1st subsidiary company named "Bank Asia Securities Limited" on March 16, 2011 and another subsidiary company "BA Exchange Company (UK) Limited" in United Kingdom in the same year. Now the Bank is rendering services through its 86 Branches, 5 Islamic Windows, 6 SME Service Centers, 1 Off-shore Banking Unit, and 2 Subsidiary companies.

The management of the Bank consists of a team led by senior bankers with decades of experience in national and international markets. The senior management team is ably supported by a group of professionals many of whom have exposure in the international market. The asset and liability growth have been remarkable. Bank Asia has been actively participating in the local money market as well as foreign currency market without exposing the Bank to vulnerable positions. The Bank's investment in Treasury Bills and other securities went up noticeably opening up opportunities for enhancing income in the context of a regime of gradual interest rate decline. Bank Asia Limited started its service with a vision to

serve people with modern and innovative banking products and services at affordable charge. Being parallel to the cutting edge technology, the Bank is offering online banking with added delivery channels like ATM, Tele-banking, SMS and Net Banking. And as part of the bank's commitment to provide all modern and value added banking service in keeping with the very best standard in a globalized world.

Vision, Mission and Core Values of Overall Banking System

Bank Asia is a third generation public limited commercial bank. Again, it received the Certificate of Incorporation on September 28, 1999 and came to operation on November 27, 1999. Now after 12 faithful years of dedicated and reliable services, Bank Asia has created an envious position for itself among the leading banks of the country with an Asset base of TK. 117 billion, Deposit of TK. 95 Billion and 70+ outlets all over the country. But most importantly, the Bank has an unsurpassed legacy attached with its image.

Vision of Bank Asia Limited

Bank Asia's vision is to have a poverty free Bangladesh in course of a generation in the new millennium, reflecting the national dream. Our vision is to build a society where human dignity and human rights receive the highest consideration along with reduction of poverty.

Mission of Bank Asia Limited

- To assist in bringing high quality service to our customers and to participate in the growth and expansion of our national economy

- To set high standards of integrity and bring total satisfaction to our clients, shareholders and employees

- To become the most sought after bank in the country, rendering technology driven innovative services by our dedicated team of professionals.

About Islamic Banking Practice in Bank Asia Limited

Islamic Banking operations in Bank Asia were started back in December 24, 2008. This department ensures Shariah based banking service to the people with commitment to follow Islamic Shariah and to achieve sustainable economic growth with justice and equity. Bank Asia provides Islamic banking services. To ensure possible highest standards of Shariah compliance, its human resources, operational modules, banking software, investment portfolio, fund management, accounts and balance sheet are maintained fully separated from conventional unit of the Bank. Moreover, Bank Asia has developed a unique module for profit distribution among the Mudaraba Depositors based on Income Sharing Ratio (ISR), the first of its kind in Bangladesh.

At present the Bank is operating five Islamic Banking Windows through exclusive Islamic banking brand 'SALAMAH' (means purity). In last 7 years, our SALAMAH Islamic Banking Services have reached a remarkable position. Though the number of Islamic Windows has not increased, in the year 2015 we have achieved more than 60% profit growth from the year 2014.

At present, we have about 24,000 deposit accounts accumulating deposit of more than Tk. 6,000 million where investment is Tk. 4,500 million. SALAMAH Islamic Banking service is also available at every branch/outlet of Bank Asia under Real-Time Online Banking System through Islamic Banking software HIKMAH.

All our Islamic Banking activities are strictly monitored by the Board of Directors and guided by Bank Asia Shariah Supervisory Committee.

As per figure 3.4.2 on the balance sheet in year 2015, Islamic deposit reached Tk.6,027.77 million, investment Tk. 4,539.20 million and profit stood at Tk. 126 million.
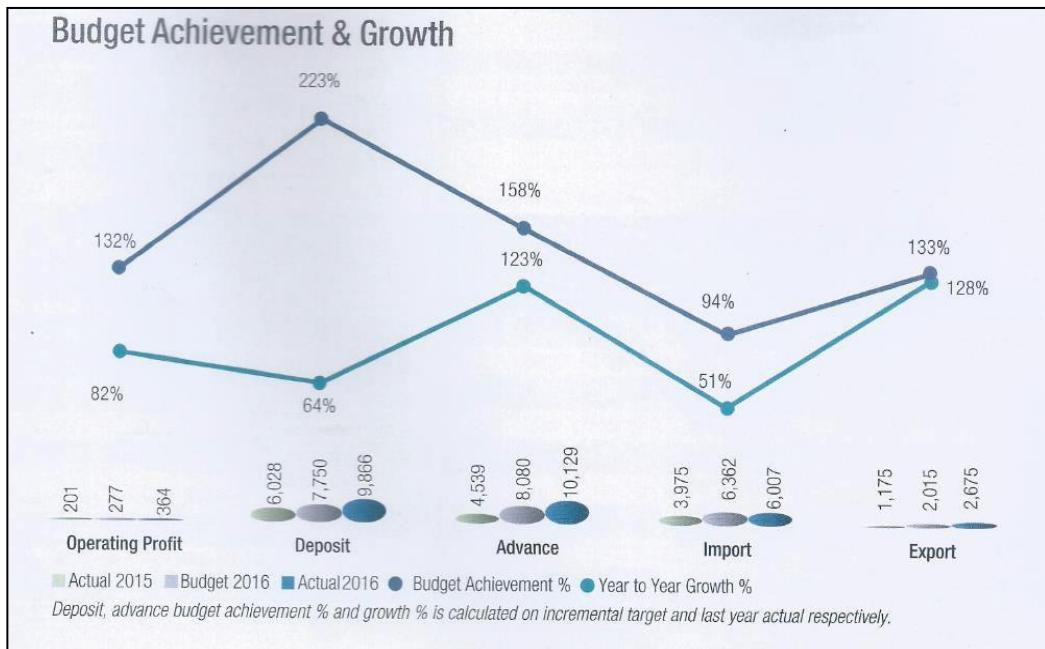
Figure: 3.4.2 Budget Achievement and Growth (Source: Bank Asia Limited-Business Review 2017)

Mission of Bank Asia Islamic Banking

"Achievement of sustainable economic growth with justice and equity with the divine framework and excellence in practicing Corporate Social Responsibility inherent in the Islamic Banking System."

A. Meaning of Murabaha:

The terms "Bai-Murabaha" means sale for an agreed upon profit. Bai-Murabaha may be defined as a contract between a buyer and a seller under which the seller sells certain specific goods permissible under Islamic Shariah and the Law of the land to the buyer at a cost plus an agreed upon profit payable today or on some date in the future in lump-sum or by installment.

B. Important Features of Murabaha:

♣ A client can make an offer to purchase particular goods from the bank for a specified agreed upon price, including the cost of the goods plus a profit.

- A client can make the promise to purchase from the bank, that is, he is either to satisfy the promise or to indemnify any losses incurred from the breaking of the promise without excuse.

- It is permissible to take cash/collateral security to guarantee the implementation of the promise or to indemnify any losses that may result.

- Documentation of the debt resulting from Bai-Murabaha by a guarantor, or a mortgage, or both like any other debt is permissible. Mortgage/Guarantee/Cash Security may be obtained prior to the signing of the Agreement or at the time of signing the Agreement.

- Stock and availability of goods is a basic condition for signing a Bai-Murabaha Agreement

Banking in Bank Asia Limited: Islamic Banking Operations

The operation of the Islamic Banking Windows of Bank Asia is totally different from its conventional operation as the former operates their business on the basis of Islamic Shariah. Accounting system is vital for ensuring Shariah compliance in such banking operation. Islamic Banking operation is committed to follow the accounting principles that refrain from interest. In a nutshell, Bank Asia follows the under noted principles for accounting under its Islamic Banking umbrella, run through separate Islamic Banking software styled HIKMAH.

Deposit Collection and Income Sharing Ratio (ISR) based Profit Distribution

For procuring funds from depositors, our Islamic Banking follows Al-Wadiah and Mudaraba principles. In case of Al-Wadiah Account, no profit is allowed at present. But for Mudaraba depositors, Bank Asia as the first Bank in Bangladesh follows income sharing technique with variable management fees for the Bank. It is different from traditional Weightage System so far practiced by all Islamic banking operators in the country. Income sharing module of Bank Asia has been appreciated by different quarters, particularly by the Central Shariah Board for Islamic Banks of Bangladesh and Islamic Banks Consultative Forum. Our module offers pre-defined Investment Income Sharing Ratio (ISR) for each type of depositor and the Bank. The ISR determines the portion of income for each type of depositor and the Bank.

For example, the ISR of 75:25 would mean that 75% of distributable income is to be shared by the concerned depositors and the rest 25% to be shared by the Bank. The ISR between each type of Mudaraba depositors and the Bank (Mudarib) are duly disclosed at the time of Account opening and/or beginning of the concerned period. Profit rate is emerged at actual, as derived from the income fetched from deployment of the concerned fund. As such our rate of profit on deposit under Islamic Banking is nothing but a post facto expression of the respective agreed sharing ratios. Our profit rate is an output based on the Bank's earning on investment.

Table 3.6.1. The ISR Declared on Mudaraba Deposits for the Year 2015

Sl No.	Types of Mudaraba Deposit	Distributable Investment Income Sharing Ratio (ISR) w.e.f. 01.01.2015	
		Client	**Bank**
1	Mudaraba Term Deposit Account (MTDA) 1 month	50%	50%
2	Mudaraba Term Deposit Account (MTDA) 23 month	50%	50%
3	Mudaraba Term Deposit Account (MTDA) 3 month	75%	25%
4	Mudaraba Term Deposit Account (MTDA) 6 month	77%	25%
5	Mudaraba Term Deposit Account (MTDA) 12 month	78%	23%
6	Mudaraba Term Deposit Account (MTDA) 24 month	80%	22%
7	Mudaraba Term Deposit Account (MTDA) 36 month	80%	20%
8	Mudaraba Term Deposit Account (MTDA) 60 month	35%	65%
9	Mudaraba Special Notice Deposit Account (MSND)	45%	55%
10	Mudaraba Savings Account (MSA)	70%	30%
11	Smart Junior Saver (School Banking) Account	87%	13%
12	Mudaraba Deposit Pension Scheme (MDPS) 3-10 Years	80%	20%
13	Mudaraba Monthly Profit Paying Deposit (MMPPD)- 1 & 2 year	85%	15%
14	Mudaraba Monthly Profit Paying Deposit (MMPPD)- 3-5 Years	90%	10%
15	Mudaraba Hajj Savings Scheme (MHSA) 90% 10%	90%	10%

Bank Asia Limited: Shantinagar Branch, IBW

This branch was inaugurated on January 21, 2009. It has successfully completed its eight year in this location. It is currently under the supervision of Mr. A.B.M. Burhan Uddin, Assistant Vice President and Head of Branch. There are a total of 12 employees currently working in this branch. Last year the branch had shown amazing performance and was able to fulfill their yearly target with great precision.

Table 3.7. Target and Achievement of Shantinagar Branch , IBW						
	2016			**2015**	**2017**	
	Budget	Actual	Ach%	Actual	Budget	Growth Taken
Loan and Advances	2100	2309	114.69%	697	3000	29.95%
Deposit	1450	1499	120.97%	1215	1910	27.39%
Operating Profit	36.5	73.49	201.33%	14.47	100	36.09%
Import	500	1112	222.48%	215	1500	34.84%
Export	15	7	46.67%	3	20	185.71%
Classified Loan		8.52		14.18		
CL-%		0.37%		2.09%		
SMA		104.52		16.1		
Interest Suspense		39.32		35.51		
AD Ratio		153.97%		55.94%		

Findings of the Study

While preparing the report, some findings were drawn from the practical experience gained from the organization. As the report was made after working in Islamic Window Branch, Bank Asia Limited primarily focus on Islamic concept of banking which is very different from the traditional commercial banks of Bangladesh. Therefore, the followings are the findings of my report for this branch only:

➕ Bank Asia Islamic Banking follows a new concept of ISR policy for banking purpose where they share their profit with their customers in a predetermined state which is very new concept in Bangladesh and is only practiced by Bank Asia.

➕ Bank Asia Islamic Banking lacks in creating awareness of their brand "SALMAH" among its potential customers resulting in fewer numbers of customers.

➕ Bank Asia possesses a rigid system where as per company policy and regulations, a customer who is already an account holder in the bank again requires an introducer if he/she wants to open any other type account in the same or any other branch of the Bank which sometimes cause annoyance in the customer.

➕ ATM cards are popularly used these days, but it takes 15 working days, i.e., almost 21 days including weekends to deliver from the requested date which is a major problem. As compared to other banks which deliver those within 10 days.

➕ Bank Asia offers Visa Debit cards to their customers but the cards can only function in any ATM booth which is either Q-cash or E-cash labeled booths which customers are unaware of and it results in customer dissatisfaction when they cannot draw money whenever they want.

➕ The whole investment sector is confided by centralized process where once the investment is sanctioned still for every transaction they need to take permission from head office , which delays the whole process time causing dissatisfaction in customers.

Conclusion

The banking sector of Bangladesh consists of several nationalized and private banks. They are highly contributing to the national economy by performing their activities well. But there are some obstacles which affect their business. At present there is no such an organization in the world that is free from problems and challenges. Every concern has to strive and struggle a lot to be more profitable and to go more competitive edge. The management of Bank Asia is taking strategic steps to enable the bank for emerging as a strong and progressive institution. It is continuing to make effort to refine its products and operation to make them more compatible. New products have been introduced as action plan to maintain revenue growth in future. As the business and economic conditions remain uncertain, Bank Asia continues to develop new products like it has been doing in past.

From the findings of this study it becomes clear that the Islamic Banking Window, Shantinagar Branch, Bank Asia, Dhaka does almost all the operations of general banking practices as well as investment banking according to Islamic Shariah. In the recent years it has been performing better in case of deposit collection, export, and foreign L/C and in proving the general banking services to meet its purpose of profit making and rendering social services.

Recommendations

In this part, some recommendations were given based on the observation and finding which were gathered during the internship period. It might help Bank Asia Limited, Islamic Window to move forward towards progress:

Frequent market research: The management of Bank Asia Limited can regularly administer research activities every three months through structured questionnaire or through personal interview, in order to keep regular track of satisfaction levels. Regular research may also be conducted to find out customer satisfaction about various service aspects.

Increase the number of ATM booths and quicken the delivery of ATM card: Sufficient number of ATM booth might be established in different location to reach out he customers even further and satisfying their demand. As we are already aware that Bank Asia requires 16 working days which is quite a long time span, so if the process can be quickened it will reduce the dissatisfaction level of customers.

Training program: Bank Asia can arrange frequent training programs on different aspects of banking which is compiled with the rules and regulations set by Bangladesh Bank which will optimize the efficiency of employees.

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Rapport and Positive Reinforcement: A Sine Qua Non for Effective English Language Teaching and Learning for Arab Students

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Abstract

Rapport has been a negligible aspect in a foreign language educational programme. Although the researches in the past have shown that rapport building is indeed an important variable for teaching and learning. This study examined the relationships between instructors and their students and to determine their roles in building positive relationships and an overall positive classroom environment. Building upon past researches on the positive learning outcomes associated with rapport building in the classroom, this study examines the specific behaviors instructors utilize in college classrooms to build rapport with undergraduate students. The main objective of this study was to investigate the relationship between a language instructor and students and its consequential effects on the positive outcome of teaching and learning. The teacher taught relationships were examined in order to see its positive learning outcomes. The findings of this study are purely based on the author's decades of learning/teaching experiences and observations. The rapport between instructor and students can be a significant factor in the overall learning and success of target group. Educationists and pedagogues argued that building rapport can have positive effects on the classroom environment. Rapport is one term that is truly relationship-centered in capturing what is experienced in an interpersonal relationship. The scholars argue that building rapport can have positive effects on the classroom environment (Jorgenson, 1992 and Coupland, 2003).

Keywords: Rapport, Instructor-Student Relationships, Learning Outcomes, Instructor Behaviors, Affective Teaching and Learning

1. Introduction:

The term "rapport" lexically refers to "a friendly relationship in which people understand each other very well", and in the context of teaching and learning, it means the relationship that the students have among themselves on the one hand and between teachers and students on the other hand. That is to say, the maintenance of a positive, enjoyable, respectful and socio-cultural relationship among the students themselves and with their teacher is the subject of good rapport.

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Teachers need to find creative ways to teach the language and increase the students' motivation to learn the language and eventually appreciate language. It has been claimed that the more learners are intrinsically or extrinsically motivated the more they are independent, active, participating, autonomous and successful. One of teacher's main aims, therefore, should be to help students to sustain their motivation using different activities or making them remind a variety of factors that can create a desire to learn. It means there are number of methods that English instructors can use to motivate students in class and outside and they (instructors) should flexibly imply the most suitable methods for the class. Kabilan (2000) stated, "Teacher should develop mutual relationship with their learners". Thus, building good relation with learner by the teacher for learning and teaching process is a practical/ natural way of arousing curiosity in them to learn more and better. Motivation of the students largely depends on their perception of what the teacher thinks of them and how they have treated. His/her behavior influences the behavior of the students and directly affects learning outcomes. It is also a fact that teaching and learning style or process with good rapport improves attitudes, behavior, motivation and learning.

Teaching is about formal as well as informal relationships. Positive rapport means having good relationships, and as teachers, one of our important goals is to build a classroom atmosphere where students feel comfortable and willing to learn. When positive classroom rapport exists, students feel a sense of belonging and are prepared to work and share information confidently together. Rapport building, as a relationship variable, has recently drawn the attention of linguists, pedagogues, academicians, scholars and language instructors in instructional settings (e.g., Catt, Miller, & Schallenkamp, 2007; Frisby & Martin, 2010; Frisby & Myers, 2008; Nguyen, 2007). Frisby and Myers (2008) support this claim and assert that instructor-student rapport is an understudied phenomenon.

Interpersonal communication exists in every sphere of life and its significance in a particular teaching/ learning and working environment. Dobransky and Fymier (2004) support this assertion by claiming that teacher-student relationships in the classroom are often interpersonal in nature. Needless to say, rapport building plays a significant role in achieving the prescribed learning as well as educational objectives in a course syllabus/ curriculum. Many researchers in the findings of their researches pinpointed that interpersonal relationship building is necessary for the effective transmission of ideas between instructors and students to occur. One such study is done by Worley, Titsworth, Worley, and Cornett-Devito (2007) in which they state that instructor-student relationships are not only important for effective communication to take place, but are vital for student learning. Tsui (1996) also notes, "Establishing a good relationship with students is extremely important in creating a conducive learning atmosphere in the classroom" (p. 164). Extensive studies in the past have examined this question by studying instructor-student relationships and the learning outcomes associated with certain behaviors. A wide variety of behaviors are associated with positive classroom

outcomes, including self-disclosure (Mazer, Murphy, & Simonds, 2007), humor (Gorham & Christophel, 1990), non-verbal immediacy, (Frymier & Houser, 2000), clarity (Chesebro & McCroskey, 1998), fairness (Faranda & Clark, 2004), and rapport building (Frisby & Martin, 2010).

As an Assistant Professor in the department of English, college of Science and Arts, Al-Namas, University of Bisha since a decade, we administer numerous quizzes, blackboard assignments and mid-term tests to the students' evaluations, in prescribed courses at various levels in a semester. The students argue with the teacher regarding their marks and question his judgement about a given marks or low achievements. They see their mid-term tests papers and argue with the teacher about it their low marks. Rapport is, in essence, the quality of the working relationship between an instructor and his or her students. In addition, there is ample research proving that rapport plays a significant role in teaching and learning (Fleming 2003).

It cannot be denied that in a foreign language education programme every language instructor might be trying his level best to maintain a good teacher taught relation during the course of teaching. But at the same time it is possible that he might forget to take into consideration the some other significant and indispensable aspects that play an important role in building relationship for effective teaching/learning. Instructors strive to encourage students' learning and to build a satisfying relationship with students (Ellis, 2004). However, Ellis argued that the primary job of an instructor is to promote learning, and thus called for more research to identify the instructor behaviors that contribute to that primary goal of promoting learning. The authors argued that positive instructor behaviors evoke affect toward the instructor and the class, which then enhances cognitive learning. There are others scholars like (Dwyer et al., 2004; Nuthall, 2004) who countered that the focus should not only be on instructors, that student- student interactions should be assessed for their contribution to learning outcomes. The classroom is made up of multiple interpersonal relationships, which contribute to the construction of a unique community. Generally, a positive classroom experience is associated with positive academic outcomes at the college level including adjustment, learning outcomes, and retention (Bean & Eaton, 2001; McKinney, McKinney, Franiuk, & Schweitzer, 2006; Patrick, Ryan, & Kaplan 2007; Schaps, Lewis, & Watson, 1997; White, 2002; Zhang, 2004).

2. The Significance of the Present Study:

Having been studied a plethora of literature available in this area it was found that a good deal of literature provides evidence that strong relationships between students and their teachers are essential to the development of all students in educational institutions (Hamre & Pianta, 2006; Birch & Ladd, 1998). Hamre & Pianta report that positive student-teacher relationships are a valuable resource for students. They suggest that having a positive relationship with a teacher allows students to be able to work on their own because they know they can count on their teacher if problems arise – that the teacher will recognize and respond to the problem. Although research is growing in this

area, more empirical evidence is needed on aspects of student-teacher relationships in order to better effectively integrate this skill into existing teacher programs (Hamre & Pianta, 2006; Sarason, 1999; Crosnoe, Johnson, & Elder (2004). A teacher's personal

interactions with his or her students can make a significant difference for students. The importance of teachers' relationships with their students cannot be overstated according to Downey (2008). The concept of teachers building relationships with their students in order to be seen as a credible and trustworthy source of information is a worthwhile endeavor for long term learning (McCombs & Whisler, 1997; Wubbels & Brekelmans, 2005; Langer, 1997).

Rapport and positive reinforcement are sine qua non for the proper and successful functioning of language programme. Needless to say, developing a positive rapport with students improves students' learning and motivation. It also guides for how students should behave in class toward their peers, which increases student connectedness and also leads to greater student learning and motivation. The language instructors in general should speculate on the issue and try to find out the various innovative ways through which rapport can be built in and outside the class. Wilson, Ryan, and Pugh (2010) stated that rapport is positive relationship between the teacher and students. They listed ways to create rapport such as fair grading practices, treating all students with dignity, and other conduct that enhances the classroom milieu. Weimer (2010) stressed that rapport is the ability to maintain harmonious relationships based on affinity. The contributing factors for building rapport are respect, approachability, chatting with the students on WhatsApp, Facebook, and Twitter and other internet devices, open communication, meeting the students with free mind, caring them like family members, and positive attitude towards them. These factors create confidence in the minds of the students. Rapport is developed by actions of the teachers. It is a fact that some teachers feel difficulty in establishing and maintaining a good relationship with the target group. The teachers who possess the extrovert personality are active to do it. Weimer (2010) stated that empirically the teachers can do things to establish rapport; even better news is that the actions required are not so difficult to perform. Rapport is interlinked with the success of the students and has a tremendous impact on the academic performance. According to Granitz, Koernig, and Harich (2009), when rapport exists between faculty and students, it can improve learning and produce other positive benefits. These scholars also found that student benefits from developed rapport included enhanced learning, greater involvement, and greater communication. Sull (2006) is of the opinion that beyond the giving and taking of stats, facts, ideas, etc., when teachers inject themselves into the teaching experience and get students actively involved, it can quickly translate into a dynamic and exciting learning event. Cottringer and Sloan (2003) stated that good rapport helps to establish the necessary positive emotional climate to facilitate effective learning. Without excellent rapport, the influence of a good teacher and the impact of quality training are diminished. Rapport represents a harmonious connection between people and at the heart of it is trust. Buskist and Saville (2001) reported that rapport contributed to effective teaching, but in their study found that only slightly more than half of the students reported having experienced rapport with a professor. Factors that the students identified as contributing

to the development of rapport included showing a sense of humor, availability outside class time, encouraging class discussion, showing interest in them, knowing students' names, sharing personal insights and experiences, relating material in everyday terms, and understanding that students occasionally have problems that hinder course progress. The students further reported that the most common positive effects of rapport on their academic behavior were increased enjoyment of the teacher and subject matter, motivation to come to class more often, and to pay more attention in class. Apart from the successful implication of rapport in a language programme it has been noticed and noted that quality of teacher also matters more in this noble profession. Wilson, Ryan, and Pugh (2010) opined where student reports led to a list of teacher qualities that build rapport. The qualities were, according to order, encouraging, open-mindedness, creative, interesting, accessible, happy, having a good personality, promoting class discussion, approachability, concern for students, and fairness.

The rapport between instructor and students can be a significant factor in a successful foreign language education programme. Scholars argued that building rapport can have positive effects on the classroom environment. Rapport is one term that is truly relationship-centered in capturing what is experienced in an interpersonal relationship Jorgenson, (1992) and Coupland (2003) argues that building rapport can have positive effects on the classroom environment. It can minimize anxiety, increase student participation, structure and encourage social interaction, foster a positive learning environment, and increase learning. More interaction and participatory activities also bring teacher taught relation closer. The teacher should create situations in the class so that the whole class secures a place and time to interact with the instructor on various concerned topics and issues on a regular basis in the class. It results in making the students creative and dynamic in speaking skill as well as in bold in arguments and consequently enhances personality development. According to Frisby & Martin, 2010), rapport improves numerous classroom areas; specifically motivation, feedback, students learning, communication, and, not to be ignored, instructor well-being. The more interactions of the students with their teachers can be beneficial to the students. Wasley states that students who interact frequently with an instructor earn higher grades, are more satisfied, and are more likely to return to school in subsequent years (Wasley, 2006). This positive classroom environment starts by developing relationships with individual students. Rapport is generally believed to have a positive effect on learning. Establishing a good relation with the target group is an important component to successful communication especially when the subject is learning a second/foreign language. Nguyen (2007) researched building student rapport in an ESOL (English for speakers of other languages) grammar class in which he studied competent teachers and their approach to building rapport in the classroom. The study showed that instructors were building rapport throughout the lesson as they focused on building an interpersonal relationship with the students. Through the interpersonal interactions, the students were able to observe the instructors communicating in the new language and then responding to the class.

Rapport is the "ability to maintain harmonious relationships based on affinity for others" (Faranda and Clarke, 2004). Affinity is defined as "the active social communicative process by which individuals attempt to get others to like and to feel positive toward them" (Bell and Daly, 1984). Rapport is one of the inherent parts of the teaching and learning. It is the interpersonal side of teaching. It involves knowing the target group and their learning styles and using the relationship with them to teach at a more personal level. Teachers who have good rapport with their students are skilled in "ways that encourage involvement, commitment, and interest" (Ramsden, 2003). Maintaining good rapport with the students in and outside the class and educational premises is an important part of the teaching and learning. This helps the teacher to maintain a sincere, liable and motivated class. It is essential on the part of the teacher to maintain it.

The newly admitted students in Level -1 in a first Semester in the college of Science and Arts, University of Bisha, Al-Namas, Kingdom of Saudi Arabia as it was perceived feel fear while learning English as a foreign language. The reason for this is that these students come from a Madrasa (Islamic institution) background. English is a new language for them though they have already studied at primary levels. In such a situation, the teacher should make as intimate and strong relationship so that fear of English language learning is eliminated from their minds forever. The teacher must create a relaxed and fear free atmosphere in the class that is sine qua non for the effective teaching and learning. Lowman describes college classrooms as rich laboratories of interpersonal psychology (Lowman, 1995) with both students and teachers alike entering class with certain fears that can be alleviated from rapport building. Teachers generally fear not "getting through" to their students and failing to properly provide the educational material while students typically fear that the instructor will be authoritarian and that they will fail to perform.

Researchers analyzing student-teacher rapport have attempted to use it to predict numerous aspects of the classroom. Instructor rapport has been shown to predict student participation, affective learning, and cognitive learning (Frisby and Martin, 2010). Researches in the past have proved that negative rapport with students will have adverse impact on teaching/learning. In such a situation, a teacher cannot effectively perform in the class. Diero (1997) states "People like people who think highly of them. Students like teachers who think highly of them" (p. 198). This simple point effectively summarizes why an environment of positive rapport is beneficial to the

classroom. A positive classroom rapport plays a multidimensional role in the academics as well as in many spheres of student's life.

2. The Objectives of the Present Study:

The focus of the present paper is how interpersonal communication behaviors can be effectively utilized in the classroom. The study highlighted the significance of the rapport in learning English as a foreign language in an educational programme in and outside the college premises. The author of the paper wanted to share his personal observations and his long acquired experiences in this noble teaching profession. This study is the outcome of my decades of teaching experiences in teaching English as a second/foreign language in India and College of Science and Arts, Al-Namas, University of Bisha, Saudi Arabia. This paper pinpointed the various salient features of building positive relationships of instructors with their students. Keeping in view the significance of rapport in the class this study draws the attention of teachers engaged in teaching in various schools, colleges and Universities in the Kingdom of Saudi Arabia to give due consideration to the usefulness of rapport.

3. 1 Research Questions:

1. What are the various ways that help to build the rapport with the target group?
2. What specific instructor behaviors do students view as building rapport in the classroom? In the light of these research questions in the broader perspectives, the present study was carried out etc.

4. Literature Review:

The scholars have defined rapport in their own ways. The review of the literature shows the diverse disciplines of researchers who have all investigated the effect that building a strong teacher-student relationship has on students' academic performance as well as on the teaching/learning environment. This literature review explores the teacher and student rapport or interpersonal relations and its impact on the performance of the students in the target language.

Needless to say rapport maintains an intimate relationship which is based on the affinity or affinity seeking is defined as "the active social communicative process by which individuals attempt to get others to like and to feel positive toward them" (Bell and Daly, 1984). What is the significance of rapport in a foreign language educational programme? Why is it important in the classroom? Rapport is the interpersonal side of teaching. Rapport involves knowing your students and their learning styles and using your relationship with them to teach at a more personal level. Teachers who have good rapport with their students are skilled in "ways that encourage involvement, commitment, and interest" (Ramsden, 2003). Nadler (2007) explains rapport as positive mutual attention marked by affinity and harmony. Gremler and Gwinner (2000) explain rapport building in two different, but related, ways: a personal connection and an enjoyable interaction.

Having been reviewed the literature concerning the teacher and student interpersonal relations we realized that in terms of classroom management, good rapport has always significant role during teaching. There is a vast body of research in the literature that discusses student rapport and its effect on students in traditional education environments as well as in distance and blended learning settings. Rapport is generally believed to have a positive effect on learning. Brown conducted interviews and focus groups with business students. The results showed that "factors such as instructors' knowledge of the subject, sense of humor, ability to teach to the students level and willingness to answer questions were important to achieving competence" (Brown, 2004). Gremler and Gwinner (2000) explain rapport building in two different, but related, ways: a personal connection and an enjoyable interaction. College instructors strive to encourage student learning and to build a satisfying relationship with students (Ellis, 2004). However, Ellis argued that the primary job of an instructor is to promote learning, and thus called for more research to identify the instructor behaviors that contribute to that primary goal of promoting learning. Generally, a positive classroom experience is associated with positive academic outcomes at the college level including adjustment, learning outcomes, and retention (Bean & Eaton, 2001; McKinney, McKinney, Franiuk, & Schweitzer, 2006; Patrick, Ryan, & Kaplan 2007; Schaps, Lewis, & Watson, 1997; White, 2002; Zhang, 2004). Jorgenson (1992) argued that rapport is one term that is truly relationship-centered in capturing what is experienced in an interpersonal relationship. Rapport is defined as an overall feeling between two people encompassing a mutual, trusting, and prosocial bond (Catt, Miller, & Schallenkamp, 2007; Faranda & Clarke, 2004; Gremler & Gwinner, 2000). The students have reported that rapport is an essential characteristic of an effective teacher (Catt et al., 2007; Faranda & Clarke, 2004; McLaughlin & Erickson, 1981; Perkins, Schenk, Stephan, Vrungos, & Wynants, 1995). Many scholars in their works stressed the significance of rapport. Coupland stresses that building rapport can have positive effects on the classroom environment. Specifically, it can structure and encourage social interaction by reducing anxiety (Coupland, 2003; Jorgenson, 1992). Bean and Eaton (2001) noted that schools implement programs which are intended to enhance feelings of a connected classroom environment for students to develop feelings of attachment and reduce dropout rates. Where these programs are not in place, an instructor may play an important role in promoting feelings of connectedness in schools and in enhancing the effectiveness of those programs when they are employed. Similar to instructor rapport, rapport with fellow classmates may also foster perceptions of a positive classroom environment.

5. Rapport Defined and Explained in the Broader Perspectives in the Prevailing English Teaching/Learning Scenario in the College of Sciences ant Arts, University of Bisha, Kingdom of Saudi Arabia:

Rapport is defined as an overall feeling between two people encompassing a mutual, trusting, and prosocial bond (Catt, Miller, & Schallenkamp, 2007; Faranda & Clarke, 2004; Gremler & Gwinner, 2000). Although students report that rapport is an essential characteristic of a teacher, relatively little is known

about this key facet of teaching (Frisby & Martin, 2010). Students have reported that rapport is an essential characteristic of an effective teacher (Catt et al., 2007; Faranda & Clarke, 2004; McLaughlin & Erickson, 1981; Perkins, Schenk, Stephan, Vrungos, & Wynants, 1995).

I have been teaching English and Applied Linguistics as an Assistant Professor in the department of English, College of Science and Arts, University of Bisha for the last 9 years. I have finally concluded in the light of my learning and teaching and Evaluation experiences that a teacher's well treatment to his students and good behavior in and outside the class playa very important role in teaching/ learning.

Rapport improves numerous classroom areas; specifically motivation, feedback, student learning, communication, and, not to be ignored, instructor well-being. Wasley states that students who interact frequently with an instructor earn higher grades, are more satisfied, andare more likely to return to school in subsequent years (Wasley, 2006). This positive classroom environment starts by developing relationships with individual students.

Interpersonal communication is everywhere, and the college classroom is no exception. Dobransky and Fymier (2004) support this assertion by claiming that instructor-student relationships in the classroom are often interpersonal in nature. Many researchers claim that interpersonal relationship building is necessary for the effective transmission of ideas between instructors and students to occur. For example, Worley, Titsworth, Worley, and Cornett-Devito (2007) state that instructor-student relationships are not only important for effective communication to take place, but are vital for student learning. Tsui (1996) also notes, "Establishing a good relationship with students is extremely important in creating a conducive learning atmosphere in the classroom" (p. 164). The moot point that emerge out of this contention is that how does an instructor build good relationships? Extensive researches have examined this question by studying instructor-student relationships and the learning outcomes associated with certain behaviors. A wide variety of behaviors are associated with positive classroom outcomes, including self-disclosure (Mazer, Murphy, & Simonds, 2007), humor (Gorham & Christophel, 1990), nonverbal immediacy, (Frymier & Houser, 2000), clarity (Chesebro & McCroskey, 1998), fairness (Faranda & Clark, 2004), and rapport building (Frisby & Martin, 2010). Building rapport, as a relationship variable, has only recently received scholarly attention in instructional settings (e.g., Catt, Miller, & Schallenkamp, 2007; Frisby & Martin, 2010; Frisby & Myers, 2008; Nguyen, 2007). Frisby and Myers (2008) support this claim and assert that instructor-student rapport is an understudied phenomenon.

6.1 Factors That Enhance Building Rapport in Teaching and Learning Environment:

6.1.1. Approachability: Students have to feel comfortable coming to faculty and faculty must be willing to speak with students, after class, during office hours, via email, on campus. Open communication. The teaching staff must be honest. There needs to be

consistency between what faculties say and what they do.

6.1.2. Caring the students in general: They must care about students; they must see and respond to them as individuals. They also need to care about learning and show that they want students to learn the material.

6.1.3. Positive Attitude: They should have a sense of humor and be open to points of view other than their own. The ideas of the target group must be given due respect in the teaching and learning process.

7. Strategies to Build as well as Enhance Rapport in and Outside the College premises:

Motivation is one of the important aspects in any language educational programme. Motivation enhances student learning (Wang, 2012). One means for an instructor to stimulate students and get them actively involved is to establish good rapport with them (Cottringer & Sloan, 2003). Rapport heightens students' motivation and motivation is a major factor to enhance learning. According to Wilson, Ryan, and Pugh (2010), instructor nonverbal and verbal immediacy has been associated with student motivation, perceptions of learning, and favorable attitude toward the course. Rita Rodabaugh (1996) provided useful examples of how instructors can communicate respect for students: give them ample time to ask questions, allow challenges to the professor's views, and encourage open debate. Rita Rodabaugh (1996) is of the opinion that "students generally admire faculty members but they do not expect to be best friends with them" (Rodabaugh, 1996, p.41). Gorham (1988) found that humor, praising student performance, and engaging in conversations outside class were particularly important in contributing to learning as were self-disclosure, encouraging student talk, and asking questions about students' viewpoints or feelings. Using inclusive language was also on the positive list.

7. 1. Domains of Rapport Building:

The following listed rapport building domains are required to be maintained throughout the semester. These are creating an environment of respect and rapport; respectful talk and turn-taking; attention to students' backgrounds; outside of the classroom; teacher and student body language; physical proximity; warmth and caring; politeness and dignity; encouragement; active listening; fairness; establishing a culture for learning; managing classroom procedures; managing student behavior.

7.2. Equal Treatment of the Students has a Positive Impact on Creating a Positive Classroom Environment:

A relaxed as well as congenial teaching and learning atmosphere in a classroom is pre requisites where students can express ideas freely and develop their self-confidence as a student of a foreign language. In addition it is hoped that through these techniques

students will find the course interesting and exciting. It is true that when the students are more interested in a course, they are also more likely to be motivated to reach their learning goals**.** All the students irrespective of their races and tribes must be given equal status and treatment.

7.3. Abstain from Cultural Conflict:

Rapport should not be confined within the four walls of an educational institution but it should go beyond that. The teacher should not be indulged in any kind Cultural Conflict. Having been taught for nearly one and half decade in India and consequently at present in University of Bisha, Kingdom of Saudi Arabia it is to be concluded here that the culture of the target group must be given due respect while being in the class and furthermore the teacher should also abstain from any kind of cultural conflict and contradiction. It has been practically seen and noticed that the students are more defensive about their home cultures and tend to clash with language instructor who they may see as attacking them or their cultural heritage. Schuman's Social Distance theory proposes a framework by which the perceived superiority or inferiority of a culture will put up obstacles to language learning and acculturation (as cited by Horwitz, 2008, p. 34). The instructor must adopt a secular and unbiased approach in the class. This will motivate and create as well as boost the confidence in the minds of the general students. Cultural Conflict will bring negative impact on learning atmosphere and outcomes at the end a semester.

7.4. Positive Reinforcement and Motivation:

Reinforcement is the process by which certain types of behaviours are strengthened. Reinforcement is an event that increases behavior. Reinforcement comes in two types—positive and negative. A positive reinforcement is a reward for a desired behaviour. The reward should be sufficiently powerful and durable so that it increases the probability of occurrence of desirable behaviour. Negative reinforcement is the removal of an unpleasant consequence following a desired behaviour. Reinforcement and motivation play a vital role in teaching either a second/foreign language or mother tongue. Reinforcement in the classroom improves student motivation and performance. Positive reinforcement concerned with the presentation of a reward immediately following a desired behavior intended to make that behavior more likely to occur in the future. It is believed that the quality of teaching has a significant impact on students' behaviour and motivation. Motivation is an unconscious, psychological process that varies by individual over time, and its degree usually depends on attitude. Both attitude and motivation are also social processes and they are influenced by individual experiences and cultural background of students. Motivation can be generated through effective curriculum, good learning materials and teaching strategies. The teacher must gain the students' attention by supplying them with stimulating activities and using a range of teaching and learning strategies in the class, though students' motivation can be a

difficult task for the teacher. The students must perceive the content of the lessons as relevant to their objectives and valuable in real life situations. The students in general are motivated by using various strategies such as learner-centered activities, cooperative learning, and revision of the courses in the class in accordance with their wishes, informal assessments and open communication.

7.5. Instructor-Student Rapport:

Studies in the past have consistently demonstrated the positive learning outcomes associated with instructor-student rapport. Interpersonal communication is vital to effective teaching and learning in the class and building rapport has been shown to be a quite fruitful way of communicating with students. By engaging in uncommonly attentive behaviors, connecting behaviors, information sharing behaviors, courteous behaviors, and common grounding behaviors, the language teacher will hopefully experience and realize the improved teacher-student relationships, which will lead to more effective teaching, and, ultimately, improved class performance in general.

7.6. The Learning Environment and Classroom Management:

The congenial learning atmospheres as well as class management are also efficient factors that contribute and enhance result oriented teaching/learning within the class. The language instructors should pay attention to it. Building a trustworthy relationship with students ensures that the classroom atmosphere is positive, collaborative, and supportive. Similarly, by establishing a communal and respectful place for learning, the students will perceive themselves to be part of a collective and, hence, are likely to behave according to its dynamics (Anderson 1999).

7.7. Students' Motivation and Performance:

Motivation produces desired academic output in a foreign language educational programme. By creating a friendly but focused learning experience, it is likely that students will want to be in the instructor's company and, accordingly, will want to come to class. Subsequently, it is apt that students will strive to work harder in order to eventually excel with the material and succeed in the class (Walsh 1996).

7.8. Strategies Employed for Rapport Building:

There is a general tendency among the students that they want to know about the behavior, character, attitude, strictness, punctuality, effectiveness in teaching etc. of his

master in the beginning of the semester. Moreover, there is a common saying that first impression is the last impression. In the light of this preceding contention, the teacher should be well prepared at the very first day of his lecture in the class in the new semester. He/ She must create his positive image and impression among the students in the class by his teaching methods, styles, dresses, teaching activities and finally positive approach towards the whole the class. The class in general should feel glad and confident about their teacher. The first impression is the last impression will definitely be contributing and boosting the students throughout the language educational programme.

It is advisable that in the first few days of the semester devote some time to begin making some relationship with the students. After all, McKeachie (2002) draws our attention that students "come to the first class wanting to know…what kind of person the teacher is." Thus, getting off to a solid start with your rapport helps set the tone for the semester, makes a good impression of you, and can give the students a degree of ownership over the course.

7.9. Know the Students and learn their Names:

The teacher should not only be familiar with their students but also be aware of the individual names. The teacher should call the students by their names. Even though it may be somewhat challenging, consider memorizing students' names because it will allow you to call on them during classroom proceedings. In the beginning of a semester, the first day interaction in the class is an important. The easiest way to begin forming a relationship with your students is to learn their names (Duffy & Jones, 1995). Learning names is the most important single thing a college teacher can do to communicate to students that he or she values them as individuals (Lowman, 1995).

7.10. Become Acquainted with Your Students:

It is sine qua non on the part of the language instructor to know more about students' interest and prior knowledge of the material, learning preferences, and study habits.

7.11. Classroom Connectedness:

Dwyer et al. (2004) defined a connected classroom environment as ''student-to-student perceptions of a supportive and cooperative communication environment'' (p. 267). This construct focuses on the interactions that take place between peers in the classroom. In the ideal connected classroom, strong bonds exist, allowing students to express themselves freely. In this conceptualization, and other connected classroom research, the responsibility for this connected feeling is placed with the student (e.g., Dwyer et al., 2004). Instead, it is likely that both the instructors and students create and enhance or hinder perceptions of a positive communicative environment. More recently, scholars have considered the role of the instructor and the student simultaneously and concluded that the classroom environment is indeed constructed by the students and the instructor (Johnson, 2009; Sidelinger & Booth-

Butterfield, 2009). Instructors play a critical role in shaping interactions and modeling supportive behaviors in the classroom (Fassinger, 2000; Johnson, 2009; Karp & Yoels, 1975). Instructors facilitate a sense of connection in the classroom through communicative behaviors that exhibit warmth (Beattie & Olley, 1977; Voelkl, 1995), caring (Teven & McCroskey, 1997), support (Rosenfeld, 1983), and inclusiveness (Campbell, Kyriakides, Muijs, & Robinson, 2004). Worley et al. (2007) also identified creating a cohesive classroom environment as a skill required of instructors who demonstrate instructional communication competence. Schaps et al. (1997) argued that instructors can build a positive classroom environment by developing relationships with their students. Students who interact frequently with an instructor earn higher grades, are more satisfied, and are more likely to return to school in subsequent years (Wasley, 2006). Rosenfeld, Richman, and Bowen (2000) argued that a supportive instructor was necessary in promoting positive outcomes; however, the instructor alone was not sufficient in eliciting these outcomes. Student behaviors are equally important in classroom environments (Nelson & DeBacker, 2008). Other scholars examined both peer and instructor traits in the classroom concluding that instructor traits have little effect on classroom interaction and that class structure is more conducive to a comfortable environment (Fassinger, 1995; Wambach & Brothen, 1997). A comfortable peer climate enhances positive student outcomes. Specifically, Nelson and DeBacker (2008) reported that peer climate predicted achievement, belongingness, and academic efficacy. Rosenfeld et al. (2000) argued that students and the instructor simultaneously contribute to positive outcomes. Rosenfeld et al. found that supportive peers, in conjunction with a supportive instructor, led to better attendance, more hours studying, school satisfaction, academic engagement, and higher efficacy. Traditionally, building rapport has been examined as a perception of an instructor (Frisby & Myers, 2008; McLaughlin & Erickson, 1981) and a connected classroom climate has been examined as perceptions of student behaviors (Dwyer et al., 2004; Johnson, 2009). Examining the rapport within multiple relationships in the classroom and the dynamics of each relationship in contributing to the overall classroom climate provides a more complete picture of the interactions and processes occurring in the classroom. Intuitively, a connected classroom environment will lead to student perceptions of being valued, known, connected, and respected (Schaps et al., 1997). As a comfortable environment is formed through rapport with both students and instructors, feelings of classroom connectedness are likely to increase. H1: Perceived instructor and classmate rapport will be positively related to a connected classroom environment. While positive relationships within the classroom are influential in student outcomes, particular behaviors that students choose to engage in also contribute to behavioral and learning outcomes. For example, Frymier and Houser (1999) reported that students who participated in classroom discussions earned higher grades, are motivated, and experienced feelings of empowerment. Consequently, participation, a communicative behavior, will be examined as a classroom process which is linked to both relational quality of the instructor student and student relationship (i.e., rapport, classroom connectedness) and to student outcomes (i.e., affective and cognitive learning). Participation is defined as ''any comments or questions that the students offered or raised in class'' (Fassinger, 1995, p. 27). Although Fassinger (1995) minimized the importance of the instructor, other scholars have found that instructors do have the ability to affect participation. For example (Rocca, 2008) found that instructor immediacy increased student participation and that instructor verbal aggression decreased student participation. Rocca called for more research that focuses on how instructor communication variables affect participation. Therefore, this study employs a different perspective, one that contends that there is the potential for both instructor and student variables to elicit participation in the classroom. In the classroom, several researchers

have noted that when instructors engage in behaviors that are confirming, encouraging, and supportive, students are more likely to participate (Fassinger, 2000; Goodboy & Myers, 2008). Instructor behaviors including calling students by name, asking probing questions, smiling, and nodding can also increase student participation. (Auster & MacRone, 1994; Crombie, Pyke, Silverthorn, Jones, & Piccinin, 2003). Each of these behaviors can be viewed as attempts to build positive interpersonal relationships. Wambach and Brothen (1997) found that the structure of the class as a whole was important, including conversations with fellow classmates. Students have also recognized supportive classmates as essential in enhancing the participative environment (Dallimore, Hertenstein, & Platt, 2004). Thus, when students perceive their classmates as demonstrating similar positive behaviors (e.g., confirming, supportive) they become comfortable which potentially leads to increased participation. A closer examination of prosocial instructor and student behaviors suggests the development of an interpersonal relationship and perceived positive rapport in the classroom. When students reported positive feelings of rapport with their instructor, they also reported greater participation, satisfaction, motivation, and frequent classroom participation (Frisby & Myers, 2008). Feelings of classroom connectedness and rapport with instructors and classmates should increase participation as a result of the creation of an environment where anxiety is reduced, students are highly motivated, interaction is encouraged, students are willing to express ideas, and participation is sparked (Coupland, 2003; Frisby & Myers, 2008; Jorgenson, 1992; Reis, 1972; Schaps et al., 1997). H2: Perceived instructor rapport, perceived classmate rapport, and connectedness in the classroom will be positively related to perceived student participation.

7.12. Engage Your Students and be Punctual in the Class:

It is undeniable fact that the absenteeism of the faculty will definitely spoil a cooled, relaxed functioning of the language programme. It should be avoided maximum with few exceptions. The teachers should be quite punctual in the class. Lowman suggests arriving to class five to ten minutes early. This allows time to chat informally with your students or for them to approach you about their concerns (Lowman, 1995). These casual conversations are another opportunity to demonstrate that you care for your students and value them as people – yet another way to garner rapport.

7.13. Suggestions for Building Rapport:

The building and enhancing positive relationship with the target group in general has been a debatable point among the language instructors in academic discussions. There is an apprehension that it also sometimes creates administrative problems to the teacher concerned. The teacher should be given full freedom in meeting and interacting with the students. But how to establish this interrelationship in the teaching and learning activities? This moot point can be found out by doing some studies. Buskist and Bryan Saville conducted extensive research on this topic and recommend the following suggestions for developing rapport with your students. These are the teacher should call the students by name; he should learn something about your students' interests, hobbies, and aspirations; he should try his level best to use practical and relevant examples in the class; he should be

punctual in the class and in other academic duties; he should explain in the easiest way possible about the course and its objectives and these can be achieved in a best possible way; he must be present during office hours in his chamber. Get online — use e-mail to increase accessibility to your students; he should adopt silent way approach in the class. Let the target group interact more in the class; he should appreciate the student comments, questions, and answers in the class; he should be enthusiastic about teaching and passionate about your subject matter; he should make the class lively; he should adopt the positive attitude towards the students in and outside the class; he should make eye contact with each student; he should respect and take care of each student; he should have very health and cheerful approach in the class; he should give due consideration to his students regarding academic matters; he should organize extracurricular activities in the campus, which must be concerned, and of interest to the students; he should latest technology to increase accessibility to his students.

There is no doubt that it is difficult to perceive whether rapport is built or not. How will we know that rapport is built in a specific period of time? The easiest determining factor is the behavior of your students toward you as the teacher (Buskist & Saville, 2001). If your students participate in class, ask questions, approach you in and outside of class, or seek advice you can be sure that you are well on your way to developing the rapport that many teachers strive for.

Any kind of relationship in a society or community is not just built overnight; it must be cultivated from prior to the first class all the way to the last lesson – and even after. Take advantage of every email, every conversation, and every interaction to develop your teacher-student rapport. These actions, as small as they may seem, will result in huge successes in terms of the students' motivation, participation, and overall learning.

8. Rapport Motivates the Class and Consequently Rapport and Motivation both Facilitates Affective Learning in the Class:

A proper rapport in the class gives birth to intimacy between the teachers and taught. The students pay attention to the teachers' lecture and be sincere throughout the lecture period. Motivation is very important for students' learning, in as much as students who have high motivation to achieve generally do well academically, whereas students with low motivation do not do well academically (Wang, 2012). Motivating college students is an essential goal for educators in higher education institutions. Effective learning in the classroom depends on the teacher's ability to maintain the interest that brought students to the course in the first place. Wang (2012) found that students expressed feeling proud, satisfied and important when they learned something new, acquired new skills, and when they shared this knowledge with other people. To encourage students to become self-motivated independent learners, instructors can give frequent, positive feedback that supports students' beliefs that they can do well. They can also ensure opportunities for students' success by assigning tasks that are neither too easy nor too difficult, help students find personal meaning and value in the material, and create an open and positive atmosphere to help students feel that they are valued members of a learning community (Halawah, 2011). The author of the

present paper while teaching in the college of Science and Arts, Al-Namas noticed that the language instructors who were open-minded, friendly, enthusiastic, and knowledgeable about students' names and interests demonstrated several of the personal qualities that motivated students the most. Cleland (2012) described learning-motivated students as those who are inquisitive and open to new ideas; think for themselves; research topics of interest beyond the minimums required; are interested in the world outside of campus; and find things to be passionate about. These learning-motivated students often turn out to be lifelong learners and interesting people, who seem to earn good grades and find their way into satisfying careers.

Teaching of a foreign language must have a positive impact on the students' practical life. They should be able to communicate freely in communication situation. Rapport would definitely assist and facilitate to bring out a desired learning outcome. This aspect should not be ignored. Undoubtedly, a positive interpersonal and classroom experience should positively influence affective learning.

Affective learning is defined as the positive value students attach to course content and evaluation of an instructor (McCroskey, 1994). The positive value may emerge as a result of relational behaviors that the instructor enacts. Frymier (2007) argued that interpersonal relationships in the instructional setting lead to increased affective learning. Students who perceived being in a supportive environment with positive instructor rapport also liked their class better, attaching positive value to the instructor, content, and subject (Frisby & Myers, 2008; Rosenfeld, 1983). Additionally, Messman and Jones-Corley (2001).

Cognitive learning has been defined as recall, knowledge, and the development of skills related to the course content (Ellis, 2004). For instructors who adopt the philosophy that their duty is to facilitate learning, it is essential that they understand which behaviors they can enact to promote cognitive learning. Specific instructor behaviors have been found to positively influence cognitive learning including confirmation, immediacy, and clarity (Comadena, Hunt, & Simonds, 2007; Goodboy & Myers, 2008). Some scholars (Ellis, 2000; Goodboy & Myers, 2008; Gorham & Zakahi, 1990; Richmond & McCroskey, 1984) reported that affective learning and cognitive learning are positively correlated. In some cases, instructor behaviors have been more positively and more strongly related to affective learning than cognitive learning (Andersen, 1979; Witt & Wheeless, 2001). Others have shown instructor behaviors have the potential to increase affective learning and decrease cognitive learning (Nussbaum & Scott, 1980). There is another scholar namely Wasley who argued that students who interact more with instructors reap positive benefits (2006).

9. Strategies to Build Rapport in and Outside the Class:

The language instructors have to have concern with the students and speculate to find out innovative strategies to build rapport in the college campus. This creates a positive atmosphere and facilitates the teaching and learning in a desired direction. There are abundant opportunities to build this

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relationship with the class. It is true that in a language educational programme rapport is not just built overnight; it must be cultivated from prior to the beginning of the semester up to the end of the end of the semester. At finally yet importantly if teaching in the class is interactive, then it makes good sense to develop a positive quality in those relationships.

William Buskist and Bryan K. Saville conducted extensive research on this topic and recommend the following suggestions for developing rapport with your students. These are learn to call your students by name; learn something about your students' interests, hobbies, and aspirations; create and use personally relevant class examples; arrive to class early and stay late -- and chat with your students; explain your course policies -- and why they are what they are; post and keep office hours. Get online -- use e-mail to increase accessibility to your students; interact more, lecture less -- emphasize active learning; reward student comments and questions with verbal praise; be enthusiastic about teaching and passionate about your subject matter; lighten up -- crack a joke now and then; be humble and, when appropriate, self-deprecating; make eye contact with each student -- without staring, glaring, or flaring; bee respectful; don't forget to smile!

How will you know when rapport is built? It is quite difficult for the teacher to realize whether the rapport is being built or not. The easiest determining factor is the behavior of your students toward you as the teacher (Buskist & Saville, 2001). If your students participate in class, ask questions, approach you in and outside of class, or seek advice you can be sure that you are well on your way to developing the rapport that many teachers strive for.

Concluding Remarks:

CONCLUDING REMARKS

In summary, it should be the goal of every teacher to build meaningful teacher-student relationships in the elementary classroom. Leitão & Waugh (2007) summarize well: The pro-active teacher who demonstrates acceptance, understanding, warmth, closeness, trust, respect, care and cooperation towards his or her students not only works at initiating positive teacher-student relationships, but also increases the likelihood of building strong relationships that will endure over time (Barry & King, 1993). Once trust is established, consistency is necessary. It is not simply about gaining student trust, but also being consistent in your actions and reaction in order to develop the mutual respect that is necessary to nourish and maintain a trusting teacher-student relationship. The best and most successful teachers are those who respect, care about the wellbeing of, and believe in their students. An effective teacher appreciates all of the students in his [or her] classroom. Each student is an individual with individual needs and experiences. Each child brings knowledge to the classroom. Students' ideas need to be validated and built upon. I have learned a lot from the children whom I have taught during my practicums. I believe in encouraging students of diverse levels of ability to keep sharing their knowledge. By so doing, I will become a better teacher. My students will have choices. However, they will also have boundaries. The most successful classrooms are those in which community building is a priority. It is about building a positive environment in which students can grow and develop personally, emotionally, socially, and academically. Emotional intelligence must be fostered, nurtured, and infused into the content areas across the curriculum, since. A good education is not only about academics; therefore,

we as teachers must encourage the development of positive mindsets in the elementary classroom. We need to teach our students the skills and strategies they require to work collaboratively and productively with others in various group settings. Students must be able to function efficiently in the real world. In sum, developing trusting teacher-student relationships and fostering emotional intelligence in the classroom play an important role in a child's future and overall success in life. Establishing positive relationships with the college students is sine qua non and a basic foundational component of effective teaching/learning. The young students grow and thrive in the context of close and dependable relationships that provide love and nurturance, security, and responsive interactions. A positive teacher taught relationship based on love and affections, built on trust, mutual understanding, and nurturing and caring will foster students' cooperation and motivation and increase their desired learning outcomes at college.

This article provides an important message for all those who are sincere about the future learning of their students and strive to care for providing a quality based English as a foreign language learning education. Studies have consistently demonstrated the positive learning outcomes associated with instructor-student rapport. Interpersonal communication is vital to student learning and building rapport has been shown to be an effective way of communicating with students. By engaging in uncommonly attentive behaviors, connecting behaviors, information sharing behaviors, courteous behaviors, and common grounding behaviors, instructors will hopefully experience improved instructor student relationships, which will lead to more effective teaching, and, ultimately, improved student learning as well as the prescribed learning objectives in a course in the perspective of Bloom's Taxonomy of Education.

The conscious union, the interpersonal relationship based on common interests and goals between teachers and their students is an important element really contributing to the students' process of acquisition and their ability to pass examinations. Successful teachers create rapport and rapport creates trust, which is a key element to having good interpersonal relationships in the classroom. Communication is an important form of interpersonal interaction and its forms can really help teachers improve their teaching style, strengthening the bound between them and their students. A positive interaction is essential for a good teacher-student relationship, which facilitates students' efficient work and their good academic results.

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The Effects of Global English on Culture and Identity: A Study in the Context of Bangladesh

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Abstract

Bangladesh's complex history, its current demographics, its youthfulness as a country, and the fact that it is a region undergoing fast-paced change make the issue of cultural identity particularly relevant and urgent in this part of the world. This is especially true given the rapid spread of English in the sphere of education and everyday life in recent years. It is assumed that the younger generations are in the verge of destroying the sovereignty of Bangla with their indiscriminate insertion of English words in Bangla sentences. It is also presumed that the younger generations are subjugated by the colonial legacy of English and consumed by the Western culture, and hence, they fail to maintain the sanctity of Bangladeshi culture and identity. However, acknowledging the political, ideological, and hegemonic role of English and globalization, this paper problematises these simplistic assumptions. It demonstrates that any view that represents English as a tool of colonization and neocolonialism or younger generations as responsible for the 'language pollution', somewhat understates the underlying complexities in these discourses. This article critically examines the role of global English in shaping students' self-perceptions, worldviews, and identities in a globalizing world. We draw on identity and social positioning theories and on Bourdieu's concepts of capital and symbolic struggle to frame our investigation. Using an analytical framework comprising critical discourse analysis and qualitative content analysis, we analyze letters written by Bangla- and English-medium writers to the editor of a Bangladeshi English newspaper to illustrate how discursive identity construction for "self" and "other" engaged the two groups in identity battles. It is argued that discursive identity politics may not be characterized in essentialist or non essentialist terms exclusively but may actually draw on both depending on whether the representation is of "self" or "other".

Introduction

With increasing popularity of English language as a second language it makes it a global language rather than a regional or a national language. The learning and use of English language also brings new identities along with it. This can be seen more comprehensively in the past two decades; as we can relate to global icons more than before, we have more global identities now. We can relate to English music, Hollywood movies, Global Icons, Heroes, Global brands etc.

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As Crystal (2000) stresses, Language is the primary symbol of identity. When two persons of different nationalities or different origins meet, the first thing they bring together in the conversation is the use of a language which connects these two persons. Hence language is used as the bridge between two unknown persons for communication; giving them some type of identity and means to communicate. In recent years, English language has been used as a global language for communication between different nationalities; hence increasing the importance and influence of English language.

But the question arises if it is possible to adopt a new identity without losing one's original or first identity. A number of studies in the field of social psychology have shown that immigrants can feel emotionally attached to the new country without losing their attachment to their homeland (Harris, 1980). In other words, in short term it might be possible to learn a new different language in isolation and without adopting new identity or identities related to that language or culture associated with it but in long term using this language with other people to communicate does bring changes in one's perceptions of identity and also brings new identities to an individual.

Literature Review

Scholars have defined 'identity' in various ways. Identity construction in this article is understood in a broad sense to refer to the (re)presentation of self and other (Goffman, 1959; van Dijk, 2006; see the theoretical framework section for further details). It is mainly through language that self and other are constructed, turning identity construction into a discursive act (Block, 2007; Lin, 2008). Two crucial domains of discursive identity representation are media and education. Media representation is widely considered as an act of identification. Similarly, aspects of the educational process including the curriculum, schooling, language, and textbooks are seen as ideological agents of socialization with the potential for identity construction. Within the domain of education, the potential of English, as MOI, to affect identities, equalities, and social harmony has been underscored in research (e.g., Gill, 2004; Tsui, 2004; Parkinson and Crouch, 2011). While the majority of these studies have explored wider social issues from macro policy perspectives, studies by Vai Ramanathan (2005), Maya David and Wendy Tien (2009), Priti Sandhu (2010), and Shaila Sultana (2014a, 2014b) have taken a microperspective. Ramanathan (2005) worked with English- and Gujarati-medium students in Ahmadabad in India, focusing on their social identities. Her research showed that the two groups had different trajectories of academic experiences and learning outcomes, attributable to their differential social backgrounds. Identity construction in relation to MOI is more clearly illustrated in Sandhu's (2010) research in the Indian city of Dehradun. With some minor exceptions, the study showed patterned relationships between MOI on the one hand and self-identification, empowerment, and fulfillment of material and nonmaterial desires on the other. Finally, Sultana's (2014a, 2014b) interactive sociolinguistics research on English-medium students in Bangladesh illustrates heteroglossic language use by these students whose identities draw on both local and global elements.

English has been given, at various points in time, the label *world English* (since the 1920s), *international English* (since the 1930s), and most recently *global English* (since the mid-1900s). These labels have subtle differences in meaning with "the third

being linked (often negatively) to socio-economic globalization" (McArthur, 2004, p. 3). The terms are used somewhat interchangeably in public discourse though, and all relate to the fact that English, as a language, stands in a category of its own with regard to its far-reaching and immense influence. It is true to say that its power in the world cannot be disputed. It is estimated that a staggering "one in three of the world's population are now capable of communicating to a useful level in English" (Crystal, 2012, p. 155), and this is a number which is on the rise. As a result, as Al-Dabbagh (2005) states, "English has become the Latin of the contemporary world" (p. 3). It is the only language spoken in all five continents and is the official language of 52 countries, meaning that as Mohd. Ashraf (2005) points out "Its influence spans the entire globe, and there is hardly any country today that does not use English in one way or another or that is not affected by its spread." (p. 103)

As English now occupies an important position in many education systems around the world, which is certainly the case in the Asia, "It has become one of the most powerful means of inclusion into or exclusion from further education, employment, or social positions." (Pennycook, 2001, 81)

This globalization of English appears to be increasing due to English's leading role in world communication, social and cultural relations and international business. Although the global power of English brings with it great opportunities, progress, increased knowledge and a sense of excitement, there are also notable concerns about the negative effects such a powerful language has on local languages and cultures. As Modiano (2001) warns, it is a challenge all around the world to both embrace the beast and at the same time to tame it [...]. In the rush to participate in the global movement, the spread of English can potentially wreak havoc on any number of languages and cultures. While it is capable of ushering in the 'beneficial' fruits of technology and of so-called 'western advances', the English language is a dangerous bedfellow. (p. 345)

This "dangerous bedfellow" analogy often known as the "English threat discussion" (Pan & Seargeant, p. 2012) or the "homogeneity-heterogeneity debate" (Badry, 2011, p. 85) has provoked discussions worldwide in countries such as China (Pan and Seargeant, 2012), Japan (Lehner, 2011), Turkey (Atay and Ece, 2009), Malaysia (Mohd-Asraf, 2004), Saudi Arabia (Alabbad and Gitsaki, 2011), India (Hudawi, 2013) and United Arab Emirates (Findlow, 2006; O'Neill, 2014; Randall & Samimi, 2010) to name just a few.

Identity, Language and Second Language Learning

The concept of identity is a rather vague one. This is evidenced by the fact that various dictionaries and articles seem to give different and slightly vague definitions. From "the fact of being who or what a person or thing is" (www.wordreference.com) to "the state or fact of being the same on as described" (www.dictionary.com), authors seem to struggle when trying to be precise with what elements constitute an identity. For that reason we particularly like a more open (but less vague) statement that defines an identity as "the set of attributes describing (an aspect of) a person" (Koch, 2002). This set of attributes tend to diverge depending on the specialized literature, and though is debatable whether or not a particular element constitute part of an identity, there seems to be a general agreement and understanding on the importance that a language has when giving form or description to a particular identity. It remains

unclear if it is strictly necessary to be able to speak a language (or how deep is the knowledge of that language) to form an identity.

According to (Love & Ansaldo, 2010) a native speaker is someone born and brought up from birth to speak a given language. A person is a native speaker if she/he is brought up in a family where the parents or other adults had the same experience with the same language during their upbringing. Hence, if you are a native speaker of a language, that particular language is referred to as your mother tongue.

However, these links between language and identity tend to refer to the mother languages and not so much about newly acquired ones. When it comes to second language learning, the effects of this language on the speaker's identity depend on the reasons and level of assimilation of the language.

According to the literature on Second Language Learning (SLL) (or Second Language Acquisition (SLA), second language learners (L2) and foreign language learners have as main reasons for learning a second language family, profession, communication, personal interest and by requirements of an educational system. In addition, the variables age, language and personal engagement play an enormous role on the level of knowledge of a secondary language and to a certain extent to the way that it affects our identity (Piller, 2002). Accordingly, if an individual is learning a language with motivation, that individual gets engaged in the process and perceives that knowledge as a benefit for the future, the level of assimilation of the language and it's cultural background will have a deeper impact on his/her identity. On the contrary, if the reasons to learn a secondary language are imposed and are deemed as useless, that language will have a very limited impact on the personal identity.

How Does Language as Medium of Instruction Relate to Discursive Identity Construction

Along with some studies related to language and identity mentioned in Literature Review, David and Tien's (2009) study in Malaysia included two groups of participants (Np 83 in each) of different age groups (30 and 145 years) who received education through Bahasa Melayu and English, respectively. The study showed that although both groups were patriotic and had a good sense of national identity, the sense of patriotism was stronger for the younger generation who received education through the national language, demonstrating the influence of MOI in one's sense of national belonging.

Although these studies have generated important insights into identity vis-à-vis MOI, they do not shed light on the contested nature of identity in the context of tensions between global and local languages as MOI and the politics of language and nationalism.

English- Is It Only A Tool of Colonization?

There is no denying that English as a language of imperialism has widespread social, cultural, educational and political effects (Phillipson, 1992, 1998). In post-colonial countries, such as Philippines (Tollefson, 2000), Nigeria, Tanzania, and Kenya (Bamgbose, 2003), India (Bhatt, 2005), or Sri Lanka (Canagarajah, 1999), English has been a major cause of tension and social division between the elite and the 'English-less masses'. Even in Bangladesh, English is segregating people into

groups and classes (Hamid & Baldauf Jr., 2011; Hussain, 2007; Sultana, 2003). However, while addressing this issue, it should be wrong to assert that firstly, English was always imposed on the colonized by the colonizer; secondly, language can be compartmentalized, for example, English for education and international communication and Bangla for national linguistic and cultural practices; and finally, the colonized are the non-agentive subjects ready to be subjugated.

The use of the concept 'English as the language of the colonizer' somewhat gives the feeling that English was forced onto the colonized by the colonizers. However, this concept is perhaps partially true. For example, English was not imposed on the colonized in the context of the Indian sub-continent. In this regard, the historical role played by Raja Ram Mohan Roy during the imperial period should be mentioned. A group of local Indians led by Raja Ram Mohan Roy first wanted English education in the Indian subcontinent for the masses from the viewpoint of instrumental motivation, i.e., learning more about the scientific and philosophical enlightenment of the West. The majority of the new middle class in the Indian subcontinent also wanted to learn English for utilitarian motive, i.e., a profitable career (Clark, 1956). Hence, Mazumder (1960 in Rahman, 2007, p. 70) states, "English education was introduced into this country, not by the British government but in spite of them". This also indicates that historically the purpose of English in the life of the colonized was epistemologically distinct and different and English was not considered as a threat to the local languages.

Even in Bangladesh today, people at the grass root level, contrary to the assumptions of the print media, in general do not consider English as a threat to Bangla (Erling, et al. 2012). Lin et al. (2002, p. 313) bring another dimension into light about the relationship of colonizer and colonized. They are quite rhetorical when they question—"Can we use the 'master's tools' to deconstruct the 'master's house'?" They, like Raja Ram Mohon Roy, believe that only by appropriate use of English, "the various essentialized, dichotic, Self-Other construction and the Anglo-centric knowledge-production mechanism" can be "rework[ed], reimagine[d] and destabilise[d]" (Lin, et al. 2002, p. 313). From this perceptive, Raja Ram Mohon Roy was not the "collaborator of colonialism" or subjugated by the colonizer, but he engaged with and resisted the forces of colonization (Paranjape, 2013, p. 14). Scholars and social activists like Raja Ram Mohon Roy and Gandhi in fact inspire us think about colonialism as a site of struggle.

In the current linguistic scenario of Bangladesh, English plays a significant role in different domains of life, such as in education, law, media, and the workplace. It has significant extrinsic and intrinsic values (S. Rahman, 2005, 2009; Sultana, 2003). The young generations are encouraged by their parents and educational institutions to develop competence in English in order to excel in their academic and professional life (Chowdhury, 2010). Even people in the rural areas feel the necessity of learning English for status, better life chances, and social mobility (Erling, et al. 2012). English is the compulsory foreign language in primary, secondary, and higher education in Bangladesh. It is also the most significant language of academic discourses at the tertiary level of education (Sultana, 2008), as the prescribed textbooks are mostly available in English (Rahman, 2007). There have been extensive research studies done on the significance of English in the education system, both secondary and tertiary. For example, Hamid and Baldauf Jr. (2011) address the pain and anguish of

rural primary school students who consider their school English teaching inadequate and feel themselves deprived and disadvantaged, as they cannot afford private English lessons. In an empirical study done on 115 university students in Bangladesh, Sultana (in press) shows that English as the medium of instruction is creating a complex web of relations among students' socialization in the academia, their participation in classroom activities, power negotiation, and identity. The symbolic revalorization of English (Giroux, 1981) is benefitting those students who have competence in English. There are also various donor-funded programmes that are working to improve the competence of English of students and teachers at the grass root level. To mention one is the DFID (Department for International Development, UK) funded £50 million worth project English in Action Bangladesh that intends to improve the English language skills of 25 million people through news, TV, radio, and mobile device materials, teacher training, and adult learning (DFID, 2012). Even the linguistic landscape, both in urban (Banu & Sussex, 2001b) and rural (Erling, et al. 2012) areas, is adorned with English on billboards, shop signs, and so on. Taking account of such a heightened priority of English in the life of young adults, to what extent is it justifiable to expect from them that they would have immense interest in Bangla or they would compartmentalize their languages according to domains, i.e., English for educational and professional purposes and Bangla for local social, cultural, and national activities? Therefore, a general comment, such as, 'the young adults are gullible to the language and culture of the colonizer', in fact does not appear to be a fruitful construct to address their aspirations, desires, pains and struggle in relation to English.

There are a plenty of research studies that show that individuals in post-colonial countries also defy the stereotypical image of the non-agentive colonized subjects and they use English to their benefits or to negotiate their desired altered identity. Vaish (2005, p. 187) shows how a disadvantageous urban poor community in India that has "historically been linguistically sub-alternised or disenfranchised" has improved life chances and is able to participate in the global economy because of English. For them, English is the "agent of decolonization". A self-identified lesbian in Delhi, India, establishes her altered sexuality in English. She embraces English as an appropriate medium for her expression of progressive sexuality. She rejects Hindi as she perceives it as backward and discriminatory in the way it indexes sex (Bucholtz & Hall, 2008). Thus English no longer belongs to the colonizers or to the superpowers. It is a 'heteroglossic language' appropriated by the non-English speakers of the world (Canagarajah, 1999). Hence, there is a necessity of understanding how the "postcolonial communities may find ways to negotiate, alter, and oppose political structures, and reconstruct their languages, cultures, identities to their advantage" (Canagarajah, 1999, p. 2). Canagarajah (1999) also suggests that we should not stick too stubbornly to our indigenous discourses, nor should we surrender unconditionally to English. When we do that we either conform to the stereotyped identities and image of post-colonial subjects or we become sponges of the colonizers' cultural values. Instead, we should break the dichotomic role. In other words, we should look into the linguistic hybridity of young adults in Bangladesh, i.e., language that evolves and emerges in creative and strategic and pragmatic mixture of Bangla and English, critically instead of critiquing it.

National Perspectives on Learning English Language as a Second Language

From the government point of view Bangla is the national-official language of Bangladesh and English is the most important foreign language. But in reality English is the second language of the country and in many places English is more important than Bangla in Bangladesh.

Constitution

About the language of the country the Bangladeshi constitution clearly states: "The state language of the Republic is [Bangla]" (Part I.3). In the constitution nothing is mentioned about the status of English. English is not mentioned as a second language or official language. But many important government documents are written both in Bangla and English. The parliament proceedings are kept into these two languages. When a government body organizes a fair then often the souvenir is published in English.

English in Law Court in Bangladesh

After Independence the government took the initiative to implement Bangla language in law court. As a result, now the lower courts carry out their activities in Bangla; but English is yet very influential in High Court and Supreme Court. If a lawyer wants to practice in Supreme Court then he must have a good command over English language. Many of the judges still give their verdicts in English language. It seems that this trend of using English will remain for the forcible future.

English in Education Sector in Bangladesh

Formal and institutionalized education system started in Bangladesh during the British rule. At that time Bangladesh was part of British India. There was a debate about the medium of education. Raja Rammohan Roy argued that the medium should be English rather than Sanskrit or Persian. During the British period the medium of education was largely in English. Calcutta University took an initiative in 1935 to introduce Bangla as a medium of education along with English. In Bangladesh the use of Bangla in college level started in the 1960s. Now students can answer in the examinations in Bangla or English. In the college level and university level after 1971 the government tried to patronize Bangla and implement it by replacing English in the education sector. In our general education system English has equal if not more importance than Bangla. In our education system English is really the second language as all the students have to study it as a compulsory subject for twelve years.

English and Administration

During the language movement the people of Bangladesh were afraid that if Urdu was established as the State Language of Pakistan, then all the government activities would be carried out in Urdu and our people would suffer. As a result of the language movement, the Pakistani Regime kept on carrying out government activities in English language. After Bangladesh became independent the government of Awami League decided to replace English with Bangla in administrative works but after the death of Sheikh Mujib this process came to a halt and English continued to remain as the dominant language. During the rule of Ershad, Bangla Procholon Aeen of 1987 was created and implemented. From that time English started to lose its significance in administration. However, it has to be mentioned that all the international communication of Bangladesh government is carried out through English.

English in Economic Activities

The economy of Bangladesh, to a considerable extent, is dependent on foreign aids and export of some common items like readymade garments, jute, tea, fish etc and also we import a lot of things. Bangladesh is not self-sufficient economically. Trading is more popular than production. Trading requires constant communication with foreign companies. Many of the companies who are involved in trading have to use English in dealing with foreigners. So it is clear that English is the dominant language in our economic activities.

Comparison of English with Foreign Languages like French, German, and Farsi

French and German have become very popular for economic reasons in our country. Learning these languages help us to increase our possibility to get a UN job. Learning French is also helpful for getting immigration to Canada. Also there are good facilities to learn these languages in Dhaka University, Alliance Francaise, and Goethe Institute. Recently, the English Institute of North South University has introduced French course. On the other hand during the Muslim reign, Farsi was the language of the Royal administration and law court in Bangladesh. At present, a student can attend Farsi course for one semester by just paying Tk. 250 in Iran Cultural Center but there are not many students who are interested to learn Farsi, French, and German. On the other hand, hundreds of students each year appear for TOEFL and IELTS exams in English language.

From the discussion so far there is no doubt that English is the second language of Bangladesh but this reality is not reflected in our constitution. Officially Bangladesh is not known as an ESL country to the outside world. So Bangladesh should be declared as an ESL country by the government without any delay. We learn English not because we like Shakespeare or Dickens. We learn English out of our everyday necessities.

Bangladeshi Identity- Is It Only A Linguistic Phenomenon?

In the discourses of print media, the notion of Bangla and Bangladeshi identity and nationalism usually are represented together, entwined, as if the Bangladeshi identity were conceptualized with a reference to Bangla. Underlying this assumption is the view that identity is only a linguistic phenomenon and that individuals become members of a certain community and perform their identities through language. However, "the construction of self [identity] is a more complex operation than 'simply' making the right lexical, syntactic, and phonological choices" (Davies 2005, p. 560). It is not only a linguistic phenomenon, but also an individual and a social phenomenon.

The notion of one big Bangladeshi speech community with explicit reference to standard Bangla denies the role of individual agency, individual style in language use, and multiplicity and fluidity of individual identities. The collective Bangladeshi identity is also inappropriate and inadequate because it does not address individual and social parameters, such as, class, socioeconomic and educational background, or gender (Hall, 1993; Block, 2007). In this regard, West's (1992) definition of identity seems appropriate. According to him, people's sense of their own identity is closely linked with material resources. "For identity is about bodies, land, labor, and instrument of production. It's about the distribution of resources" (West, 1992, p. 21). Consequently, in any discussion on language and identity, the point of reference

should not be the language or community, a "linguistic utopia" but the social mechanism that causes language variations and identity formation (Canagarajah, 2007, p. 235). Therefore, rather than critiquing the younger generations for their language and identification, it is important to look at the social dimensions that impact on the way they speak or the subject positions that they negotiate for themselves.

Here it should also be mentioned that identity is not only about language, nationality, culture, or ethnicity. There are other semiotic resources that individuals use, such as dress, body movement, hairstyle, makeup, accessories, separate territories in school and hangouts, or different taste in music to perform specific identity (Block, 2007; Bucholtz, 2004; Ibrahim, 2003; Rampton, 2003). Eckert and McConnell-Ginet (1995), for example, mention about the new and growing young elite in Beijing, referred to as Chinese Yuppies, who prefer to demonstrate a life style through a distinct speech, consumption of home furnishing, clothing, toys, and leisure activities. Therefore, by focusing only on language, the multimodality in identity performances of young adults may not be understood. Specifically in the context of the present world, identities are always changing and are always in flux. That is why Bauman (2001, p.129) suggests to replace the term 'identity', "inherited or acquired" with 'identification', which from his point of view, has more of the essence of the "realties of the globalizing world", "a never-ending, always incomplete, unfinished and open-ended activity in which we all, by necessity or by choice, are engaged". Therefore, it is high time we think about Bangladeshi identity as a process, always emerging anew, and not a product, always decipherable from Bangla, Bangladeshi culture, or Bangladeshi nationalism.

In addition, the popular discourses encourage some form of relatively fixed pristine *Bangali* identity occupied by the Bangladeshis by virtue of their mother tongue. This kind of prescriptive definition minimizes the role of contradictions, struggle, dis-identification, and identification in individuals' sense of being. For example, a female graduate from the English department in a university may feel liberated when she thinks herself in terms of western feminism and may deliberately distance herself from the Bangladeshi female identity in her discourses. She may feel Bangladeshi to the core when she puts on red and white *jaamdanisari* (traditional garment worn by women usually on the first day of Bangla New year), colourful glass bangles, clay-made accessories, flowers on her hair, and a red *tip* (a decorative piece worn by women in the middle of the forehead between the eyebrows) and attends the New Year celebration at Ramna Botomul[vi]. A Chakma-speaking Bangladeshi may feel Bangladeshi when he travels abroad and represents himself to the world. However, the same person may negotiate different subject position in front of the Parliament House, Bangladesh when he attends a demonstration in favor of Chakma constitutional rights. These contradictory and conflicted negotiated subject positions and performances of identity cannot be addressed with a deterministic language and community based notion of identity.

English and the Sense of a Global Identity

When it comes to specific L2, we find that the English language has become the most important one by large in terms of geographical distribution of speakers. Though English is only the third language when it comes to native speakers (350 million) against Spanish (358 million) and Mandarin (800 million) (Ethnologue, 2009), if we add second-language speakers and those who learn the language as a foreign

language, English, with 900 million speakers, rises to the second position only topped by Mandarin with 1151. However, since only 18% of the Mandarin speakers are non-Chinese speakers, and 62% of the English speakers are not native-speakers (L2) and it is spoken in more than 123 countries in the world, we can draw the conclusion that English has become the current de facto language of the world. Actually, English has become the current lingua franca of international business, science, technology and aviation (Ding & Saunders, 2006). A lingua franca, originally Italian for "Frankish language", is a language systematically used to communicate between persons not sharing mother tongue, in particular when it is a third language, distinct from both persons' mother tongues (Wikipedia Â). Hence, a lingua franca can be thought of as something as a bridge language between different nationalities.

However it is not the purpose of this paper to study the historical reasons that have led to the current situation. Due to the falling power and cultural influence of China in East Asia any aspiring Chinese businessman will learn English as it is already well established as the international business language (Ku & Zussman, 2010). As such English is incontestably the global lingua franca of the current era of globalization (Ding & Saunders, 2006). The reasons are various and originate from the colonialism of the British Empire to the standardization and spreading of American entertainment and IT industry.

The IT revolution with new means for communication, emerging world markets, outsourcing of production to other countries, and common currencies such as the Euro are all contributing to the globalization of the world (Kilbourne, 2002). If the industrialization characterized the 18th and 19th century of the western world, globalization is the trait of today. As such it marks a major turning point in human history as large parts of our daily life are affected to some extent. Activities such as reading the morning news in the wall street journal, taking your Asian eco friendly hybrid to work, the coffee break Skype conversation with your family on the other side of the globe, are all increasing globalization. The force of globalization increases the speed of information and also the need for a common language, a lingua franca (Kilbourne, 2002). As stated above, English is now more or less seen as the lingua franca of the world. A result of this is that new generations being grown up are learning English in order to enable themselves to communicate with a large part of the human population. By learning this unified language people enhance their possibilities to get a job and pursue their career interests. While these are quite straightforward logical arguments, it is easy to understand the practical effects of learning English as a complement to the mother tongue. However researching more abstract matters such as the effects on the personal identity when learning a lingua franca is not that clear and should therefore be an interesting area for discussion and reflection.

In fact, an identity is crucial for humans to exist as social creatures (Fenwick, 1991). Networks of mutual interest affect the development of one's identity. As identity often is referred to as including or excluding, being part of or standing outside a network of mutual interest, will play an important role in forming a person's identity. Globalization undermines the feeling of belonging to a certain group, as such globalization is suggested to weaken the identity of state members (Fenwick, 1991). State of confusion and lack of belonging are common problems often related to identity and globalization.

Concepts like Global Citizenship or Global Identity are difficult to tell apart, though generally Global Citizenship tends to refer to the existence and influence of transitional activists seeking new institutional forms in an interdependent world with active political, social, environmental and economic interests (Lagos T. G., 2002). Global Identity is a concept tied to a globalized work environment or organizational framework that finds in its multicultural background the social glue that connects them together (Shokef-Erez, 2006). The vehicular language of this new global multicultural work environment is English. Thus, English becomes the common denominator that binds members of multicultural teams, generating a personal sense of belonging to a specific group where cultural background is normally diverse.

And it is at this point where English becomes deprived of its own particular cultural references (British/American) and it is used as a communicational tool that allows millions of people to communicate and at the same time serves as the foundation for a new and shared global identity.

Conclusion

The global spread of English and the discourses of English and globalization (e.g., Crystal, 1997) in a text-saturated social order have led to an extraordinary emphasis being placed on the linguistic capital of English for individual and social mobility (Tsui and Tollefson, 2007; Hamid, 2010). While the role of discourse and the discursive construction of identity as a kind of "fight for words" (Brown and Ganguly, 2003; Lin, 2008) cannot be denied, it should be asserted that at the heart of such struggles are social and material issues, which fall along linguistic/discursive lines. In this paper, we have discussed the role that language has over identity, even though the concept of identity is not a closed one. However, the importance of language when it comes to shape a particular identity drops when we talk about a second language or a foreign language. We have stated that Second Language Acquisition is affected by the motivations of the learner to start speaking a particular second language (L2).

Once reached the conclusion that English is the most multicultural disperse L2 in the world (62% of its speakers are non-native speakers in more than 123 countries) and that it is the current global lingua franca, we have discovered that our personal reasons and motivations vary completely depending on the countries we come from as well as the learning of English as a second language within the structure of schooling and impact of the language in our respective societies. For instance, Pakistan, India and Bangladesh, all countries that were ruled by the British under the colonialism era, still have a strong cultural background that sets English as a vehicular language on all three countries, especially due to the multiple amounts of languages that are native to each country.

This is why, we come to realize that even though we can actually learn a second language without having a deep impact on our identities, the acquisition of a language that connects us with such a large number of international speakers, regardless of their cultural background, helps to create a new identity that connects us with the global community by the sole link of language. We only need to be able to communicate with each other to enter into a new group, a worldwide group that, though doesn't have a large set of common attributes, is able to do things together, build up a sense of camaraderie and makes us feel that we belong to something bigger than our countries, as citizens of the world. We develop a global identity with just the knowledge of one

common language. Our final realization is that we find how language, culture and identity are complemented by each other, but that there is room for learning a language without having to subscribe to its identity, and that identities, as something individual and linked to our own personal cultures, is something we choose for ourselves. Thus, the use of a newly acquired language like English helps us access to a grander culture, one shared by many millions, with the only link of communication; something that to us, is enough to create a sense of global identity.

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Acknowledgement

ELT in Bangladesh: An Overview Featuring the Existing Issues Concerning English Language Teaching

Aminul Islam[*]

Abstract

This paper makes a glimpse on ELT in Bangladesh highlighting largely on the varied perspectives of English Language Teaching in the country. While preparing this paper, a sketch has been chiefly drawn on its salient features depicting the existing issues in this arena. In the entire progression of the paper, an attempt has been taken to sort out the present context of teaching English in Bangladesh keeping an attachment with its earlier ones. This article is, too, an indicator of the current flow of ELT in the country. A set of suggestions has been added at the ending portion of the paper to disseminate the featured issues for further development of ELT in Bangladesh.

Keywords: ELT, Bangladesh, Emergence, Perspectives, *lingua franca*, Syllabus, Testing, ELT Experts, Research, BELTA

Introduction

English as a language is always a major concern to every sector in Bangladesh. For this reason, English has rightly attained the second language position in the country. Therefore, teaching and learning English from the past is always a part of the country's syllabi. With the passages of time, English Language Teaching in the country has got a new dimension. It is getting more upgraded and advanced day by day considering the current issues in teaching and learning English.

ELT: The Term in Teaching

ELT is an abbreviated form for English Language Teaching. This is basically the teaching of English as a language to speakers of other languages, to whom English is not their native language. English as a second or foreign language is the use of English by speakers with different native languages all over the world. Instructions for English language learners are also known as:

English as a Second Language (ESL)
- English as a Foreign Language (EFL)
- English as an Additional Language (EAL)
- English for Speakers of Other Languages (ESOL)

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English as a Second Language (ESL) is often used for non-native English speakers learning English in a country where English is commonly spoken. English as a Foreign Language (EFL) is used for non-native English speakers learning English in a country where English is not commonly spoken. English as an Additional Language (EAL) is designed to improve students' general proficiency in the English language. There is an emphasis on communication, comprehension, analysis, and text creation. ESOL, or English for Speakers of Other Languages, is designed to assist learners developing their reading, writing, listening and speaking in English.[1]

Studying ELT: The Reasons

There exist some obvious reasons behind studying ELT globally. Teaching with the advancement of the science and technology has become more scientific, prolific and pragmatic. Researchers and educationists are making their continuous attempts to shape English Language Teaching as a standard one in teaching; that is, of course, at the same time scientific, time consuming and the easiest one in learning and teaching process.[2] Some prominent reasons for studying ELT are as follows:

- An upsurge global demand for English language
- Teachers' guideline in teaching
- Finding the scientific rhythms in teaching and learning
- Learners' pragmatic participation in learning the language
- Working out with the linguistics phenomenon and enriching the language
- Producing ELT experts
- Developing research works in the field

The Emergence of ELT: International Perspectives

With the current flow of the world from the linguistic perspectives, English is, for sure, the most productive and dominant language of the globe. There will hardly be any country in the world not knowing English language of current times. It is now a major language all over the world. But it is, for sure, not in a position like this in a day. Many years have passed away in the history for the establishment of English language. English is still taking the most powerful language flag of the globe in the field of language. There is always an attraction of international community for English. Those who speak English are alright with it with their love for the language; but those who are not in touch with English are, too, in the process of gaining this language willingly or unwillingly.[3] The uprising demand for English does actually pave the way smoother for the emergence of English Language Teaching (ELT) globally. Countries all over the world use English. They need to learn the language in a systematic way. Hence, the field of ELT is getting much wider day by day. Countries like India where English is not their major language uses it as a *lingua franca* or a language that is adopted as a common language between speakers whose native languages are different. Or the countries like Bangladesh where almost everyone knows Bangla yet they need to learn English for international communication, business, education and official dealing. ELT does, therefore, pay a wholehearted tribute to all existing communities.

The Place of English: As a Language in Bangladesh

Most of the Bangladeshis use Bangla as their major language in their day to day conversations and also for their business and official dealings across the country. English is here regarded as the second official language besides the native Bangla language. Bangladesh has its glorious history for the language. The country sacrificed

some sacred souls for the sake of Bangla language in the Language Movement of 1952 against the then oppressive rulers of West Pakistan. There, too, exist some tribal languages in Bangladesh. But they are of very restricted in use. Tribes also use the Bangla language in their daily dealings. But the place for English is so high considering the global pursuit of the language. For the communication purposes to the international community, English is always a greater concern in Bangladesh. As the country's higher education is solely in English, the English language is of a great need for teaching and instructing in the country correctly. There is always a high demand for English knowing people in every sector of the country. Government has set English as a compulsory in many courses existing from primary to the tertiary of country's entire education. Corporate world or the global business community does always seek a guy who knows English very well. The existing English dailies in Bangladesh also put a tremendous impact for exploring English in the country. The common people also bear a craze for learning English language properly. In fact, English is a sort of elite language in the country.

ELT in Bangladesh: Its Legacy & the Present Perspectives

The people of Bangladesh bear their glorious past with English especially in the field of the use of English language. They have a very smooth attachment with English since British period. English Language Teaching can be classified into the following categories in the country:

1. British Ruled Bangladesh

Bangladesh was a part of Great Britain in history of the country. East India Company flourished the English language to Indian sub-continent. Bangladesh was in a direct touch with the British Empire. Therefore, the countrymen in English were a kind of well-off in English. The English knowing people in the country from that period had a great impact on every sector. It is a legacy or part of a colonial attachment from where English Language Teaching in the country put a starred mark in the history of country's education. Before Separation of 1947, the medium of teaching and learning was solely in English in the country. The educated fellows practised English language in every sector of the country.[4] Therefore, the existing English environment in the country was much more co-operative and smooth. Teachers used basically Grammar Translation (GT) method in forming basic linguistic patterns of students in the country. As people were bound to go through English all through their academic and official life, the total environment for teaching and learning English was much more developed. British ruled Bangladesh had a great participation from the commons in teaching and learning English.[5] The country had natives as teachers of English at different levels. Today the number is a very few considering that of the previous.

2. Pakistan Ruled Bangladesh

After the Separation of 1947, Bangladesh became a part of Pakistan. Then the country of Bangladesh was called as East Pakistan. There had a serious clash between East and West Pakistan in forming their state language. As there had no common language in them, English again took the place of both as their common official language. In Pakistan times, Bangladesh experienced a lot of hindrances in every sector. They were deprived of so many facilities and opportunities in the country as their basic human rights as common citizens in the country. They were deprived of so many facilities and opportunities in the country as their basic human rights as

common citizens in the country.[6] Ultimately, Bangladesh achieved their independence from Pakistan in the year 1971. In Pakistan times, the educated or even fairly educated people had to use English language for official, professional, educational purposes and the likings. Learning English was a compulsory of that time. Even at that time, the country had native English people as teachers at tertiary level of education. It made English teaching amusing to many learners of that time.

3. In Bangladesh Times

Bangladesh after 1971 implemented several ideologies to set their goals in the field of English education. The main stream of the country was always in touch of Bangla in using it at every sector in the country. In fact, a kind of damage in the field of English was seriously noticed at that time. People became a bit less connected with English like of their earlier two times (British and Pakistan times). Even at one point, English or the English Language Teaching in the country at the tertiary level became selective or optional from a compulsory stage. Very soon the country experienced a sort of immaturity in the field of English. English again came back as a compulsory from realizing the global needs of the country.[7] In Bangladesh times, English has got the real flavour in teaching and learning the language. With the modifications of science and technology, English is getting more updated and productive in the country.

ELT Scenarios: Bangladesh Perspectives

The true scenario of ELT in Bangladesh becomes more obvious when one pays a close look to the following sub-sections. They are mentioned in the following discussion in four categories:

1. ELT in 1970s

This is the time that is prominently called the very first decade of Bangladesh just after the Liberation War. The country achieved their freedom from the then mighty Pakistan. The country had a heart for Bangla; therefore, they realized that in every sector of the country there would be no other languages except Bangla. This is the decade when English type writers and key-boards were brutally broken just to establish Bangla language at every sector of the country. This time just after the Liberation of Bangladesh, university's English key-boards and type writers were ruined quite agitatedly. In fact, the colonial exposure and the bitter treatments of oppressive the then Pakistan rulers in every sector, the Bengali community seriously felt the pulse of the mass to implement their ideologies implemented like that. During this time, the scenario was not in a complete mood for the proper exposure of English language in Bangladesh.[8]

2. ELT in 1980s

Just after following the legacies of past decades in 1980s, English experienced a disastrous outlook in the history of the country. This time English was an obligatory in the Department of English at universities only for the departmental higher studies in English. Others had the right to take English as an optional one. ELT in the country was about to turn into a new shape in the next decade and it is now in a good noteworthy shape from the legacy of 1980s.

3. ELT in 1990s

As the condition of the commons in using English was a bit shaky from the experience of earlier decades, Bangladesh again implemented English as a compulsory. ELT in the country exposed basically through literary texts; common and basic grammar and translations were the assisting guns in this regard. This decade was indeed a prolific decade in the history of Bangladesh for the proper exposure of English language in the country.

4. ELT after 2000

A drastic change in ELT came after 2000 in the country. People are getting familiar with the idea of Communicative Language Teaching (CLT) in their English language teaching and learning. Day by day global exposure of ELT becomes a part of the country's education system. Universities are producing experts in ELT. English Language Teaching is now a more systematized, more authorized and smooth teaching. Technological and logistic support in favour of ELT has made it more beneficial to all. Bangladesh is experiencing quality English Language Teaching partially. As the experts are not yet in large numbers in this field or they are insufficient in numbers, the country is yet to attain its goal properly in ELT. The country needs more ELT experts.

English in the National Curriculum: An Obligatory

English is always a major part of National Curriculum and Textbook Board (NCTB). NCTB is the apex body for developing and revising English national curriculum for Pre-primary, Primary, Secondary and Higher Secondary as well as developing and refining English textbooks and teaching learning materials based on the national curriculum. NCTB is the central authority for Secondary School Certificate (SSC) & Higher Secondary Certificate (HSC) in the country. NCTB maintains English as a compulsory subject in Paper-I from Class I to Class V. It also covers the compulsory English from Class VI to Class XII in two papers: Paper-I & Paper-II.[9]

UGC: The Authority of English at Tertiary Level

University Grants Commission (UGC) of Bangladesh is the statutory apex body in the field of higher education in Bangladesh that controls the tertiary level education in the country. UGC supervises, maintains, promotes and coordinates university education in Bangladesh. It is also responsible for maintaining standard and qualitative English in all the public and private universities in Bangladesh. University Grants Commission (UGC) of Bangladesh assesses the requisites of the public universities in terms of funding and functions as a body of the Government in various issues related to higher education in Bangladesh. UGC is a very strict govt. institution in the country for maintaining standard and quality teaching and learning at higher level in Bangladesh.[10]

Educational Institutions in Bangladesh: Government & Non-Government Institutes

In Bangladesh both govt. and non-govt. institutions aim to impart quality English Language Teaching in the following four categories:

1. Primary

Ministry of Primary and Mass Education controls the primary school teaching in the country. English as a compulsory course is treated here from Class I to Class V.

Both the Govt. and Non-Govt. Primary Schools are bound to impart English lessons in curriculum.

2. Secondary

English as a compulsory course is, too, treated here from Class VI to Class X in two compulsory papers. Both the Govt. and Non-Govt. High Schools are also bound to impart English lessons in curriculum. Communicative Language Teaching (CLT) is an assisting tool here in attaining SSC degree.

3. Higher Secondary

Higher Secondary is basically a concern regarding both the Govt. and Non-Govt. Colleges in the country for the HSC degrees. Both the Govt. and Non-Govt. Colleges are also bound to impart English lessons in English. Like SSC, Communicative Language Teaching (CLT) is an assisting tool here in attaining Higher Secondary School certificate (HSC). HSC students are advanced level learners in English considering the British standard 'A level' students of English medium schools.

4. Tertiary

English at tertiary level solely depends on the monitoring policy of UGC in Bangladesh. It is the supreme govt. authority that controls English at tertiary level of Bangladesh under a direct control of Ministry of Education, Bangladesh. The medium of instruction for teaching English is English here at tertiary level in Bangladesh. Teaching English at tertiary level is basically based on literature and linguistics. Reading literary texts besides language and linguistics helps learners to become a proper graduate in English in the departments of universities in Bangladesh.

The Emergence of English Medium Schools: ELT Perspectives in Bangladesh

Bangladesh is now very well flourished with different English medium schools all through the country. Guardians and advanced children in the country are always in a very good connection with English medium schools. British standard 'O level' and 'A level' are, for sure, a pioneering brooding hub of teaching English in the country. In recent times, the emergence of English medium schools in the country is due its global demand and systematic pursuit of teaching in the country.

The Existing English Versions in Bangladesh: A Concern of NCTB

NCTB does provide English versions in teaching English all over the country. Books from elementary to higher secondary are purely published from time to time on a regular basis via NCTB.[11]

Learner's Quality: At Different Levels
- Primary English learners in the country are not competent enough in the village areas comparing with the urban learners of English.
- Secondary school level learners of English do share a mixed stature in this arena. Students of rural areas are a bit shaky here comparing with the urban learners of English.
- Tertiary students having a lack at their primary and secondary level suffer the worst in learning English language.

Teaching Materials: The Assisting Tools
Teaching materials are not so rich everywhere considering the global context of teaching English in the country. Only university students in the country do get their standard qualitative books as materials. The existing materials are not up to the mark in schools and colleges of Bangladesh. English medium schools in the country do follow standard qualitative materials in teaching English.

Syllabus: The Guideline for ELT
There is always a certain syllabus in ELT as a guideline at every sector of the country. From Class I to Class XII, it is chiefly controlled by National Curriculum and Textbook Board. And for higher studies ELT syllabus, it is controlled by University Grants Commission.

Testing Systems in ELT: The Assessment
Testing system in the country is basically based on writing format. Students or learners can engage their reading and writing potentials through this testing system. But a kind of lack is always there regarding their listening and speaking. Up to HSC examination, there is rarely any scope for an appropriate listening or speaking test in the country. But in tertiary there are a very few mainstream universities of country do take their listening and speaking tests in English Language and Literature testing. Private universities take a great care of English listening and speaking skills besides other existing skills i.e. English reading and writing skills.

Teachers of English at Different Level: Their Qualifications

1. Primary
Teachers in teaching English at elementary level in Bangladesh are not from English background in most cases. They, therefore, are not very up to the mark in teaching English in a systematic way. So, the elementary learners do lack a lot at their starting.

2. Secondary
Teachers engaged in teaching English at secondary level in Bangladesh are not yet all from English background. Those who are fairly fine in teaching English and those who have subsidiary training in teaching English are assigned in teaching English in most secondary schools. English graduates are not so high in number here. Therefore, teachers are not so sound or not up to the mark in teaching English in a systematic way. So, the secondary learners too do lack a lot at their middle.

3. Higher Secondary
Teachers in teaching English at Higher Secondary or colleges are of English background. They have their qualitative knowledge in teaching English.

4. Tertiary
Teachers in teaching English at tertiary or universities are best of all. They are the highest and the peak of teaching English in the country. Qualitative teaching is always there in all govt., private, national and international universities in Bangladesh. The teachers are highly qualified and experts in the field.

ELT Experts in Bangladesh: The Experts from Universities

English departments and institutes in Bangladesh are producing qualitative English graduates every year who are rightly having their successes in their professional life at every sector of the country.

Research Scopes in ELT: Bangladesh Arena

Currently scopes for development in the research in ELT have been advanced higher. Teachers in the countries especially who are at tertiary level are engaging themselves in numerous research works both nationally and internationally. The provided funds for research from the universities are not adequate for the proper support of their research works in most cases. Yet a kind of drastic change in this field is, for sure, about to come in the recent years. Currently, government is taking timely effective initiatives for promoting research works in the country.

BELTA: The Association of English Teachers

Bangladesh English Language Teachers Association, popularly known as BELTA provides a robust direction to the English Language Teaching community through its various programmes, particularly at the grassroots level in the country. BELTA's Mission is to link, support and develop English Language Teaching professionals throughout the country— leading to improve teaching or learning and subsequent capacity building at all levels. [12]

International ELT Organizations: Their Contribution for English in Bangladesh

English language is globally treated by different international organizations all over the world. The International English Language Testing System (IELTS), an international standardized test of English language proficiency for non-native English language speakers is jointly managed by the British Council, IDP: IELTS Australia and Cambridge English Language Assessment. IELTS was established in 1989. IELTS is one of the major English-language tests in the world, others being the TOEFL, TOEIC and OPI/OPIc. IELTS is accepted by most Australian, British, Canadian and New Zealand academic institutions, by over 3,000 academic institutions in the United States, and by various professional organizations across the world. In Bangladesh, these organizations are too active and are contributing a lot in English Language Teaching and testing.

Underlying Problems: The Hindrances in ELT

The problems are many. But a few major ones are as follows:

- The main problem is with the teachers. Quality English teachers are rare in the schools in Bangladesh.
- English graduates are not interested in teaching at primary and secondary schools.
- The environment for teaching English in the country is not parallel always at every level.
- Teachers are not paid enough.
- Students are not getting there listening and speaking test support properly.
- Classroom is not fairly equipped everywhere.
- Language lab is unavailable at schools and colleges.
- Seminars and conferences are only confined with the tertiary.

- Bloom's Taxonomy is not followed accordingly. Bloom's taxonomy is a set of three hierarchical models used to classify educational learning objectives into levels of complexity and specificity. The three lists cover the learning objectives in cognitive, affective and sensory domains (*Wikipedia*).

Scopes for Development: Suggestions & Recommendations

Timely actions are a crying need. If the following issues are taken into proper considerations, then the teaching of English will be more effective in the country. The issues are:

o English teachers should be from English background at elementary and secondary.
o English graduates are needed to be given a mandatory internship for two years in teaching at all levels. They can have a six months internship at schools and colleges for first year. Next year, they are supposed to be given the task of teaching at different universities in the country. Govt. must pay the interns accordingly.
o Govt. should initiate exchanging English interns with neighboring countries.
o The environment for teaching English in the country is to be parallel always at every level.
o Teachers must have a standard earning so that the meritorious ones can survive in the profession with honor and dignity.
o Emphasis on listening and speaking testing is a timely need now.
o Fairly equipped ELT classroom should be everywhere.
o Language lab is to be there at school and colleges.
o Seminars and conferences are also to be with the elementary and secondary institutions.
o Bloom's Taxonomy is to be followed accordingly.
o ELT research funds should be more supportive.

Conclusion

Currently, ELT in Bangladesh is going on with its full-fledged waves. Despite being a developing country with obvious limitations Bangladesh has showed its sure successes in teaching the language at her best. The addressed issues as mentioned earlier are to be taken under great care of. If things go on well like this by adopting right policies for the flourish of ELT in Bangladesh, the country will surely set a model for practising ELT to other non-native English users.

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Nature and Implications of Advertisement Language and Slogans: A Survey

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Abstract:

In the industrial arena, advertising is an influential tool to inform the consumers' community to inform about any new products and its particular uses. In fact without advertisement, people hardly could come to know about its existence in the range of product and thus end up not knowing their options and choices. Hence, it could be naturally used as a powerful mechanism to disseminate positive information both for buyers, entrepreneurs and industrialists to help with the critical decision. However, companies these days manipulate and misguide with the exaggerated and irrelevant pieces of advertisements in order to increase the volume of sales. To achieve this objective, companies make use of sensual, irrelevant slogans and visual contents in advertising now more than ever. At present, almost every product is presented in a vulgar or irrelevant way to draw consumers' attention towards it. This paper is an empirical survey where 206 advertising samples are analysed to show the occupied space by the sensual and irrelevant advertisements in the media landscape. The findings show that the irrelevant elements in any form of advertisements are more than seventy percent which is much beyond the accepted level. Finally, the paper recommends some pragmatic suggestions in order to bring about a qualitative change in the current practices of commercial advertising phenomenon.

Keywords: Advertising, Advertisement, Slogan, Sensual, Irrelevant and Information

Introduction

In the business world, advertising is an essential marketing communication which actively encourages and promotes consumer culture by persuading target audiences. The principal motive of a commercial is to influence consumer choices and purchase habit in terms of a commercial offering often forgetting the ideal function of advertising. According to Romanko (2014), "Advertising is aubiquitous and powerful tool of persuasion. It can be found in numerous forms, such as billboards, flyers, trailers, sky-writings, sandwich boards, brochures, logos, and viral videos."

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The American Heritage Dictionary says that the advertising is—"The activity of attracting public attention to a product or business, as by paid announcements in the print, broadcast, or electronic media." Despite the consequences that propaganda for products may bring about, there is an imposing power, which is able to manipulate the consumer; an invisible voice of advertisement advocates, motivates, and deeply embeds into people's minds. Commercial advertisers mostly take resort in branding with an ultimate objective in mind, i.e. to increase the consumption of their products or services which subsequently help generate more money and other associated gain.

Modern advertising was created with the innovative techniques introduced with tobacco advertising in the 1920s, most significantly with the campaigns of Edward Bernays, which is often considered as the founder of modern, Madison Avenue advertising. People of all over the world are bombarded daily with an increasing number of advertising messages, whether on television, radio, print or posters. The main purpose of advertising is to make a product popular among consumers. But at present to reach their goal many companies represent their products in an irrelevant, sensual or even in a vulgar way. Today many advertisements are embellished with vulgarity as if it were a tool of persuasion to draw attention to a particular item for consumption and it is considered to be one of the most influential tools of marketers and especially for advertisers. The purpose of this paper is to analyse how deep vulgarity, irrelevancy and sensuality have reached in advertisements.

The Aims of Research

The aim of practical research analysis is to determine the use rate of sensual connotations and irrelevant rhetoric of advertisements and slogans of modern advertisements. In doing so, it actually proves the hypothesis that the overwhelming percentages of misguiding affecting factors blur the fundamental communication of advertising.

Research Questions

The research aims to answer the following questions:
- To what extent do television and billboards portray sensual images?
- To what extent are music, jingle and dance tinged with irrelevance and sensual information?
- To what extent do advertising slogans convey erotic messages?

Statement of the Research Problem

Advertising has strayed far from its basic and traditional mainstream ethical concern and its ideological framework by portraying overpowering fraction of unrelated bodily images and inappropriately exaggerated content. Current trend of advertising could be viewed as intrusive and environmental and its effects as inescapable and profound. The researchers of this project believe that it is deliberately reinforcing materialism, irrationality, anxiety, social competitiveness and sexual preoccupation, which is highly undesirable.

Justification of the Study

The primary rationale of this survey is to specifically quantify exactly how much of advertising communication is clouded by the present trend of excessive use of carnal and extraneous elements. We have already seen in the literature review that

some articles have identified too many objectionable aspects of advertisements. However, none actually tried to show the exact percentage of erotic messages conveyed by advertising texts. Hence, this paper will contribute to the understanding of the nature and implications of advertising discourse and unambiguous proportion of irrelevant and sexual information. Besides, it seeks to understand the role of advertising, how it affects the stereotypes and how advertising communicates its purposes to the large body of audience. The results of the research carried out in this paper may also serve as a basis for further studies that aim to investigate the regularities in the use of the advertising content, slogans and its effectiveness.

Literature Review

"Advertisement" works as a connecting thread between producer and consumer. Industrialization and expansion of market access are giving rise to the importance of advertisement in the modern society. But at present it goes beyond the truth and tradition, and mostly portrays obscene, irrelevant acts, dance, and sensuality which are unnecessary and undesirable.

Many researches have been done on this issue over the time. Several articles and researches on advertisement are studied to have a better insight in the field. Traditional advertisements used to focus more on transmitting factual content and knowledge about a product value than on conveying exaggerated information to unethically propelled people to channel their consumer habits to a desired and planned direction.

From the very beginning of its existence, advertising was used to introduce and promote goods, events, and even people. The function of language in advertising is to express feelings, offer advice, inform and persuade, describe or create. Advertising is sometimes considered as a way of educating people and stimulating them for new experiences and personal fulfillment.

"Advertising also encompasses a range of promotional activities, from paid-for mass-media promotion to public relations, sponsorship and sales promotion". Brierley (2005) maintained that advertising objectives tend to create awareness, change attitudes, etc., whereas marketing objectives tend to increase sales and profits.

Jones in Robert (2007) states that "...the selling message must be unmistakable" (2002:36). Armstrong & Kotler see the objective of advertising as being to "… inform, persuade, or remind" (2007:371).

Advertising has become a force that affects our lives on a daily basis. As a globally-present and effective type of communication it is also likely to act as a powerful force to alter the way they see themselves and the world around them. This group of advertisements stresses manipulative sides of advertisements.

As Dyer (1995) points out, "Advertising has become more and more involved in the manipulation of social values and attitudes, and less concerned with the communication of essential information about goods and services".

Cook (1992) mentioned a few objectives of advertising in relation to its context and viewer, such as to "amuse, inform, misinform, worry or warn" (p. 10). He

continued on the purpose of advertising and reinforced that it deviates from representation of true fact and takes "refuges in the arena of persuasion" (p. 9).

Vestergaard and Schroeder (1985) observed to this point that in creating these additional values advertiser tend to look away from the material use value of the product and instead of making claims, real or exaggerated, about the primary use value of the product. He means that advertisers should not only inform their audiences about the products, but also stimulate ideas among them as well as develop their curiosity and interests through creating new meanings from the advertised commodity.

Tom Richert, a professor from University of Georgia and his colleagues analyzed 3,232 ads between 1983 and 2003. They found that half of these ads involve sensuality (dressing sensually, intimacy, sensual imagery).

Depictions of men and women are often stylized as symbolic representations of sexual fantasies and unreal stereotypes. (Dyer 1982, p. 92)

About the effectiveness of advertised products, Cook (1982) affirmed that it is soft-sell advertising that largely inclines to propagate deceptive assertion by exploiting the visual connotation of images (p. 15).

Crook (2003) indicated in terms of sex and sexual image as catchy and attractive. They draw viewers' attention and they add entertaining value to advertising. He stresses, "Perhaps a covertly communicated sexual interpretation might be irrelevant to the product, whilst remaining vital to the reward aspect of the advertisement. After all, a pleasing image (sexual or otherwise), a captivating melody or even an ingenious pun is generally pleasing, captivating or ingenious in isolation."(Crook 2003: 735)

We and the other researchers who have analysed ads of different periods of time found that irrelevant terms are randomly used in ads at present as well in the past. Ads are no more for selling products only; they sell irrelevant contents side by side. Many researches reiterate this issue; however, gap in the literature is identified as the exact proportion of sensuality and irrelevant information occupied by advertisements. Hence, researchers of this project tried to work on towards achieving this goal.

Research Methodology

The survey is a quantitative inquiry, though it has used qualitative research instruments like direct observation and video recording for collection of information. Theads were selected for their popularity, vitality, and similar problematic themes from a decency and relevance standpoint. Though this paper will first investigate the language and imagery in each of these ads separately, the primary focus will be on how linguistic and visual components combine to promote erogenous feature of advertising. The data gathered through the tools were charted, analysed and interpreted with statistical figures and percentages to reflect the findings better.

Research Sample

We observed 117 TV ads, 35 billboard ads, watched 33 ads on YouTube, and

collected 21 ads from newspapers. The corpus of sample is 206.

Data Collection

When collecting data for the research it can be either primary (collected for the first time) or secondary (information that already exists) data. The data collection method that is used here is direct observation. Observations function here as primary data. The major sources for our primary data collection are television advertisements, slogans and billboards. Collecting data was really an entertainment for us. We used to spend hours in front of the television for several days in order to watch and collect more and more advertisements and slogans. We explored almost all the channels of home and abroad and kept our eyes open for any advertisement that could be of our use. We also spent hours on radio, YouTube, took glimpse of English and Bengali newspapers. For this study, we also got along on the roads for billboards and posters. We had to keep our eyes open and our camera on. Whenever we came across a billboard reflecting a bit weird ad, we took a snap.

Data Analysis

Advertisements of different countries and of different languages have been collected. Here the advertisements, contents and their slogans have been analysed to determine the exact percentage of sensuality and irrelevance in present advertisements and slogans of both national and international products and brands by quantitative method, which suits our project purpose.

Discussion

Television Advertisements

Visual contents in an advertisement play important role to attract consumers towards it. If a product can be presented in an exceptional and relevant way maintaining its quality, it ensures consumers' demand. At present most of the television advertisements are sensual in their character and full of irrelevant dances. Advertisers are using dances in their advertisements to gain the attraction of the viewers and to give their product a particular image. Besides this, sometimes abnormal acts are performed in advertisements that create confusion.

Female bodies are frequently used in advertisements as if their naked skin can increase the demand of a product. Women are used in modern advertisements as sensual objects. Beautiful female models are seen endorsing different products every now and then.

Different brands of perfumes or body spray are advertising their products with sensual visualisations. For instance, popular brand of body spray "AXE" shows its product as a tool of sensual appeal. In its advertisement it is claimed that boys who use this product get the power to attract girls around them as if the fragrance works as magnet to attract girls. Even angels fall down from heaven! In its advertisement it is shown that girls are running towards an 'Axe' user in short dresses where most of their skins are visible. Girls are giving erotic facial expressions and the boy is enjoying it very much. It is also shown that its chocolate fragrance is able to turn a boy into chocolaty boy and girls cannot resist themselves to have a bite of it. So, does 'Axe' help to smell good or to attract girls?

If man can hold attention through their fragrances, then why not women? In different advertisement it is observed that companies are presenting their product as the key to sensuality. It is shown that a girl can have more admirers at a time if she uses so called sensual fragrance.

'Toothpaste' is the first thing that we need every morning to clean our mouth. But in an ad of toothpaste named 'Close Up' we see deep embrace of a couple having deep breaths and extra ordinary dance moves. Is there any need of couple dance to endorse toothpaste?

In a particular advertisement of underwear for man it is seen that a wife goes to the river just to wash her husband's underwear. But while washing it, she starts having sensual fantasies. Instead of describing its material durability or how much one can feel comfort using it, the advertisement presents sensuality. Hardly anyone can find the relation between an underwear and sensual fantasy! Even it is claimed that underwear can add to one's masculinity.

Soap companies are using female bodies widely to make their advertisements sensual as well as attractive. However, it is hard to find out the relation between a bath soap and sensuality.

From the advertisements of chocolate to car, 'Dance' has become a part and parcel of it. With irrelevant music, models are seen dancing in almost every advertisement. Dance forms are used to make the advertisements more interesting, but advertisers do not seem to think over the matter that how much it will be appropriate to use dance moves in the advertisements like 'Drinking water', 'Washing powder' or in 'Spices'. They just focus on the materials that will make an advertisement entertaining.

Different soft drink companies are endorsing their products with romantic jingles, acts where couples are dancing and roaming around wearing beautiful dresses by the sea beach or in beautiful foreign locations. It seems soft drinks work as tonic to fill romanticism instead of quenching thirst.

Indeed, when we switch on the TV these types of advertisements are all over the channels. Some are so busy to attract viewers that they forget to uphold their products' quality or why people should trust and use their products.

Advertisers are using these kinds of techniques that are creating negative impact upon the consumers. Even children are watching adult contents in these advertisements which will, of course, ripen them before time.

Advertisement Slogans

Slogan is "a word or phrase that is easy to remember, used for example by a political party or in advertising to attract people's attention or to suggest an idea quickly." (*Oxford Advanced Learner's Dictionary*, 2001)

Advertising slogans are short and memorable groups of words are used in advertising campaigns. The advertising phrases are means of drawing attention to one distinctive feature. The purpose of slogan is to represent a product and its features by a group of words.

But now most of the slogans are irrelevant; and simply they fail to represent their products. Perfume brands like "Zatak" and "Kool" use the slogan "Just zatak her" and "Feel the original power of masculine fragrance" respectively. It seems that all the fragrances for man have been made to attract girls or to empower their masculinity instead of removing body odor.

Again, if man can hold attention through their fragrances then why not women? "Be Delicious" is a name of fragrance for women and its slogan is also the same. This slogan is sensual as well as irrelevant.

"The Cleaner You Are The Dirtier You Get" is a slogan of a body-wash named 'Lynx'. It is difficult to understand from which point of view this product is holding such a slogan.

"The Closer the Better" is a slogan of a popular toothpaste company "Close Up". It seems that toothpastes are now having that effective power to keep people closer.

Even hair removing cream "Can guide you to everything that sexy". Here, it appears that hair removing cream is like a touch stone that can make everyone sensual just by removing hair.

Olive oils are extra virgin in the advertisement! Brand name is "Virginity" and it is claimed that it is extra virgin.

An advertisement of mustered oil named "সুরেস খাঁটি সরিসার তেল-Shuresh Pure Mustered Oil" displays sensual dance and its duration is three minutes. In which sense the dance makes the oil best! Thus, the product and the content of the advertisement are not interrelated.

Energy drinks like "Power", "Red bull", "Tiger" etc. endorse their products using irrelevant and negative slogans like "চুমুকে Action-Drink to Act", "Give you Wings" and "Fueling your Wild Side". These types of advertisements are not only supporting their products but also encouraging people to be wild.

Chocolate and chewing gum companies too are endorsing their products with irrelevant slogans, songs and visual properties. "Atom খাও চাপার জোর বাড়াও-Atom Increases Vocal Power" is the slogan of a chewing gum company in Bangladesh which is totally irrelevant one.

"A mouth freshener can turn goats into men": "Mughal Mouth Freshener"— shows that it has that magical power to convert animals into men in its advertisement and its slogan is "এবার সব মানুষ হবে-This will turn everything into human beings".

'বউ শাশুড়ির দ্বন্দ্ব এবার হবে বন্ধ-Quarrels between Daughter-in-law and Mother-in-law will be stopped' is the slogan of R.F.L raks. No one can find how a plastic rak can act as an agent to stop fights between two persons.

Billboard Advertisements

Billboards are one of the most common ways of advertising a product. If a billboard can be located on a busy road it can easily grab attention of the passers-by. But it is really awkward when something irrelevant or sensual content on the billboard stink our eyes. It is embarrassing when a giant size sensual image or word is on the billboard and everyone is staring it at the same time.

Fashion houses advertise their clothes most on billboards. But often the models who are wearing those clothes take sensual postures as if they are not endorsing clothes but showing off their body curves.

A company claims that its olive oil is extra virgin and the words 'Extra Virgin' is printed on the billboard. So the question arises: Does 'Extra Virgin' suits olive oil!

We got surprised when our eyes stuck on a pair of long naked legs. It was an advertisement of hair removing cream. It claims that it can make girls to feel like goddess.

In fact, such advertisements are available in every busy road. Some advertisements are presented in such way on the billboards that one can hardly recognize the products that they are advertising.

Findings of the Research

We collected 117 TV ads, 35 billboard ads, watched 33 ads on YouTube, and collected 21 ads from newspapers. After analysing the collected data following results have been found:

The usage of sensual visualisation, relevant visualisation and irrelevant visualisation: 45%, 20%, 35%.
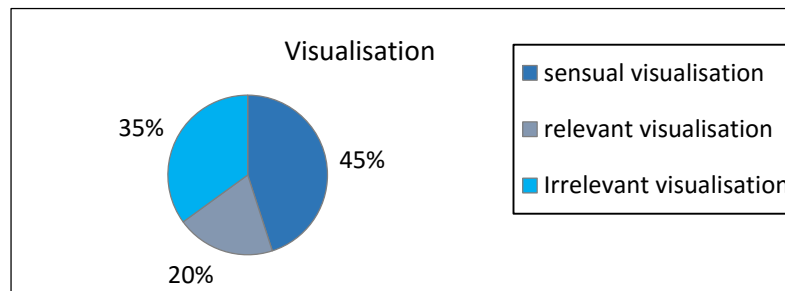

Chart 1: Visualisation

The usage of irrelevant music, relevant jingles, unnecessary dance: 35%, 15%, 50%
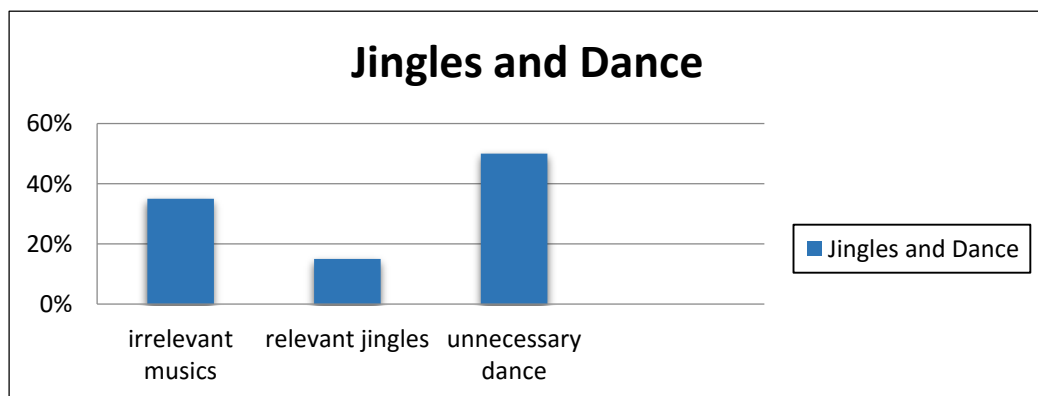

Chart 2: Jingles and Dance

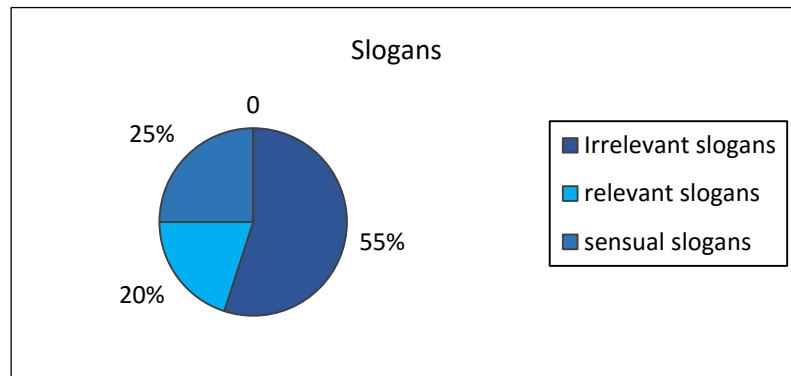Irrelevant slogans, relevant slogans, sensual slogans: 55%, 20%, 25%

Chart 3: Slogans

Sensual pictures on billboards, relevant pictures, irrelevant words: 45%, 35%, 30%
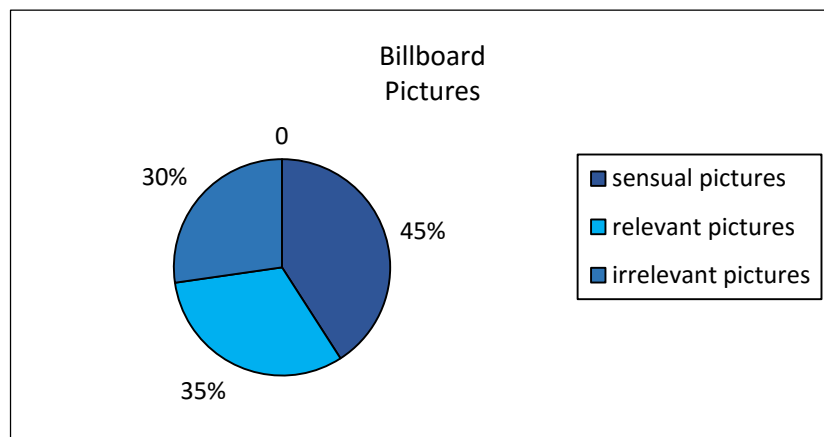
Chart 4: Billboard Pictures

Recommendations
In the light of the analysis, following recommendations are proposed:
- Advertising is a form of discourse meant for particular value communication, informing audience about the fact or conveying particular message. Hence, it is to be noted that implication of advertisement should not be overwhelmingly corrupt and deviated widely from the fact.
- Educating employees about the relevant rules and observing that the agencies know and apply them too. A fundamental level of monitoring should be in place and practice to enhance the quality and standard of advertising message.
- Advertisements should be tested in the terms of carnal and decency reactions, and check them in advance with the media, self-regulatory bodies and other relevant advisors.
- Defending the freedom to advertise legal products, lobby against legal restrictions by keeping the factual information intact to a great extent. This way advertising agency can participate in self-regulation in order to reduce the dangers associated with mandatory controls.

- Considering marketing particular products and services as well as abandoning advertising approaches based on objectionable appeals. This course of action should be a matter of choice rather than an obligation.

Conclusion

Though advertisement in business is marketing a product to draw attention, nowadays it has turned into a package of inappropriate, sensual and vulgar contents which is clearly diminishing communicative value of advertising. Technology is rising up but method of advertising is falling down. Our findings indicate that above eighty percent advertising, content is covered with erotic and extraneous information. This paper is to shade light on the fact that in most cases advertisements are no more reflecting the purposes of advertising as they are stuffed with objectionable and superfluous contents. Therefore, the companies and ad farms should be concerned about that and take recommended steps to make their advertisements moderate and realistic.

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Improving English Reading Skills through Effective Reading Approaches

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Abstract

Reading English comprehension is one of the basic parts in the curriculum of Bangladesh. It is observant that teaching reading approaches are considered as an important procedure to develop the skills of English reading comprehension of the Bangladeshi students. In Bangladesh many teachers do not have the basic skills for teaching reading comprehension approaches. Hence, teachers of our country should need to enhance their skills, knowledge, need to prepare themselves and employ their practical experiences and knowledge on designing effective comprehension strategies and teaching these strategies to their students. For this, the main objective of this study is the effective reading approaches in order to improve the Bangladeshi student's reading skills in English language classes. From January to April in 2017, an action research has been applied to a number of 40 students at intermediate level in Dhaka, Bangladesh. The main question of the study is 'would reading approaches help student's English reading comprehension studies?' The outcome of the study specifies that students who have been tutored about the reading strategies have a development to a great extent.

1. Introduction

It is justified that reading is considered as the ultimate skill to be used in collaboration at school and all over life. In order to look for information obtain knowledge, to read books English is mandatory and often used as the medium of instruction in higher education (Sultana 2014). According to Anderson, Hiebert, Scott, & Wilkinson 1985, reading is a vital life skill, which ensures a child's success in school and even throughout his life. Children need to learn different reading strategies in primary sections (Sultana & Ahsan, 2013). If a child is not habituated and acquire the reading skill his personal achievement and job success certainly will be lost (1985). Thus, reading is being given importance in the realm of education sector. It is also considered as one of the most challenging areas, which requires more attention in any education institution.

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Analytical and critical reading is imperative if they want the possible outcome from the materials they are assigned for. The basic idea of this is to understand the purpose and the author's intention, when reading something. In fact, reading consists of two layers of reality: one that we can see and one that we cannot see. Thus, the goal of reading is to make the invisible layer and the underlying meaning visible and clear (kose, 2006). Teele states that the objective of all readers should be to comprehend what they read (2004, p. 92). In this study it shows that among readers those who are good are actively involved with the text and conscious of the procedures that they practice to understand what they read. Teachers can assist their students in improving their reading comprehension by giving instruction of reading strategies like predicting, making affiliation, envisaging, inferring, questioning, summarizing, and so on (Block & Israel, 2005). It is also important for the teachers to teach the strategies by naming the strategy, clarify the implemented strategy, modeling through the think-aloud process, group practice, partner practice, and autonomous use of the strategy (Duke & Pearson, 2005).

1.1. Predicting

It is not an easy task to become a good reader. For this, first of all, learners need to set a goal for their reading. Good readers always have a purpose for reading. One of the basic approaches for developing comprehension skill is predicting, which assists the readers set a purpose for their reading. It is evident that good readers utilize their experiences and knowledge to make predictions and formulate ideas as they read (Block & Israel, 2005). This approach also includes student interaction that creates a sense of interest among the students and improves their understanding of the text. A comparison between the outcome of the actual text and the prediction process will guide the learner to develop his understanding of the text. Some of the approaches for teaching prediction are modeling, predicting throughout the text**,** with associates, with a graphic planner**,** or using post-it notes all through the content. Moreover, using title, table of contents, pictures, and key words are also the integral parts of the prediction approach. Another key prediction approach is to give the students task of predicting at specific points through the text, assess the prediction, and review predictions if necessary (Teele, 2004).

1.2. Visualizing

Good readers can also employ their visualization when comprehending a text (Adler, 2001). Visualization is the process of constructing an image of what is read. This image is stored in the reader's memory as a representation of the reader's interpretation of the text (National Reading Panel, 2000). Teacher's role is an important factor to develop student's writing skill after visualizes setting like-Student can draw or write what comes to their mind after visualizing the content.

1.3. Making connections

In reading process making connections is an approach. It is the process of activating the prior knowledge and making a connection with the ideas of the text to their own experiences. If the readers connect their ideas, experiences, beliefs, and the

things going on outer world, reading becomes more effective and meaningful. "Text-to-Text, Text-to-Self, Text-to-Worlds'' are the approaches which actually help students to build connection. Students can construct connections through text-to-self, photograph, making a chart, or writing. Teachers may ask the students regarding their any kind of experience, which is being given in the events of the text. Drawing, making a chart, writing, and graphic organizations are the common processes of text-to-text connections. Moreover, these text-to-text connections could be based upon how characters in the story relate to each other, or how story elements relate between stories. Students can do text-to-world connections through comparing characters in a story to characters today or comparing the content of the text to the world today (Teele, 2004). Teachers should provide the students a purpose from asking them to find connections which would help them comprehend the ideas better in the text.

1.4. Summarizing

In plain English, summarization is the process of taking a lot of information and creating a condensed version that covers the main points. It requires the reader to determine what is important when reading and to condense the information in the reader's own words (Adler, 2001). During the summarizing procedure, the students will be able to differentiate the core ideas from the underneath thoughts. Moreover, through summarizing, students would be able to differentiate the associated knowledge from the unrelated one. Summarizing would enable the readers improving comprehension skill, organizing ideas, and long reading passages which are usually perceived as threat for the students.

1.5. Questioning

Questioning is another approach which also helps the readers to enhance their own comprehension abilities. Readers can use the questioning before, during, and after English language reading. The questioning process involves readers to ask questions of themselves to construct meaning, improve understanding, find answers, resolve problems, and discover new information (Harvey & Goudvis, 2000). In this approach, the students are expected to come again to the text throughout the reading process to find the answers to the questions asked by the teacher before, during and after English language reading. This strategy enhances the students' ability to distinguish between questions that are authentic inferred upon their prior knowledge. By following this process, students generate questioning strategy; text segments that are unified and thereby improve reading comprehension (NRP, 2000).

1.6. Inferring

Inferring is the strategy, which requires reading between the lines. In this process, students are expected to use their own knowledge as well as information from the text to come to a conclusion. This process would enable the students to come to conclusions, make predictions, distinguish underlying themes, use information to generate meaning from text, and use images to create meaning (Harvey & Goudvis, 2000). Students can be given techniques to use illustrations, graphs, pictures, dates, related vocabulary and titles from the text to make inferences.

2. Action Research Question

This is the area which gives prominence on reading strategies in order to improve reading comprehension. This area is mostly highlighted by the scholars since it is evident that most of the students have to strive throughout their academic and adult life without a solid foundation of reading approaches. It is believed that through creating reading awareness and by teaching reading comprehension strategies, this would be very effective to develop a more meaningful reading experience. One of the most basic questions under the reading strategy is, 'Would reading approaches help my student's English reading comprehension studies?' The objective of this study is to evaluate the development of the student's reading skills after they have taken presentations on reading approaches.

3. Method

Reading proficiency is considered as the most essential skill for educational learning and success in school. It is believed that reading proficiently is significantly associated with a person's achievement in his or her personal and professional life (Block & Israel, 2005). This is the reason for which I have decided to do this action research. Usually an action research is carried out in a school setting. According to Corey (1953), the worth of action research is in the variation that happens in our daily routine instead of generalization to a broader audience. It is the reflective process which deals with the practical concerns and is close to the instructors that let them to make a change. The main purpose of an action research is to find out the solutions for real problems faced in schools and search for possible solutions in order to ensure the success of the students. Action research assists instructors in evaluating needs, documenting the steps of inquiry, examining data, and making informed choices that can lead to desired outcomes. An instructor has to follow the following phases in doing action research:

- Planning
- Acting
- Observing
- Reflecting (McNiff, 1988, p. 22)

The result of action research shows that students improve comprehension, when they analyze which strategy they are using and how it assists in bringing meaning to the text.

3.1. Data collection instrument and the process of the research

It is mentioned above that one of the main objectives of this research project is to find out the English reading awareness level of the students and improve their English reading approaches (ERA). There are six approaches which the research teacher followed by predicting, making connections, visualizing, inferring, questioning, and summarizing. These approaches were required to the students and needed to be practiced for three weeks. In the beginning, the research teacher was required to do a 'Reading Awareness Survey' in order to find out if the students were aware of the

approaches. The result of the study showed that 10 of the 25 students were not aware of the approaches. Then, the approaches were modeled by the teacher researcher. Following it, in the second step, the approaches were practiced by the whole class, then small groups, and finally independently. After that, following the presentation of the English reading approach (ERA), the teacher researcher administered the Meta comprehension Strategy Index (MSI) to find out if the approach presented has changed students' understanding in reading. The index is the apparatus which evaluates students' familiarity about reading approach that were used before, during and after reading. The teacher researcher then practiced four reading texts from the book *English Language* book by Alan Etherton for about five weeks.

4. Results & Conclusion

The results of the reading awareness scale and my personal experience showed that at the beginning of the study, there was a lack of knowledge in the area of reading approach in my students. However, after a comprehensive study, there was an improvement in their success. As a researcher, at the beginning of the study, I had the worries of implementing the English reading approach in the classroom. Moreover, a number of approaches were another hindrance as the students might have found them confusing. Another question was about the success of the students' using the comprehension approach independently since many of the students were not familiar with these reading comprehension approaches. In order to overcome these obstacles, I had to guide and monitor the students in every step of the process especially for the questioning, inferring, and summarizing approaches. After an intensive study, I have found an unprecedented improvement in my students' reading comprehension. The journey of this research was rewarding for both my students and me. After this research journey, I have observed the students' better understanding of the approaches and their comprehension in reading has been improved. This action research was a productive experience. Thus, I have observed an extensive understanding of reading comprehension approaches as well as an improvement in English reading comprehension of my students.

4.1. Implications

Future research on the revised reading approaches will probably include a larger random sample. A number of instruments using check list for writing down the improvement of each student weekly based on participation and the approaches they use more commonly were being used by the researcher. It is important to suggest that the other researchers may explore meta-comprehension dissimilarities between female and male students. Moreover, in preparatory school groups, students of remote areas in Bangladesh, English can also be examined in order to see the differences in competence. Because, examining a larger group of students would give a better understanding about the differences. This study can be done between two different groups by two different researchers and the outcomes can be compared.

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Emily Dickinson: A Writer of Spirituality and Dreamer of Eternity

Md. Solaiman*

Abstract

Emily Dickinson's poetry is considered as a springboard to a more specific account of spirituality. While not conventionally religious, she is arguably among the most spiritual of poets in as much as her themes of God, love, beauty, and especially death and suffering. All depend upon the jarring juxtaposition of embodied human experience and transcendent human significance. Her poems suggest a complex view of the ambiguous relation of suffering to human action and meaning. Psychotherapy is a spiritual process not because it necessarily involves supernatural beings or destinies, but because it represents the struggle between human will and aspiration on the one hand and acceptance of biological and other realities. As mystic poet, Emily Dickinson is an important and talented writer in the arena of American literature. She is famous for her divine poetry. She focuses greatly on self-awareness and on nature. In her poetry perfection, lightness, boldness and a chaste refinement are found which signify her individualism. This paper highlights her extreme realization on both spirituality and dreams of eternity as she deserves.

Emily Dickinson is an American lyric poet who lived in seclusion and commanded a singular brilliance of style and integrity of wide vision. With Walt Whitman, Dickinson is widely considered to be one of the two leading 19th century American poets. As Habegger states, "She habitually worked in verse forms suggestive of hymns and ballads, with lines of three or four stresses" (2017). Her unusual off-rhymes have been seen as both experimental and influenced by the 18th-century hymnist Isaac Watts. Though spirituality plays rather a large role in her poetry, it is not necessarily a traditional belief that is being displayed. As someone who shunned traditional life in favor of leading a reclusive existence in her home in Amherst, it is not difficult to theorize that she shunned traditional religion as well.

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Spirituality is one of those tricky facts of a person's life that are hard to pin down. More concrete details of someone's life, such as their birth date or marriages, are simply a matter of public record. Personal beliefs, however, come from within, and even if a person writes often about them, scholars can never be one hundred percent sure if that is what she really believed. If her poetry is a reflection of her own beliefs, then her spiritual convictions were very complicated indeed. Some poetry speaks favorably of the desire for faith, while others appear to outright question the validly of the Bible and the benevolence of God.

Emily Dickinson explored spirituality to a great extent in her poetry. It has been said that during her lifetime, she expressed doubts and skepticism concerning religion, but that she continued to maintain strong religious feelings. "The Soul unto itself" provides some added insight into Dickinson's spirituality. This poem suggests that the soul stands alone and is separated from oneself. In this poem, Dickinson's intent is to celebrate the soul, a disembodied immaterial entity that presumably has a unique power and freedom detached from oneself. Thus, it would seem that Dickinson was very much a spiritualist if we consider her in light of this very ethereal poem. However, we cannot project labels onto her based on one reading because it is representative of her streams of thought. The following lines of the poem show her vision of spiritual fact:

> The Soul unto itself
> Is an imperial friend –
> Or the most agonizing Spy –
> An Enemy – could send –
>
> (Stanza I, Lines 1-4)

"I felt a Funeral, in my Brain", induces an intense emotional experience as one realizes that she is writing in response to troubling thoughts. From the poem we find that Emily Dickinson had a strong developed "OBSERVATION" of spirituality. If she had not been so, then how she could represent the idea of feeling 'funeral' in human brain? The title of the poem indicates so. Deppman proposes that the main purpose of many of Dickinson's poems "is not to invent or define an extreme experience, but to deal with it once it arrives, to knead it, battle it, alter it, realize it, or just survive it and to focus the fact of spirituality." To make his statement strong he repeats the following lines from the poem, named "The Soul Selects Her Own Society":

> "The Soul selects her own Society —
> Then — shuts the Door—"
>
> (Stanza I, Lines 1-2)

The above two lines indicate that Dickinson had a huge observation of spirituality. Spirituality is the quality of being concerned with the human spirit or soul as opposed to material or physical things. Emily Dickinson's poems centering on death and dream of eternity can be divided into four categories: those focusing on

death as possible extinction, those dramatizing the question of whether the soul survives death, those asserting a firm faith in eternity, and those directly treating God's concern with people's lives and destinies. The very popular "I heard a Fly buzz — when I died" is often seen as representative of Emily Dickinson's style and attitudes. The first line is as arresting an opening as one could imagine. By describing the moment of her death as well as eternity, the speaker lets us know that she has already died and is trying to make herself fit for eternal objects. In the last two lines of third stanza, of the poem "Because I Could Not Stop For Death" also indicates dream of eternity:

> "We passed the Fields of Gazing Grain –
> We passed the Setting Sun –"
>
> (Stanza III, Lines 11-12)

In "This World is not Conclusion", Emily Dickinson dramatizes a conflict between faith in immortality and eternity. Her earliest editors omitted the last eight lines of the poem, distorting its meaning and creating a flat conclusion. The complete poem can be divided into two parts: the first twelve lines and the final eight lines. It starts by emphatically affirming that there is a world beyond death which we cannot see but which we still can understand intuitively, as we do music. Lines four through eight introduce conflict. Eternity is attractive but puzzling. Even wise people must pass through the riddle of death without knowing where they are going. The ungrammatical "don't" combined with the elevated diction of "philosophy" and "sagacity" suggests the petulance of a little girl. Thinking over the past memories, Dickinson recollects her school life, wrestling, fields of grazing grain, observing setting sun, houses, roofs and cornice.

> " Since then 't is centuries;but each
> Feels shorter than the day "
>
> (Stanza VI, Lines 21-22)

By "Feels shorter than the day" – the speaker wants to say to wait a minute, though this happened centuries ago! This really throws a wrench in the whole system. The poem seems to be telling a recent memory, but this all actually happened a really long time ago. Meaning...yep, the speaker has been dead the whole time. Interesting." Feels shorter than the Day" is just an old-fashioned way of saying something like, "feels like just yesterday." So this memory remains vivid for the speaker.

> "I first surmised the Horses' Heads
> Were toward Eternity—"
>
> (Stanza VI, Lines 23-24)

These concluding lines remind us the very first time the speaker encountered the horse-drawn carriage and had a feeling that they were more than just regular horses – that they signified her journey to the afterlife. Ending on the image of the horse heads is really smart of Dickinson, because they just forward and it almost

looks like they're pointing toward something. In this case, "Eternity." It's also very bold of Dickinson to end on this image because this is the first we've heard of the horses, and suddenly she's asking them to hold up the most important moment of the poem. The final stanza is full of surprising moments for the reader. We find out the speaker has been dead for years and we're introduced to (and left with) this striking image of the horses' heads pushing forward.

Her another poem on Eternity is "Behind Me-dips Eternity". Behind Me-dips Eternity' (721). This poem strives for an equally strong affirmation of immortality, but it reveals more pain than "Those not live yet" and perhaps some doubt. In the first stanza, the speaker is trapped in life between the immeasurable past and the immeasurable future. Death is represented as the dark of early morning which will turn into the light of paradise. The second stanza celebrates immortality as the realm of God's timelessness. Rather than celebrating the trinity, Emily Dickinson first insists on God's single perpetual being, which diversifies itself in divine duplicates. This difficult passage probably means that each person's achievement of immortality makes him part of God. The phrase 'they say' and the chant-like insistence of the first two stanzas suggest a person trying to convince herself of these truths. The pain expressed in the final stanza illuminates this uncertainty. The miracle behind her is the endless scope of time. The miracle before her is the promise of resurrection, and the miracle is the quality of her own being-probably what God has given her of Himself-that guarantees that she will live again. However, the last three lines portray her life as a living hell, presumably of conflict, denial, and alienation. If this is the case, we can see why she is yearning for an immortal life. But she still fears that her present "midnight" neither promises nor deserves to be changed in heaven. These doubts, of course, are only implications. The poem is primarily an indirect prayer that her hopes may be fulfilled.

One might be tempted to argue that Dickinson is not so much concerned with time as it determines our earthly existence but rather with timelessness, eternity, and immortality. Yet worth our critical consideration is how she uses precisely those signifiers of the absence of time as a means of approaching the concept of time, which seems so elusive even to her. One of the most successful attempts at defining time through timelessness is achieved in her poem "Behind Me - dips Eternity -" (FP 743). John Vanderstice points out that "the first three lines present a crucial, visual image of time" (195):

However, whether this image necessarily suggests "a circular model of time in which an eternal past arcs upward, runs through the present, and continues on the equally eternal future is questionable" (195). The circular model itself might be disputed because of the prepositions "behind" and "before" which suggest linearity, but the emphasis here juxtaposes eternity and immortality as representing timelessness on the one hand, and time, or the existence in between, on the other. Moreover, it is not existence as such, the Being of the world, that is attributed time. And the immortality which will follow ("Before Me – Immortality") this brief interlude between—that is, her life ("Myself – the Term between –"). When the world is seen this way, death, instead of an ominous end, becomes a more quiet "Drift." Instead of envisioning it as the common trope of nightfall, she sees dawn itself as death—life is the "Eastern Gray" that just precedes dawn, and death is the rising of the sun such that that life dissolves "into Dawn away."

This is significant because the poet thus states that it takes human consciousness in the first place to conceive both of time and of its opposite. The crucial word in this line, however, is 'Term' since it denotes both a specific period of time as well as a verbal expression. Interestingly, this line, unlike the two preceding, lacks a verb, unless we apply 'dips' from the first line to this one as well. But that would not make much sense. Any verb used for grammatical functions is marked by its tense and thus signifies a certain time. The use of the present tense, therefore, adequately fits the first two lines since without future and past eternity and immortality manifest the forever now. By abandoning the verb and thus the use of a specific tense in the third line, Dickinson manages to avoid the dilemma of capturing present, past, or future. The 'Term' contains all. Referring to the human being and existence, this poem also features the fact that human existence is terminated, framed by beginning and end. The "Term between" could thus even suggest a mere interruption of timelessness. The dilemma described by Vanderstice is dissolved by the poet: "The dilemma of immortality" for Dickinson, then, is that if immortality means the continuation of individual consciousness, it must also mean a continuing awareness of time, whereas if one escapes the awareness of time in immortality then immortality must mean 'the end of all consciousness in oblivion'

In 1863, in the middle of the Civil War, Emily Dickinson imagines floating high above the earth and its history, looking down. From that perspective, she sees time itself:

> "Behind Me - dips Eternity
> Before Me - Immortality -
> Myself - the Term between –"
>
> (Stanza I, Lines 1-3)

Although the speaker of this poem rises above history, her soaring flight is troubled. The poem concludes with the image of a dark and stormy night. She is suspended, she writes,

> "With Midnight to the North of Her
> And Midnight to the South of Her
> And Maelstrom - in the Sky"
>
> (Stanza III, Lines 16-18)

This is a Civil War poem. Projected into the sky, the speaker imagines herself as a 'term' negotiating between eternity and immortality at the heart of the storm that rages between the dark forces of North and South. But this is a strange civil war poem. It is not all that patriotic. It refuses to take sides. The self that Dickinson describes - positioned between past and future, eternity and immortality, North and South - is surprisingly unstable, hard to fix or pin down. Not only is she is at the heart of the maelstrom –but also she is a maelstrom. During the Civil War, when Dickinson was writing and revising furiously, her poetry often assumed a high-flying, abstract perspective on far-off violence. Poems such as "Behind Me - dips Eternity" bring together Dickinson's preoccupations with perspective, with historical and theological time, and with the war. Dickinson was interested in what she called "compound vision," (Harvard University Press, 2004, p.248) and often presented a poetic point of view located somewhere outside of time and above the earth. She was also fascinated

by the war. The carnage inspired her. With some regret, she described herself as a poet who sang "from the charnel steps" (JL 298). Many of her war poems are about violence, death, and uncertainty; a surprising number are also aerial perspective poems. But Dickinson's version of the bird's-eye view pushes beyond popular conventions. She has a particular knack for abstract aerial perspectives that are as disorienting as aerial photographs. Dickinson's poetic vision was profoundly shaped by the visual structure of modern warfare.

At the start of this essay, "Behind Me - dips Eternity" (FP 743) served as an example of a Civil War poem that presents an abstracted aerial view. "Behind Me" is also one of the many poems in which Dickinson's "compound vision" is explicitly aerialized to such a great height that she is able to see time itself - both historical time (the eternity that stretches behind her) and the posthumous future (the immortality that stretches before her). In "Behind Me," as in of "The Admirations - and Contempts - of time," the "Height" is somehow related to "Dying." The grave itself is an optical device that helps to construct an aerial perspective. "Behind me - dips Eternity" has an unusual utilization of tenses as well.

In another poem "Just lost, when I was saved!", Emily Dickinson expresses joyful assurance of eternity by dramatizing her regret about a return to life after she — or an imagined speaker — almost died and received many vivid and thrilling hints about a world beyond death. Each of the first three lines makes a pronouncement about the false joy of being saved from a death which is actually desirable. Her real joy lay in her brief contact with eternity. When she recovers her life, she hears the realm of eternity express disappointment, for it shared her true joy in her having almost arrived there. The second stanza reveals her awe of the realm which she skirted, the adventure being represented in metaphors of sailing, sea, and shore. As a "pale reporter," she is weak from illness and able to give only a vague description of what lies beyond the seals of heaven. In the third and fourth stanzas, she declares in chanted prayer that when next she approaches eternity she wants to stay and witness in detail everything which she has only glimpsed. The last three lines are a celebration of the timelessness of eternity. She uses the image of the ponderous movements of vast amounts of earthly time to emphasize that her happy eternity lasts even longer. Let's look on Dicikinson's "Time and Eternity-Poem 10" to search the material on Eternity:

> I died for beauty, but was scarce
> Adjusted in the tomb,
> When one who died for truth was lain
> In an adjoining room.
>
> He questioned softly why I failed?
> "For beauty," I replied.
> "And I for truth, — the two are one;
> We brethren are," he said.
>
> And so, as kinsmen met a night,
> We talked between the rooms,

Until the moss had reached our lips,
And covered up our names.

(Stanza I-III, Lines 1-12)

The dead speaker struggled for beauty in her earthly life but at last she had to be adjusted in the tomb. Her time was wasted and life in vain. The cause of her failure is want of earthly beauty and wealth. It remains among mankind until the moss reach their leaps. Thus their Eternal journey is not peaceful. If one would like to get peace in Eternal life he or she must ignore earthly greed and extra pleasure. The famous Critics of Dickinson differ on the general role and meaning of death in Dickinson's poetry. Thomas H. Johnson, her editor and biographer, suggests that for the poet, death is a mystery to be explored, but he maintains that Dickinson remained undecided as to a solution throughout her work. Poetry as the exploration of limits is a central aspect of Jane Donahue Eberwein's *Dickinson: Strategies of Limitation* (1985). She finds the poet fascinated with death as the ultimate form of limitation and transformation: "Death as circumference dominated her thoughts" (Eberwein 199). Eschatology, the doctrine of last things of which death is but the first, is given, in Virginia H. Oliver's *Apocalypse of Green* (1989), as the frame within which Dickinson tests her religion, her faith, and her belief through the medium of her poetry (7). It is hard to locate a developing pattern in Emily Dickinson's poems on death, immortality, eternity and religious questions. Clearly, Emily Dickinson wanted to believe in God and immortality, and she often thought that life and the universe would make little sense without them. Possibly her faith increased in her middle and later years. However, serious expressions of doubt persist, apparently to the very end in a nutshell in this paper. Dickinson's spiritual views about death, love, eternity and complex relationship have been traced by extensively quoting from some of her poems. This critical analysis can assert that Emily Dickinson is not only a great poet of "spirituality" but also a "dreamer of eternity".

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The Role of a Headteacher to Ensure Quality Education in Secondary School in Bangladesh: A Case Study on Gender Perspective

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Abstract

The secondary education forms the basic foundation of the students and it provides them with the rudimentary ingredients required for them in the advanced level. In the view of this fact, the role of secondary education in the life of a student is very great. Based on the secondary school learning, teaching and leadership, the advancement, growth and future of a school are also determined. The role of a Headteacher in school is very remarkable. It is now a very prevalent question whether gender plays any prominent role in the secondary school Headmastership in Bangladesh. This paper will come up with the resolution of this question through selecting two best schools in the country for this purpose; in one of which the Headteacher is a female person and in another of which the Headteacher is a male person. The analysis and evaluation of the results of some years in the JSC and SSC examinations of these two schools, and the comments and evaluation of the students, teachers, guardians and administrative officials of these schools about the activities of Headteachers of the mentioned schools will be our fuel in this regard. The factors mentioned above will immensely help us to pinpoint whether there is any role of gender in the secondary school Headmastership. I think that the findings of this paper will represent the whole scenario of the country.

1. Introduction

A Headmaster is the chief person in any school. She/he manages the overall affairs of the school. The ascertainment of education, administration, co-ordination, financial activities, supervision etc. in the school becomes smooth and dynamic with his/her active and pioneering role. School Performance Based Management System is the successful administration and management of school. With the conduct of

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management of the education disseminating activities properly, the promotion and advancement of a school become possible. The institution can also reach the pinnacle glory and splendour. There are seven indicators reflecting the splendour, glory and excellence of a school. These are the strict and strong leadership of the Headteacher, the School Managing Committee, the professionalism of the teachers and motivation, the ascertainment of the regular attendance of the students and completion of education, the performance of the students, co-curricular activities of the students and the strong maintenance of rapport among the teachers and the guardians. The role of a Headteacher in making the overall annual planning of the school is outstanding. The SMC takes a look at the predicaments and conflicts existing in the school and puts endeavour to resolve them. The professionalism of the teachers and highly developed sense of commitment is a sine qua non in a school. The teachers must exercise the habit of attending regularly in the class, cultivating punctuality and maintaining lesson plans and keeping the reflective dairy. The prevention of the dropouts and the smooth conduct and completion of the students of the school are imperative of a school. There should be scopes for exhibiting the performances of the students. The arrangement of cultivating co-curricular activities such as games and sports, running, swimming, dancing, reciting, debating, singing, extempore speech etc. should be encouraged. Maintaining a very strong rapport with the guardians of the students, local influential persons and the high ranking persons in the field of education at national and international levels is very indispensable for a Headteacher.

However, the gender issue, to the thinking of some people, may have a role in the Headmastership in the secondary school in Bangladesh. My present study will bring into focus the issue whether gender plays any prominent role in the secondary school Headmastership in Bangladesh. I have selected two best schools cum colleges of the country for this purpose. We can be certain of the role or impact of the gender issue on those schools from the overall performance, comments and evaluation of the students, the teachers, the guardians, the administrative officials and others of those schools. It is firmly hoped that we can develop a very fair idea regarding whether gender plays any vital role in the secondary school leadership in Bangladesh from this analysis.

2. Description

The role of a Headteacher in a secondary school is very great. She/he plays a pivotal role in ensuring the quality education through strong administration, academic supervision, co-ordination and

ascertaining the smooth financial administration and management in the school. She/he maintains a vertical, perpendicular and horizontal relationship among the top persons involved in the education disseminating activities, parents, teachers and the students. His/her sole targets are the academic development through a quality education, the professional development of the teachers, the academic development of the students, the development of teaching materials and physical infrastructure of the school. Apart from that, maintaining a strong rapport with the students, teachers and parents community is also a salient feature of a veteran Headteacher. The Headteacher can go on with creating milestones with his/her ongoing journey of his/her institution to the peak.

3. Statement of the Problem

The Headteacher is the backbone of an institution. The role of a Headteacher is undoubtedly outstanding in managing the overall affairs of the school. Nobody defies the remarkable role of a Headteacher in the management co-ordination, supervision and intensive promotion of the activities of school. But it is often noticed that some of us put a big question mark to substantiate the role of a Headteacher if the Headteacher is a female person. The gender issue poses a great threat in this regard. The general concept of leadership is that a leader has to be dynamic, competent, confident and energetic. The leader sometimes has to rule the affairs with iron hands. It may often be necessary for leaders to take hands strongly with diverse matters. The leaders have to show their valour and excellence in these matters. It is generally held that women are soft, submissive and diffident. So, they lack confidence, courage, efficiency and dynamism. The male persons are thought to be more suited for playing the pioneering and leading role in various spheres of life. It is also prevalent scenario in the educational arena of our country. Therefore, this gender issue in our educational arena requires an investigative and evaluative analysis.

One very conspicuous change in our society is the presence of working women outside the home. Of course, it has to be acknowledged that women have always worked within the household but this commonly is not counted as 'work'. It is unfortunate that women's roles in agricultural societies (as in our villages, particularly during harvest time) have not been recognized either.

Whether it is due to economic necessity or the urge to establish an individual identity or both, nowadays many women are entering the outside work forces. They are joining a wide range of professions. Moreover, it is not only educated women who are opting to work but

also women with little or no education have come out of their cocoons to earn and become self-reliant.

This does not mean that life is anyway easier for women now. In many ways, it is more difficult, since women must still fulfill their traditional roles of wife, mother and homemaker. At work, as they compete with men and they have to prove their worth twice over in order to survive.

4. Theoretical Framework

What is the role of men and women in our society? The common answer would be that a man is the guide, protector, and provider for wife and children. A woman's role is that of the wife, mother and homemaker. It was a common early belief that men should be the breadwinners and women should be busy at home preparing food. In addition, women would give birth to and bring up children. Woman had to be feminine which meant that she had to be soft, weak, submissive, and dependent on man for her care and protection. More than anything else, it was held that women lacked competency and efficiency. But women have proved this otherwise throughout the world including Bangladesh. We can see the reflection of this in the arena of teaching. The female Headteachers and female teachers are manifesting their excellence with renewed vigour and vibrancy.

This paper would put an endeavour to pinpoint the role of gender in educational management and leadership. It will see exhaustively whether depending on the leadership of male or female Headteacher, any of the variables of education on disseminating activities is facilitated or debilitated. The investigative role of this paper is to track down whether gender issue plays the role of a facilitator, debilitator or neutral role. I intend to bring into focus this issue taking students' observation and analysis, the results of the students in various board exams, the evaluation of the teachers of the activities of the Headteachers, the opinions of the guardians of the students, the comments of the administrative officials etc. These issues mentioned above would provide me the salt for the flourish of my present paper. Two best academic institutions- Rajuk Uttara Model School and College which is led by male Headteacher and Viquarunnisua Noon School and College which is led by a female Headtecher will lead my research to culmination. The analysis of the data received from these institutions will give me the final result on this issue.

5. Explaining the Terminologies

While conducting this research, we will come across some difficult and far-flung terminologies. These terminologies require to be explained for better understanding of this paper.

Leadership: Leadership is an important function of management, which helps to maximize efficiency and to achieve organizational goals (ilearnlot). According to Kelly (365), "Leadership is the performance of acts which assist the group in achieving certain ends." Lip man defines, "We may define leadership as the initiation of a new structure of procedure for accomplishing an organization's goal and objective." A leader is like a ladder that makes the way, goes the way and shows the way. He/she is endowed with logical and intellectual power working relentlessly to achieve the organizational and collective goals.

Quality Education: Quality education is that sort of education which ensures the attainment of the harmonious development of body, mind and soul of the learners. It aims at the balanced, unified and co-ordinated advancement of the nation. Ibn Sina, One of the most famous Muslim Philosophers of all times, saw the task of education as creating a complete citizen physically, mentally and morally, and preparing him for profession whereby he could earn his own livelihood and contribute to the society (*English for Today for Class XI-XII*). In the views of Al Farabi, another great Muslim philosopher, education was one of the most important social phenomena which made sure that the individual was prepared from an early age to acquire values, knowledge and practical skills within a particular culture (Unit 13, Lesson 1).

Gender Perspective: Gender perspective demands a greater scope of explication as it has a prominent role to play in the conduct of educational activities in the school. This issue is supposed to highly impinge on the learning process of the learners. It is ventilated that if the Headteacher in a school is a male or a female person, the learning process may be somehow affected. This paper puts an attempt to bring into bright light the impact of gender on education dissemination activities.

6. Hypothesis

Gender issue is very prominent in every sphere of our life. We cannot consider the education sector in isolation. Most of us think that gender issues in secondary schools play a vital role in determining the ultimate goal of it. This gender issue may have a facilitating, debilitating or a neutral role in the dissemination of education in the secondary schools in Bangladesh. The gender issue requires a very profound discernment.

7. Literature Review

The literature review contains knowledge from such areas as health, family violence, mental health and education. The concept of

gender role defined as generalizations about appropriate male and female traits that are associated with masculinity and feminity may further our understanding of contribution of both men and women in the field of education. Gender is exclusively a cultural product. It is determined by the culture of a society. In other words, gender is an issue based on a particular setting of a society or community. Unlike sex, which is a biological product, it is formulated in the light of the framework of a society. According to Simon de Beauvoir, an eminent feminist writer, "Women are not born women; but rather they become women." This statement underlines the tendency of the society marginalizing the capability of women and not giving proper recognition to their competence and good deeds. An Afro-American writer, Maya Angelou, in her book *And Still I Rise* says,

You may write me down in history

> With your bitter twisted lies.
> You may tread me in the very dust
> But still like dust I'll rise.

(Stanza I: Lines 1-4)

Toril Moi in *Feminist Literary Theory* (1986) traces three stages such as Feminism, Feminity, and Femaleness. Elaine Showalter in *Feminist Criticism in The Wilderness* traced three stages: The Feminine Phase, the Feminist Phase, and the Female Phase.

At the primary and secondary levels of Bangladesh, about half of the total students are female. In many of the primary and secondary schools, female teachers are working as the Headteachers. This phenomenon is a very conspicuous change and undoubtedly a great leap forward in the field of education. Bangladesh is going forward in the HDI (Human Development Index).

8. Case Study

A case study is selecting a particular topic and collecting data on it to arrive at particular result and decision. I conducted a case study in two best schools in the country. These two schools are Viquarunnisa School whose Headteacher is Prof. Manju Ara Begum and Rajuk Uttara School and College whose Headteacher is Brigadier General Imamul Huda. I had questionnaire towards the students, guardians, teachers and administrative officials from both schools and then I analyzed the results of the JSC and the SSC levels of both the schools. My questions to the students, guardians, teachers and administrative officials of VNSC and RUMC and the responses given by these persons were as follows:

Questionnaire to the Students, Guardians, Teachers and Administrative Officials of VNSC and the Received Responses:

1. Is the Headteacher a model of the best teacher with her intellectual power, behaviour and co-ordination?

Total No. Students	Yes	No	Neutral
100	80	7	13

2. Is the Headteacher very much punctual, responsible, reliable and good-mannered?

Total No. Guardians	Yes	No	Neutral
40	30	4	16

3. The Headteacher is very cordial, co-operative, accountable and transparent. How many of you support her role this regard?

Total No. of Teachers	Yes	No	Neutral
20	15	2	3

4. The Headteacher can maintain a strong rapport with all the persons related to education and her sense of discipline, administration and management is outstanding. Do you support this statement?

Total No. of Administrative Officials	Yes	No	Neutral
6	4	1	1

Questionnaire to the Students, Guardians, Teachers and Administrative Officials of RUMC and the Received Responses:

1. Is the Headteacher a model of the best teacher with his intellectual power, behaviour and co-ordination?

Total No. Students	Yes	No	Neutral
100	76	9	15

2. Is the Headteacher very much punctual, responsible, reliable and good-mannered?

Total No. Guardians	Yes	No	Neutral
40	32	3	5

3. The Headteacher is very cordial, co-operative, accountable and transparent. How many of you support his role this regard?

Total No. of Teachers	Yes	No	Neutral
20	12	4	4

4. The Headteacher can maintain a strong rapport with all the persons related to education and his sense of discipline, administration and management is outstanding. Do you support this statement?

Total No. of Administrative Officials	Yes	No	Neutral
6	5	1	0

Result Analysis of the two Schools in the JSC and the SSC:

JSC

1.

Institution	Position	Year
Viquarunnisa Noon School	2nd	2012
Rajuk Uttara Model School	1st	2012

2.

Institution	Position	Year
Viquarunnisa Noon School	2nd	2013
Rajuk Uttara Model School	3rd	2013

3.

Institution	Position	Year
Viquarunnisa Noon School	2nd	2014
Rajuk Uttara Model School	1st	2014

SSC

1.

Institution	Position	Year
Viquarunnisa Noon School	4th	2012
Rajuk Uttara Model School	1st	2012

2.

Institution	Position	Year
Viquarunnisa Noon School	2nd	2013
Rajuk Uttara Model School	3rd	2013

3.

Institution	Position	Year
Viquarunnisa Noon School	3rd	2014
Rajuk Uttara Model School	1st	2014

From the analysis of the result in JSC in 2012, we can notice that Rajuk School came first and Viquarunnisa School was in the 2nd position. While in 2013 VNSC came first, RUMC became the 2nd in the whole country. Again in 2014, VNSC came 2nd and RUMC came 1st in the whole country.

In the view of the SSC results, Rajuk Uttara Model School grabbed the 1st position in the whole country while VNSC got the 4th position. In 2013, VNSC achieved the 2nd position in the whole country while RUMC gained the 3rd position. Again in 2014, RUMC came up with the 1st position in the whole country while VNSC achieved the 3rd position in the country. From this analysis, we can see that there is rise

and fall in coming off with flying colours of these two institutions in all public exams beating their arch rivals. It indicates the strict security, management, co-ordination, supervision and efficiency of the Headteacher of the mentioned two institutions. Even we may ventilate that existing Head of VNSC is playing more competent and better role in school education and administration than the previous male Headteachers of the same institution after taking the responsibility from them. They are the arch competitors of each other. None of these institutions can claim a fixed position in results.

From a subtle perspective, it is seen that RUMC has only one campus and fewer number of students. So, it is comparatively easy to manage and co-ordinate. But VNSC has more students and more campuses. So, it sometimes becomes tough to control and manage all these campuses and students properly. So, there is a possibility of VNSC's doing worse in the results but still VNSC is doing quite well.

9. Findings

The study conducted on the two prominent institutions in the country unveiled some striking facts. It is the general concept that women are less competent, less efficient and they are submissive and soft. They are also thought of as lacking in courage and so they are supposed to be unable to play a strategic role in the studies. We can notice that there is a remarkable change in that concept. Now the gender issue is not so much given importance; rather personality plays a paramount role here. Women who are in leading role are also trying to suit themselves perfectly to the changing circumstances. So, they are gaining trustworthiness and reliability from various corners. From the case of study of VNSC, we find that almost all involved in the study showed a positive attitude and mentality towards the female Headteacher there. The results in the JSC and SSC exams of this school under the existing female Headteacher from the year 2012-2014 are also outstanding. Various indicators exhibit that the overall management, co-ordination, administration and supervision under the female Headteacher are fascinating. Sometimes in its result history, it has come to the 2nd, 3rd or 4th position in the country for its overwhelming number of students, more campuses and overcrowded classes. For these constraints, it has sometimes been beaten by Rajuk Uttara Model School and College in results. But other than that, it is always on its rampant way to victorious and glorious results. Now one thing can be understood that if all the variables such as number of students, teachers, teaching aids are unchanged, this institution under the female leadership may beat any other schools in the country.

However, with the touch of globalization, the world has now changed tremendously. We see this change in every sphere of our life. Our educational arena is not away from this change. Now the idea of gender dominance is declining. Like some other fields, we can now notice it in the comparative study of these two schools: VNSC where the Headteacher is a female person, and Rajuk Uttara Model School and College where the Headteacher is a male person. From this study and comparative study of results, co-curricular activities and other performances, it becomes clear to us that gender in the Headmastership does not put any remarkable impact on the overall performance of the schools. Rather it is the physical, academic, co-curricular, professional, and infrastructural development of the school which pave the way to success and advancement of any institution. We can cite two glowing examples of the two mentioned persons from which we can realize that gender does not have a major role to play in the life of people. Rather it is the will power which plays the prominent role in the formulating and shaping of life of people.

10. Conclusion

The secondary education provides the students with the basic ingredients required for their life. A Headteacher in a secondary school plays a paramount role in the all-round development of the school. In this paper, an attempt has been made to pinpoint the issue whether Headmastership is somehow affected by the gender issue. That is to say, the paper made an endeavour to trace out whether depending on the male Headteacher or female Headteacher, the results of a school is influenced or not. I took two best schools of the country as data samples to know about the issue. A case study is conducted on the comments and evaluation of the students, teachers, guardians and the administrative officials of the two schools and the data about the activities of the Headteachers of those schools are analysed. A look at the JSC and the SSC results of the both schools reveals that both the schools are the role model of gender neutral situation in the country. The performances of both the schools are unparalleled. If one school goes forward in one year, the other school beats it in the next year. So, it is clearly seen that whoever is the Head in the School it will certainly do well in its journey towards excellence. So, there is no doubt in this regard that the diverse variables in a school such as physical, academic, administrative, infrastructural and instrumental development of a school ensure its journey towards advancement. So, we must put out best foot forward to ascertain those things in the schools of the country for the greater amelioration of education sector in the country. The glorious success or grand failure of a school depends on those issues, not on the leadership of a male or female teacher. To put it in a

nutshell, we may expound that gender does not have great role to play in the secondary school in Headmastership in Bangladesh as it is generally thought of by common people.

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The Effects of Culture and Cultural Identities on English Language Learners: A Study in the Context of Bangladesh

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Abstract

It is now argued that a very close relationship exists between culture and learning, and that learners can learn better if the way of their learning corresponds to the cultural features of their society. Taking this argument into account, many linguists, teachers and researchers now suggest that language teaching-learning practices in the classroom should be based on learners' culture. They argue that if there is a harmony between the mode of teaching-learning activities in the classroom and the cultural features in the broader community outside the classroom, learners can behave competently in the classroom and can, therefore, learn effectively. The present article has attempted to discuss this relationship between culture and learning in general, and also between culture and language learning in particular, with a view to determining a cultural model of classroom instruction for ELT in Bangladesh.

Introduction

There was a time when culture was not considered to be an important issue for learning. But from the last part of the last century it has appeared to be an important issue not only for learning in general, but also for language teaching and learning in particular. Culture is now thought to be closely related to learning, and hence, it is suggested that pedagogical principles for teaching-learning activities should be determined by taking the culture-issue into account. The knowledge of the close relationship between culture and learning has given rise to new thinking about the classroom teaching-learning practices in a particular context. It is now argued that the pedagogical principles for the classroom teaching-learning practices in a particular society or in a particular context have to be harmonious with the cultural issues of that society or that context. If there is any disharmony between the cultural issues of the wider society and the pedagogical principles, the teaching-learning activities are bound to suffer. Therefore, to determine the appropriate mode of classroom teaching-learning practices for ELT in the context of Bangladesh, it is important to take the cultural features of this context into account.

Literature Review

Researchers have published works about the ways in which culture influences thought and behavior (Gudykunst, 1994; Hofstede, 1986; Samover and Porter, 1995). They have made available a wide range of perspectives for conceptualizing the influences of different cultures on thinking and behaving. Three perspectives are of special potential relevance to L2/FL teaching, namely, the distinction between

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individualism and collectivism; different perception of power and authority; and different types of achievement motivation. (Littlewood, 2001)

Language is the key to a person's self-identity. It enables the person to express emotions, share feelings, tell stories and convey complex messages and knowledge. Language is our greatest mediator that allows us to relate and understand each other. (Imberti, 2007)

Cultural environment differences provide the second language learner a sort of social psychological distance. (Hofstede, 1986)

On the basis of the significance of English as an international language spoken and taught worldwide, the present research focuses on the cultural impacts and barriers on ELT and effective communication in Bangladesh. The research question is to find out the common cultural barriers in Bangladesh which mainly hinder English language learning.

Gardner (1985) proposes that second language acquisition is 'truly a socio-psychological phenomenon. It is concerned with the development of communication skills between an individual and members of another cultural community.

Gardner and Lambert (1972) have emphasized the significance of studying each language-learning setting in its own right, and thereby suggested that the configuration of variables obtained from one setting will not be necessarily valid in another setting. For example, the South Asian learners learn English for historical, political, social and cultural reasons, which are radically different from those of South-East Asian or African learners.

The role of English in Bangladesh is characterized by a multipurpose functionality. For instance, English has been used for years and for different purposes, i.e. medium of instruction in the higher educational institutions, mode of communication beyond the country, Supreme Court language, and gradually it is becoming part of the socio-cultural system. As the use of English is increasing day by day in different forms, there is significant evidence of the use of English along with Bangla as code-mixing and code-switching (Banu & Sussex, 2001).

Culture Definitions
'Culture' is a word that can be defined in various ways by different people. In the anthropological sense, culture is described as the way people live. Chastain (1988) defines culture as 'an all-inclusive system' which incorporates the biological and technical behaviour of human beings with their verbal and non-verbal systems of expressive behavior is ranging from birth and this 'all-inclusive system' is acquired as the native culture (Trinovitch, 1980). This process, which can be referred to as socialization, prepares the individual for the linguistically and non-linguistically accepted pattern of the society in which we live. Culture is language and language is culture. Culture is a context within which we have a tendency to exist, think, feel and relate others. It is the 'glue' that binds a group of people together. Thus, culture helps us to know how far we can go as individuals and what our responsibility is to the group.

Importance of Culture in Learning Language

It is acknowledged that language is a part of culture and that it plays a very important role in it. Some social scientists even believe that without language culture will be considered strange. Language concurrently reflects culture and is influenced and formed by it. Brown believes that language is the mirror of culture in the sense that people can see culture through its language (Brown 1994). Language and culture are not separate, but are acquired together with each providing support for the development of the other. (Mitchell and Myles, 2004)

As global business and transactions of multinational companies are increasing, we need knowledge of foreign languages to ensure our place in today's competitive world. The globalization of cultures demands teaching of foreign languages more than ever before. Again, lack of knowledge about foreign cultures and foreign languages challenges our student's ability to compete in the global marketplace. Moreover, Bangladesh education system places little value on foreign languages other than English or understanding cultures other than our own. Hence, languages are urgently needed to address economic challenges and the strength of Bangladesh businesses in global marketplace.

Indeed, foreign or second language learning can be enhanced through the interaction with the target language and cultural context. Direct communication with the target culture and language will keep the students motivated and give those better language skills and critical literacy. This authentic interaction will ultimately increase their reading, writing and socio cultural knowledge.

From Kern's (2000) perspective, socio cultural discussion is very much important in understanding how languages work. In the context of academic second and foreign language learning—

> Literacy is the use of socially, historically and culturally situated practices of creating and interpreting meaning through texts. It entails at least a tacit awareness of the relationship between textual conventions and their context of use and ideally, the ability to reflect critically on those relationships. Because it is purpose-sensitive, literacy is dynamic–not static and variable across and within discourse communities and cultures. It draws on wide range of cognitive abilities, on knowledge of written and spoken language, on knowledge of genres and on cultural knowledge. (P.16)

This clearly shows the need of cultural and social apprenticeship in learning a foreign or second language.

Cultural Barrier

The limits of our language mean the limits of the world. As suggested, language barriers is chiefly critical during intercultural service. Such intercultural service encounters may be inclined by cultural differences. Language is not only a medium of communication, but also linked to an individual's personality (Lauring, 2008). On the other hand, culture is a vital part of every human life. Each individual is born in a particular cultural context which consequences in acquiring its different aspects in life. In broad terms, culture can be outlined as a set of social beliefs, values, religious, credence and ideologies accepted by most members in a social community. During

the process of language learning some decisive cultural factors may be notified, seriously hindering the effectual learning process and generally referred to as cultural barriers. Effective language learning among different cultures is chiefly difficult and demanding as a result of the various ways of philosophy, seeing, hearing and interpreting the world provided by cultures. Cultural barriers are considered as those traditions which becomes hurdles in path of understanding or teaching/learning completely different languages among which body languages, religious beliefs, etiquette and social habits are noteworthy. (Mirdehghan et al., 2011)

Cultural Factors

ESL students come across great barriers as they learn the English language. These barriers are either with respect to linguistic factors or cultural factors. ESL learners have their culture which is so different from that of any native English speaking country as well as certain linguistic aspects based on their primary language.

One of the important cultural barriers affecting ESL education draws from the fact that most ESL Programs instructors are in most cases native English speakers. These native teachers occupy socioeconomically and culturally different styles of teaching ESL learners are used to, from their culture. This presents a lack of correlation of the two cultures especially if the teacher fails to employ effective instructional approaches, such as group effort. This is made worse by the lack of fervor among the native teachers to learn these different cultures.

The wealth of linguistic, cultural and socioeconomic aspects that are characteristics to the community in which the ESL learners learn also presents a barrier to an extent. This is because these impact on the planning and ultimately the outcome of the learning efforts for the minority groups. For instance, poor social, cultural and attitudinal attributes that exist in the immediate neighborhood of the ESL school's community contradict the expected principles of ESL learners who are supposed to learn from the very community. This is especially a problem because there lacks knowledge with respect to important aspects of community life, which dictate the culture during the planning, implementation and evaluation of ESL programmes. Lack of an understanding of the cultural factors that determine the actual process of the ESL classroom instruction leads to poor learning of the English Language.

Recent studies show that the nature of relationship between two cultures and an individual's attitude towards a given culture impacts greatly on second language acquisition. An increase in social distance between two cultures results into an increased difficulty with which a second language learner develops proficiency in comprehending target language.

On the other hand, when the social distance between two cultures is comparatively small, the language learning state becomes better. The social distance is determined fairly by the nature of rapport between two cultures.

There generally are expectations regarding the educational duty each participant brings into the ESL classroom and which impact on their viewpoint about the class as well as their keenness to work together in the various learning activities. One of the most important aspects that participants bring is cultural knowledge and more

exclusively learners bring their anticipations for relationships with the teacher and also behavior that was rampant in their home country like extensive schooling for instance. As such, these cultural factors become a barrier in case the students basing on the culture, each has been accustomed to expect certain behaviour from the teacher, yet he/she fails to convey the same. For instance, those who had previously been under the traditional ESL culture may expect the teacher to be more formal and authoritarian in his/her approach. Thus if the teacher employs a normal style, the students become upset and this might affect two-way working and ESL learning at large.

Moreover, these cultural factors present a fence when the learners led by these cultural factors, prefer that ESL instructors maintain a clearly classroom activity pattern such as extensive corrections of pronunciation or grammatical form throughout all learning activities and not at specific points during the lesson or even not performing any corrections at all. This could be a barrier if the student is not flexible enough.

Implications of the Relationship between Culture and Learning for Instructional Process

Because of the close relationship between culture and learning, many educationists, researchers and experts now argue that an instructional process of learning cannot be successful if we do not base it on the cultural traits of the learners. For the successful occurrence of learning they suggest cultural model of instruction. Arguing for the cultural model of instruction, Pinxten (1991, 220) says that if a society-like situation is created in the classroom, learners will feel free from any cultural constraint and behave competently in the classroom. He argues that before starting their formal education, learners acquire a body of fairly rich informal knowledge through their exposure to culture and participation in activities organized in society. This informal knowledge is very important as it serves as a basis for formal learning at school. He, therefore, emphasizes knowing learners' culture because knowledge about it enables us to set up such a situation in the classroom as is similar to the broader society outside the classroom. He argues that if this informal knowledge of learners can be utilized through instructional process, it makes learning easier and more stable for learners, and enables them to acquire the formal education in a meaningful way with intrinsic pleasure of understanding. Like Pinxten, many other experts and researchers also believe that there should be a similarity between what goes inside the classroom and the cultural pattern outside the classroom. They argue that the mode of instruction in the classroom always involves social interaction and artifacts in the form of educational aids and materials which bear cultural values. Larger socio-cultural contexts affect what goes on in the classroom both institutionally and formally. According to Saljo (1991), what occurs in the microenvironment of the setting of learning is affected by larger contexts. His view signifies that the interactions of the learners with the people and artifacts outside the classroom always influence the mode of learners' behavior in the classroom.

To particularize language teaching and learning, it can be said that many linguists, language teaching experts and researchers including Cole (1991), Holliday (1992, 1994), Philipson (1992), Pennycook (1994), Young (1987), Shamim (1996) and LoCastro (1996) now plead for culture sensitive methodology. They argue that pedagogical solutions for a language teaching and learning should be sought within

the existing educational structures and cultural contexts so that they can be feasible within the existing socio-economic realities on the one hand, and can prove culturally appropriate, on the other hand. They oppose any idea of importing a method from one society to another society since a method always contains the cultural features of the society of its origin and contradicts the culture of the society where it is applied. According to Ellis (1996), there are different meaning systems across cultures which inhibit the transferability of particular teaching-learning practices from one society to another. If an imported method is to work in a local context, we need to bring about a radical change in the cultural behaviours and profiles of learners. But it is quite impossible to bring about such a change overnight. Considering this impossibility, the experts suggest either a formulation of the principles of a language teaching method on the basis of the local cultural features, or an adaptation to an imported method with these features. Samson (1984) categorically says that teaching methods cannot be imported with the notion that they are universally appropriate. He argues that teaching methods, like scientific theories, are not value-free, but value-laden; and so, if they are imported from one country to another country, there may be a mismatch between the values inherent in those methods and the values prevalent in the culture of the importer country.

The Cultural Features of the Contexts of Bangladesh
What the above discussion signifies is the necessity of a good match between the mode of language teaching-learning activities in the classroom and the cultural orientation of the participants of these activities. Obviously, to ensure the effective teaching and learning of English as a foreign language in Bangladesh, what is required is to determine the mode of classroom instruction on the basis of the cultural profiles of the learners and the teachers, especially the learners, of the country. If the instructional system is not harmonious with the cultural traits of the learners, they will not be able, as it has been discussed above, to behave competently in the classroom, and therefore, will not be able to learn effectively.

The cultural profiles of the learners of Bangladesh can be explored through a proper analysis of the cultural features of the family as well as of the wider society where they live and are socialized into the cultural members of their society. To analyze the family culture in Bangladesh, it is found that the society of Bangladesh is a hierarchical one where family is a very important institute. A family in Bangladeshi society plays a very vital role to initiate children to the established patterns of the norms and behaviours of the society. In the family elders and parents command high respect and obedience from children, and take decisions for them on all important matters of their lives including choice of education, choice of career, selection of life partners and so on. The children are wanted only to show their obedience to these decisions. Any disobedience or disrespect to these decisions on the part of children is very negatively evaluated in family. As a result, children do not grow up by sharing ideas or views with their parents or elders on any matter concerning either themselves or any other members of their family. They are, in other words, discouraged from giving any independent opinions or making any arguments against the views and opinions of their parents and elders, which always makes them depended upon their parents and elders for a decision about any matter of their lives.

As in the family, in the wider society too, children are not considered as equal partners in any discussion or conversation with those who are senior in age. It is

thought that those who are superior to them either in age or in experience or in power have the authority to pass their opinions about something, and those who are inferior in age or in experience or in power are morally bound to respect those opinions. The cultural situation of the society of Bangladesh can be compared with that of the society of Pakistan. Both Bangladesh and Pakistan belong to South Asia and do have similar kinds of cultural features. Regarding the cultural features of the society in Pakistan, Shamim (1996) says,

> The advice of superiors is interpreted as an order which is binding on those lower in rank or authority. It is believed that people younger in age, and consequently lacking in experience, need to be constantly guided and advised by those who know 'better', i.e. elders, superiors, etc. The development of an independent mind, especially in the young, is positively discouraged and interpreted as 'offensive' behaviour and a threat to parental and other forms of authority.

Like Pakistan, in Bangladesh as well, it is believed that the younger people are lacking in experience and, therefore, need to be constantly guided and advised by the older or the senior. Asking questions to the seniors, or showing too much curiosity about any matter of the seniors is rated as impoliteness on the part of children. But, paying no respect to the opinions of their fellow mates is not treated as transgression of any good conduct.

As to the educational culture in Bangladesh, it is noticed that the educational culture in the country is the microcosm of the common culture prevailing in the wider society of the country and is also little different from those of the other countries in Asia. Depicting the educational culture of Bangladesh, Islam (2000) says that teachers here are like guardians and "asking too many questions to and entering into a debate or argument with the teachers is a sign of disrespect and teachers hardly appreciate it." In Bangladesh "knowledge is seen as a monolithic entity, a finite, inflexible 'object', to be accepted whole and to be memorized and regurgitated" (Rahman 1999). That is, knowledge is regarded here as something that needs to be transmitted to learners by teachers, and to be received and memorized by learners. It is not something that needs to be created through logical analysis as is done in the Western culture. Books are regarded here as an embodiment of knowledge, truth and sacredness that cannot be questioned. Learners believe in the ultimate authority of textbooks as the syllabuses on which they are based are content-driven. Referring to the authority which textbooks enjoy in Bangladesh, Rahman (1999) says, "As in many educational cultures, textbooks carry a unique authority and are understood as the legitimate version of the society's sound knowledge." Learning is thought to be difficult, text-based, content-focused and exam-oriented that should be pursued in a systematic and disciplined way. "Intensive reading" here means, as is found in Chinese culture as mentioned by Maley (1983), pursuing a text word by word, phrase by phrase, explaining points of vocabulary, syntax, style and context throughout the process. Learners are expected to be hardworking and respectful to their teachers, and teachers, in their turn, are expected to be strict, formal, omniscient and caring. Like Japanese students as mentioned by McHugh (1989), the students of Bangladesh too expect that their teachers will teach them seriously and will behave with them in a dignified manner in the classroom, avoiding making any kind of informal and casual gestures or putting on casual dresses.

The Culturally Appropriate Mode of Instruction for ELT in Bangladesh

Based on the above picture of the cultural realities in Bangladesh, it can be said that the cultural pattern through which the learners of the country go in their socialization in the educational institutes, in the family and in the wider community outside the family injects into their characters the values of obedience, allegiance, acceptance and dependence. That is, the very socialization process in the culture of Bangladesh makes them dependent on their seniors and superiors, instead of making them self-dependent, self-reliant and confident. Again, the same cultural pattern of the country makes them disrespectful to their fellow mates or peers. These cultural traits of the learners of Bangladesh signify that the mode of classroom instruction that would be appropriate for them must be teacher-dominated or teacher-fronted. That is, learners will learn better if they can learn under the control, the beliefs and expectations that both the teachers and the learners of the country hold about their roles in the classrooms. It can be mentioned that the beliefs and expectations of the teachers and learners of Bangladesh are deeply rooted in the cultural phenomena of the country. Shahidullah (1997, 124, 185, & 200), in an empirical study on the teaching-learning culture of Bangladesh, has found that the learners of Bangladesh want to learn under the guidance of their teachers. Not only that, even the teachers of the country believe that learners learn best when they learn under their control. The same kinds of results are found by Wasiuzzaman (2012) in his study done on 20 teachers and 30 students of some secondary schools and colleges of the country to know their beliefs about what their roles should be in the classroom in learning English. Wasiuzzaman finds that teachers here refuse to accept the view that language learning is students' responsibility. They think that it is mainly teachers' responsibility to ensure students' learning, because "if the students are left on their own, they will hardly understand what is useful and what is useless for them." Students, on their part, believe that teachers are "experienced people" and "a rich source of knowledge". Therefore, they (teachers) should "enlighten" them (students) with their knowledge. Wasiuzzaman mentions that regarding the question whether they should take the responsibilities for their learning on their own shoulders, most of the students say, "We cannot help depending on them whether we like it or not; if students are given all the main responsibilities for ensuring learning, its results will not be good." Mentioning the expectations of Bangladeshi students, Islam (2000) says, "In most cases students in Bangladesh expect that their teacher will explain everything without being asked. They also expect that all initiatives in matters of teaching and learning should come from the teacher's side."

Therefore, in the cultural model of instruction in Bangladesh teachers should remain at the centre of all classroom activities, determining the pace, directions and process of learning. They should take the responsibility of identifying learners' needs and choosing the course contents accordingly. In addition to these, they should also select the methods and techniques of learning that will be suitable for learners, monitor the progress of learners, evaluate their achievement and keep the learning activities on right tracks. To impart language skills to learners, they should involve them (learners) in the practice of using English as much as possible through different types of tasks and activities suitable for the teacher-fronted classrooms. That is, teachers should also take the responsibility of engaging students in various kinds of activities, along with delivering lectures. The tasks and activities that will be suitable for this mode of classroom instruction are varied kinds of individual tasks and activities, teacher-student interactions, the whole class interactions and so on.

Relevantly, it should be mentioned that only delivering lecture or transmitting knowledge about English language as is done in the case of teaching many other subjects like history, political science, sociology, etc., in the educational culture of Bangladesh will not suffice for the purpose of English language teaching and learning. When language is a skill-based subject, these are content-based. Therefore, there should be an attempt on the part of the teachers, and the syllabus and materials designers to involve the learners in the practice of using English through classroom interactions and other suitable tasks and activities within the purview of teacher-centredness so that they can acquire required skills in it.

The cultural traits of the learners of Bangladesh do not match with the progressive modes of language teaching and learning that have originated from English speaking countries. The progressive modes like "learner autonomy", "individualized instruction" or "learner-centred language teaching", and so on, suggest some specific pedagogical principles, keeping harmony with the cultural features of the Western societies. For example, "learner autonomy" recommends that learners should learn a language autonomously, taking the responsibility of their own learning. According to Holec (1977, 9), "autonomy" means the ability to take charge of one's own learning." Stanchina (1975), to point out the major features of learner autonomy, says that in this concept the learner determines his mode of learning, the materials he will use and the pace of the intake of materials. Similarly, the concept of 'individualized instruction' also demands taking a lot of responsibilities on the part of individual learner for his/her own learning. The concept of "learner-centred language teaching" that has emerged with the advent of the Communicative Language Teaching (Nunan 1988, 24) also requires learners to play the central role in the classroom. In this concept, they are expected to select materials, to choose their styles and techniques of learning, to monitor their own activities, to learn through mutual co-operation with their fellow learners, to make self-correction, to promote peer-correction, etc. In short, learners, according to this concept, are required to be at the centre of all the classroom activities, deciding and controlling what they will learn and how they will learn. In this regard, Brindley (1984, 15 cited in Nunan 1988, 23) says, "…instructional programmes should be centered around learners' needs and that learners themselves should exercise their own responsibility in the choice of learning objectives, content and methods as well as in determining the means used to assess their performance."

All these classroom practices include self-monitoring, self-correction, peer-correction, taking responsibility for what teaching and learning do not appear to be culturally appropriate for the learners of Bangladesh. All these activities demand high confidence, boldness, individuality, independence of mind, respect to fellow learners and so on; but the learners here significantly lack these traits in their characters owing to their cultural factors. Therefore, if they are involved in doing such activities, they will feel uncomfortable, and hence, will not learn effectively, especially at the lower level of the mainstream education of Bangladesh where they are not mature enough in age. According to Rahman (1999), "the culture of learner-centred, discovery-oriented tasks in the progressivist tradition, much favoured in communicative ELT circles today, apparently does not appear to suit the educational and socio-psychological ethos of learning in Bangladesh today." Actually, in the context of the current educational ideology of Bangladesh exhibiting a classical humanistic orientation, the ideology of progressivism is bound to bring about mismatches. In his empirical study

on 95 students of the department of English of Rajshahi University, Islam (2000) finds that they do not like the ideology of learner autonomy because they are not willing to take the responsibilities involved in this ideology.

To cite the present scenario of ELT in Bangladesh, it should be mentioned that the Communicative Approach or the CLT that is now being followed for teaching English as a foreign language, after its introduction in the late 90s of the last century into the country, does not match with the teacher-centered classroom. Consequently, the task of the teaching of English is not being properly done in the country, which leads to the poor outcome of English education. The classroom activities like the pair work, group work, role-play etc. that the CLT suggests and the learner autonomy that it recommends are rarely seen being practised here. Though the textbooks that have been newly written for each class at the primary, secondary and higher secondary levels of education in accordance with the principles of the CLT after its introduction into the country contain a lot of these kinds of tasks and activities, neither the teachers nor the students are found showing any eagerness for them. "But, the fact is that ELT teachers bypass these activities and attribute this avoidance to various social, cultural and logistic constraints" (Chowdhury, 2012, 6). Citing Afroze & Rahman (2008) and Rahman (2011), Haider & Chowdhury (2012) in an empirical study "to identify ways of adjusting the features of CLT to Bangladeshi classroom realities" state that after more than a decade of introducing the CLT in Bangladesh, students of secondary schools are still struggling to achieve desired level of proficiency in English. For the failure to achieve the desired goal in ELT, Haider and Chowdhury hold the non-implementation of the principles of the CLT responsible. They comment, "... the implementation of the methodological underpinning of the communicative approach is being impeded by many constraints that exist in the present teaching-learning context." Interestingly, by "constraints" they have indicated only those contextual problems that are overt, such as, lack of teachers' training, lack of teachers' guide, shortage of supplementary and bridging materials, faulty examination system, etc., but they have mentioned nothing about other contextual problems that are cultural and hidden. Though in their study they have found that 'the learners feel shy and reluctant to speak out' and that they (the learners) believe that "their teacher is responsible for doing everything", they have not regarded their "feelings" and "beliefs" as "constraints" in their study. That is, they have ignored the fundamental problems which are deeply rooted in the culture of Bangladesh in case of implementing the principles of the CLT. Actually, how far the CLT is adoptable in a context should be determined/considered first of all in terms of the cultural profiles of the teachers and learners of that context because when in adopting the principles of CLT other problems can be solved with the help of money, men and materials, the culture-related problems are not solvable unless culture itself is changed.

Obviously, for ELT in Bangladesh the wholesale application of the CLT will not be appropriate. Instead, only those very principles or elements of it that are useful for acquiring language skills as well as adaptable to the teacher-fronted classroom should be adopted. That is, for ELT in the country a new method has to be formulated, taking the necessary elements from the progressive modes of language teaching, on the one hand, and also recognizing/accommodating the socio-cultural realities of Bangladesh, on the other hand. After analyzing various aspects of the social and educational culture of Bangladesh, Rahman (1999) remarks that for ELT innovation in Bangladesh a "synthesis" model embracing different models as deemed

appropriate can be formulated. According to her, the model of classroom instruction that would be appropriate for ELT in Bangladesh will be the blending of both the global or progressive elements and the local or contextual elements. Considering the cultural realities as well as the necessity of imparting language skills to the learners so that they can meet their global needs, Shahidullah (2000) suggests that "a teacher-centred, but task-based, activity-oriented and skills-focused ELT pedagogy will prove appropriate for Bangladesh." In another study to explore an appropriate methodology for ELT in Bangladesh, he (1999) states that under teachers' control the individual tasks, not the tasks in groups and pairs, will prove more useful in Bangladesh. Besides, interactions with texts, free discussion in whole class sessions, seminar and tutorial discussion, etc., can also be utilized more meaningfully and effectively in the country.

Conclusion

The claim that there is a close relationship between culture and learning is now well established. Besides, the failure of the behavioural and cognitive psychology to provide explanations for some issues of learning has strengthened the argument in favour of this close relationship. Based on this relationship it is now very strongly argued that learners can learn in a meaningful way if they find a harmony between the classroom teaching-learning practices and the cultural features of the society of which they are the members. Therefore, it is very important to know the cultural profiles of the learners and the teachers which they acquire through their socialization in the culture of the wider society, and to determine the mode of classroom instruction accordingly. An analysis of the cultural profiles of the learners and the teachers of Bangladesh signifies that teacher-centred classroom would be culturally appropriate for ELT in the country. Learner-centred classroom or the progressive modes of language teaching and learning will make a mismatch with the cultural orientation of the learners and the teachers, and will create obstacles for them to behave competently in the classroom. In the classroom the teachers should be the central figures, controlling and monitoring all the activities about learning so that the learners can learn under the guidance and supervision of their teachers comfortably and effectively. Obviously, the CLT that fosters learner-centredness and that is now being followed for teaching English as a foreign language in Bangladesh fails to yield the desired results owing to the mismatch between the principles of the CLT and the cultural features of the learners and the teachers of the country. Under such circumstances, a new method needs to be developed, taking the suitable elements from the progressive modes or the CLT and placing the teachers at the central point in the classroom.

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Acknowledgement

Consumer Rights Protection Scenario in India-Bangladesh Border (Petrapole-Benapole Area): Issues and Challenges

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Abstract

There are three aspects of consumer rights protection—i. Voluntary Protection, ii. Institutional Protection iii. Statutory Protection, which every country must consider. But it is a matter of regret that no aspects are effective in India-Bangladesh border area. Border area's people and those who come to border, are misguided by their own country. This paper searches about the issues and challenges at border area that is associated with consumer protection Act of India and Bangladesh. I have drawn some possible suggestions in order to avoid and reduce violation of consumer rights at border area. I have done a conceptual paper through primary and secondary data with real life example. Here in this paper India Consumer Protection Act, 1986 and Bangladesh Consumer Rights Protection Act, 2009 are referred to as the 'Act'.

Keywords: Border, Challenges, Consumer, Consumer Rights, Consumer Protection Act, Issues

I.   Introduction

India and Bangladesh share an international border of 4,095 Kilometers (2,545 Miles). Several Indian states, including West Bengal, Assam, Meghalaya, Mizoram and Tripura adjoined a total of 28 Bangladeshi districts at the border[1]. There are about 30 entry and exit routes in India and Bangladesh border[2]. Benapole, Jessore district of Bangladesh is the largest land port in the country. The population of this area is about 49,000[3]. On other side the Petrapole customs station of India is situated across the border under Bangaon (a city and municipality) in the district of North 24 Pargana. Under Bangaon municipality, there are about 1,11,000 population[4]. Every day, a large number of people are travelling between Bangladesh and India through Benapole and Petrapole customs station.

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[1] M Afsarul Quader, "Management of Bangladesh-India Border", Bangladesh Institute of International and Strategic Studies, unpublished document, http://www.biiss.org/aqader.pdf, last visited on 22th January, 2017.

[2] India High Commission, Dhaka, http://indianvisa-bangladesh.nic.in/visa/, last visited on 22th January, 2017.

[3] Bangladesh National Encyclopedia of Bangladesh, http://en.banglapedia.org/index.php?title=Sharsha_Upazila, last visited on 24th January, 2017.

[4] Bongaon Municipility, http://bongaonmunicipality.org/, last visited on 24th January, 2017.

The scenarios of consumer rights protection for border area's people are miserable. Consumers are not protected by the law of their respective countries. Sometimes, it seems that boarder area is not a part of any country. These area's people are neglected from all sectors of their respective country. The reality is that the consumers are still victims of unscrupulous and exploitative practices in this area. Exploitation of consumers assumes numerous forms such as adulteration of food, dubious hire purchase plans, poor quality, high prices, spurious drugs, deficient services, hazardous products, black marketing and many more. Both countries have respective consumer protection laws which are the Consumer Protection Act, 1986 in Indian side and in Bangladesh the Consumer Rights Protection Act, 2009, but the application of those laws are very poor for border area. Many people of the border area do not know about the consumer protection law. They do not know that consumer rights are the rights given to a consumer to protect him/her from being cheated by salesman/manufacturer/shopkeeper etc. But the offences with consumers are happening in those areas. Many people of Benapole and Petrapole area are uneducated, poor and many of them are related with smuggling, black marketing and illegal work. Many foreigners and travelers are also passing the border every day. People of that area are facing many problems by violation of their consumer rights. In any part of the border, there is no caution information about consumer rights. There are many types of issues about consumer rights violation that are arising in border areas. It is a great challenge for both countries' government to face the issues by those laws. So, the initiative of awareness programme is very important.

II.   Methodology

- Requirement for the Study: There is a need to undertake this study to know whether the Consumer Act of Bangladesh and India are really implemented or not in the border area.
- Area of the Study: My study is confined with only issues and challenges related to these two countries Act.
- Objective of the Study: (i) to know the issues and challenges that have been associated with the Act, (ii) to study the role of Consumer Protection Act of India and Bangladesh for protecting consumers, (iii) to know whether the Consumer Protection Act is implemented or not.
- Data Collection Method: Primary data-This data is collected by me, visiting from different border areas of Bangladesh and India.
  Secondary data- It is collected from various sources like- books of various authors and newspapers, journals, magazines and internet.

The awareness scenario of consumer law among the people in the border area-
Senior Citizen, Businessman, Student, Farmer, Traveler, Government Official.

India Side	Total	Answer- Yes	Answer-No
Senior Citizen	10	2	8
Business Man	10	3	7
Student	10	5	5
Farmer	10	1	9

Traveler	10	6	4
Government Official	10	5	6
	60	22	38

Bangladesh Side	Total	Answer- Yes	Answer- No
Senior Citizen	10	1	9
Business Man	10	2	8
Student	10	4	6
Farmer	10	0	10
Traveler	10	5	5
Government Official	10	3	7
	60	15	45

III.   Issues and Challenges

According to the Indian Consumer Protection Act, 1986 [sec 2(1) (d)] "Consumer means any person, who buys any goods for a consideration (a) which has been paid or promised or partly paid and partly promised, or (b) under any system of differed"[5]. Consumer does not include a person who obtains goods for resale or for any commercial purpose. In Bangladesh, under the Consumer Rights Protection Act, 2009, section 2 (19) "Consumer means a person who buys goods to earn a livelihood by self-employment" (through in a commercial scale) also falls within the definition of a consumer[6]. Now, I am drawing some real scenario about violation of consumer rights in the India-Bangladesh border area. Following are the few issues related to the Consumer Protection Act, 1986 and the Consumer Rights Protection Act, 2009.

Unfair Trade Practice

An unfair trade practice consists of using various deceptive, fraudulent or unethical methods to obtain business. Unfair trade practices include misrepresentation, false advertising, tied selling and other acts as declared unlawfully by statute. It can also be referred to as deceptive trade practice. In Bangladesh Consumer Act, there is no specific definition of unfair trade practice but it is impliedly defined in many sections.

In India Consumer Act, 1986 mentioned in section 2 (r) it means a trade practice which a trader for the purpose of promoting the sales, use or supply of any

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[5] Consumer Protection Act, 1986. Introduce in the LoK Sabha of India on 5th December, 1986.
[6]*The Consumer Rights Protection Act, 2009*. Published by the Government on April 06, 2009.

goods or for the provision of any services, adopts unfair method or deceptive practices.

In fact, in the border area these practices are going on. Border area's most people are uneducated; they do not know what they are using. They want low price. It is noticeable that for unfair trade practice, border area's people are affected because smuggling frequently occurs in border area. When smugglers fail to deliver the things for checking by law enforcing agencies, then they sell them in the border area by a low price.

Transport

Bangladesh Consumer Act, section 2 (22) and India Consumer Act, 1986, section 2 (o) have mentioned about transport service. There are two ways, e.g. bus service and one way train service are available between the two countries, i.e. Dhaka to Kolkata, Dhaka to Agartala by bus service and Dhaka to Kolkata by train service. The distance of Dhaka to Kolkata is about 300 km and ticket fare is about 20 Dollar. The ticket fare is very high. If any one does not want to use this bus service, then he has to use local transport service. But, it is a matter of regret to say that in one day its fare is changed more than one. If one person goes about 5 km distance from Petrapole to Bongaon Rail Station in the morning by CNG then it takes 25 Rupees; but if she/he wants to return before 6 pm, closing time of the Petrapole border, then the rent is six times double because the CNG drivers show their excuse that they will have to back empty from the border.

In India side, there is no bus service for passenger from border to Bongaon. Same scenario is in Bangladesh part. In a word, passengers are confined according to the border area driver's wish.

Again, many border areas of India and Bangladesh are village. There is no noticeable development of road management in both parts of Bangladesh and India. So, people of this area are using natural ways. As a result, this area's people cannot hope transport service that is their dream.

Residential Hotel

In both parts of the border, there are no luxurious residential hotels. The main route of the Benapole side has six hotels and Petrapole side has no hotel. When a person enters into India and wants to stay in a lodge or hotel, then he has to go Bongaw that is five km far/away from the border of Petrapole. In Bongaw, there are only four or five hotels which are normal but rent is very high. In other words, both sides' hotel services are very poor than its rent. However, all hotels do not allow Bangladeshi passport holders. Water supply and room service are poor. Sometimes, people lose their valuable things from the hotel. The treatment to a foreigner is not tolerable. There has no security for life and things.

Pricing

Price means a value given for any goods and/or service for which a customer has to pay to get the goods and/or services by the seller. In both sides of the border, if a seller knows that the customer is a foreigner, then the specific value is not charged. It is being a practice. For instance, a Lux soap is 30 Tk in its original price, but as an Indian if anyone goes to the seller for buying the soap in Benapole and if the seller

knows that he/she is an Indian then the price of the soap becomes 40 Tk. Uses, foods, services and in all sectors price is almost double in the border area. People are bound by their decision.

Money Exchange

Mr. Kamal went to a shop for exchanging money at Benapole area. He would pass the border for going to India. Previously he knew that 1$ = 64 Rs. according to International currency rate, but then he thought that it might be 6o.Rs because money exchange is one type of business. When Mr. Kamal asked that Government approved shop about that day's money exchange rate, the shopkeeper replied 1$ = 55 Rs. He went to another shop but got the same rate; and he was also informed by others that in India, Petrapole side had the same rate. There was no remedy without exchanging the Dollar. Then he changed 100$ for 5500 Rs and lost about 900 Rs. Like his case, it is always happening. As a consumer, it is very difficult to solve the problem in the border area.

Restaurant

Both countries' people (tourists, foreigners, students, patients etc.), who have passport and visa gather in the border area for passing the country. Getting the scope the restaurant owners sell adulterated, vapid and unhealthy foods. I think border is a safety area for them to sell these types of food because inspection by government is not available. Another thing is that in Bangladesh border area, many restaurants make beef curry and sometimes they sell it calling buffalo or goat. Thus, everyday many people are being cheated by them. On the other hand, many people who are from Hindu religion do not take food from this area's restaurants for beef curry. There is no special restaurant here for the Hindu travelers.

Banking

Banking services are very poor in this area, though it is an export and import zone between the two countries. If any person wants to transfer money from Benapole to India for business or any other purposes, then he has to go to Dhaka because all International banking services are given from the main branch of their respective bank. Such service is totally absent in the border area. The same scenarios exist in the Indian part as well. Even it is impossible to change foreign money from government bank of this area. Another harassment picture is that when a person deposits journey fee 500 Tk for crossing the border in the Sonali Bank of Customs Branch, Benapole then the authority of the bank demands extra 20 or 30 Tk. That is totally illegal. So, consumers are neglected from bank services too from the both sides of the border.

Spurious Goods

Some Bangladeshi and Indian companies copy a design, color and outlook of the original brand and sell that by smugglers. We know that spurious goods are harmful for consumers and this practice starts from border area. Some examples are as follows:

Original Brands & Duplicate Brands

Horlicks	Horlise
Fair & Lovely	Fair & Looking
Gillette	Gilate

Most of the shops of both sides are selling these types of spurious goods and they do not maintain the standard.

Renovated Goods

Many companies of Bangladesh and India are involved with selling renovated goods. From Bangladesh side many types of China second hand television, mobile and many types of electronic commodities are transformed to India. Likewise, from Indian side old motor bikes, different types of vehicles' engines and spare parts are smuggled to Bangladesh. Indeed, using these renovated goods both countries' people are being cheated.

Health Service

Health service is not available in both countries' border sides. There are many big cities of India and Bangladesh which are situated in border areas. If any person falls in a serious sickness or injury, then he has to go to take the treatment from big cities. Sometimes within the time of transportation, an injured person may die. Many foreigners, travelers, businessmen, and patients are coming and going everyday through the border but there has no medical checkup service. When a new disease appears, then the respective Government sets up a medical center there. For instance, currently Zika virus is spreading all over the world. So, the respective government has set up a temporary medical center near the Zero Point of the border. But there is no permanent health care center for immigrants in both sides of the border.

Postal service

Big postal service is not available in the area because many smuggling goods are also transferred by postal service. There are some private courier services but the posting cost is very high. Government postal services available are in small form in this border and all things are not accepted by the postal authority.

Smuggling

The economic and consumer consequences of counterfeiting, piracy and smuggling are numerous and significant. They are felt not just by brand owners and business, but by the government, consumers and society at large. Auto components, alcohol, computer hardware, personal goods, packaged food items, mobile phones, tobacco, medicine etc are being smuggled through the Indo-Bangladesh border area. When a smuggler carries the goods in illegal way, sometimes the goods become damaged, and even it may be expired. And the goods are being used by the border area people due to availability in low price and consequently they are being affected by many diseases.

Black Marketing

Illegal free markets flourish in economies where consumer goods are scarce or are heavily taxed. In the first kind, black market prices are higher than 'official' or controlled prices. Both countries people are related with this. Border area's people are affected for this black-marketing because sometimes one part's people are not able to consume the goods and other part's people buy those goods by paying high prices.

Monopoly Business

A monopoly is a market environment where there is only one provider of a certain economic good or service. In this area monopoly businessmen are working in

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a slight way: (1) a sole provider of a viable product or service, (2) a lack of any close substitute for consumers to choose from, (3) high barriers to dissuade the entry of any potential competitors. Monopolistic business practices tend to have an adverse effect on consumers in border areas.

Adulteration of Food

"Adulteration" is a legal term meaning that a food product fails to meet country's standard. In the border area, it is a common thing and always it is happening. For example, from India, many types of fruits are imported by the Bangladeshi businessmen. Then some of them are using formalin in the fruits for keeping them always fresh because from this area they are transported to different places in Bangladesh. From importing to selling the fruits will remain fresh, even after one month. So, this border area is a good place to adulterate in the food.

Adulteration of Drug

Adulteration is broadly defined as admixture or substitution of original drug with inferior, defective or otherwise useless or harmful substances. In this area, there is always adulteration in the drug with harmful substances for filling up the demand of the consumers.

Mobile Network

This time communication by mobile phone is very important. But in the Indo-Bangladesh border areas, mobile network is very poor. In this area, people are not able to use the mobile network. In India side, Petrapole area, Arircel, Airtel, Vodafone, and Idea Company's mobile networks are weak to use. After entering five k.m. inside from this area, the companies' networks work fully. In Bangladesh side, Benapole area, Grameen Phone, Teletalk, Robi, Banglalink Company's mobile networks are strong in the morning and at night; but in all day long they work in poor way. So, in this area local people as well as the travelers are deprived from mobile networks.

IV.   Challenges

- It is a difficult task for Central Consumer Protection Council, Districts Forums and State Consumer Protection Council to identify the unfair practices and punish those who are involved in unethical practices in the border area.
- Instant decisions are greater challenge for all councils and agencies in order to protect consumers.
- There are many uneducated and ignorant people who are living in the border area. So, it is a great challenge for agencies and councils to create awareness among consumers and to educate them.
- Consumers often get defective, inferior and substandard goods and poor services because of monopolistic trade practices on the part of border business. Therefore, certain measures are required to protect the consumers against such malpractices.
- Laws are not effectively enforced.
- The Consumer Rights Protection Act, 2009 is not applicable for drug.
- Lack of expertise in examining products for safety and maintaining standards and quality.

▪ Lack of monitoring system.

V.   Suggestions

The suggestions of my legal article are concerned with how to increase the consumer rights and how to protect the consumer rights in the border areas of India and Bangladesh. They are as follows:

▪ The unfair trade practice in the border area adopted by the large house must be indicated in both countries Act and consumers should have a choice between the forum and council complaint.

▪ Protection must be against risks of physical injury to persons and against useless products in the border area.

▪ The compensation must be clearly specified in the Act of both countries.

▪ The Central and State Government must implement the Act in their respective country's border area for supporting consumer movement.

▪ Protections against one-side's contract terms. Consumer will buy better products or services from seller and seller will provide it, this will be the both sides contract.

▪ Provision of effective and impulsive dispute resolution procedures for consumers.

▪ The consumer education must be developed in border area.

▪ The government must take strong steps towards businessmen, traders and manufacturers who are involved in the media; and they should be debarred from all government assistance.

▪ The Government should give monetary support to registered consumers associations of the border area for better consumer movement in this area.

▪ Both countries' government should encourage NGOs doing their functions properly regarding this matter in the border area.

VI.   Conclusion

The Civil and Political Rights of the Universal Declaration Human Rights enumerated in Article-3 about Right to life, liberty and security of person and in Article-7 about Equality before law and equal protection of law against any discrimination in violation of the Declaration. It is an essential responsibility of the India and Bangladesh Government to protect consumer rights in border area because border area's consumers are in an important part of the country. Although Consumer Association, Business Association and Government Legislations are working to safeguard the interests of the consumers in the said countries, it is a matter of sorrow that border area's consumers are neglected regularly. In border area, consumer education and awareness by them are highly required.

According to the Constitution of India, Article 14 says that the state shall not deny any person's equality before the law or the equal protection of the law within the territory of India. This provision confers rights on all persons whether citizens or foreigners. According to the Constitution of Bangladesh, Article-27 says about equality before law under its fundamental principles of state policy; parts in Articles 15 and 18 recognize the right of consumers to a limited extent. However, the

provisions are mainly focused on the vital issues of 'health' and 'food' and then another consumer rights. Both countries' government has enacted Consumer Rights Protection Act to protect the rights of the consumers. This is a pragmatic approach of the government to ensure consumers' right that can ultimately ensure right to life.

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