

Educational Discrimination: Opportunities And Challenges Of Bangla Medium Students In Job Market

By

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Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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Ethics Statement

This research is a real work and all the information is personally collected. No names of the places or participants names have been disclosed but some alias have been used for descriptions. Researcher highly maintains the ethical issues and did not force anybody for interviews.

Abstract

This research explored the current demand of English in society, especially in job sectors where candidates are being judged only based on their proficiency and fluency in English rather than other qualities. It also explored the current situation of our education which deals with the biggest discrimination between Bangla and English medium students. This research shows how English medium students deal with success because of their fluency where on the same points Bangla medium students are lagging behind. Throughout the research, researcher focuses on what are the main issues of this discrimination and what extend Bangla medium students are facing disadvantages because of their poor skills in English and finds out how this discrimination is taking place in job sectors. Researcher shows the consequences of this discrimination and some possible ways to overcome from this sensitive issue.

Dedicated to my supervisor, Dr. Md. Al Amin, Assistant Professor, Department of English and Humanities, Brac University and my parents

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Table of Contents

| | |
|---|-------------|
| Declaration..... | ii |
| Approval | iii |
| Ethics Statement..... | iv |
| Abstract..... | v |
| Acknowledgement | vii |
| Table of Contents | viii |
| Chapter 1 Introduction: | 1 |
| 1.1 Problem statement:..... | 2 |
| 1.2 Significance of the study:..... | 3 |
| 1.3 Research question | 4 |
| Chapter 2 | 5 |
| Literature review: | 5 |
| 2.1 Educational discrimination: | 5 |
| 2.2 Job employability for English speaking people and non-English speaking People:6 | |
| 2.3 In Bangladeshi perspective: | 10 |
| 2.4 Importance of English in other countries:..... | 13 |
| Chapter 3: Methodology..... | 15 |
| 3.1 Research design: | 15 |
| 3.2 Participants..... | 15 |
| 3.3 Context:..... | 16 |

| | |
|---|-----------|
| 3.4 Instruments:..... | 16 |
| 3.5 Criteria: | 17 |
| 3.6 Limitations of the study: | 18 |
| 3.7 Information regarding the participants..... | 18 |
| 3.8:Data collection procedure : | 20 |
| 3.9 Instructions:..... | 20 |
| Chapter 4:Results..... | 22 |
| 4.1 Interview of Bangla medium students: their main barrier and challenges: | 22 |
| 4.2 Interview of English medium students: exploring their strength and advantages: 28 | |
| 4.3 Exploring how English proficiency is affecting the job sectors: | 30 |
| Chapter 5: Data Analysis | 35 |
| Chapter 6: Conclusion..... | 38 |
| References:..... | 40 |
| Appendix A (Interview questions for Bangla medium students) | 43 |
| Appendix B (Interview questions for English medium students)..... | 43 |
| Appendix C (Interview questions for Authority)..... | 44 |

Chapter 1

Introduction:

Education is one of the basic needs for a human being which is also considered as the backbone of the society. According to Nelson Mandela “Education is the most powerful weapon which you can use to change the world.” It means with the power and knowledge of education, the whole world and the society can be changed. Education has the power to make the world a better place and without education, no country or nation can prosper. So, everybody should get a chance to be educated. Many scholars talk about this issue and they also find some imbalances in the educational system which is not expected as it is not ensuring the facilities for everyone. Because of this, many people are being victims of it and they cannot prove themselves. Discrimination can be happened based on gender, race, and class and other aspects. For instance, Tannok (2008) focuses on class, gender and race in case of educational discrimination. Again, Luzzo(2011) talks about educational discrimination based on gender, where in spite of having the same educational value men get all the privileges but women do not get the proper respect and value. In every aspect, one group gets all the privileges and other group gets dominated.

English is now getting higher respect and priority throughout the world and education system is also giving English more priority than before. But Bangla medium students are lacking behind because of less proficiency in English and for this reason they face various kinds of barriers in their academic field as well as in the job sectors which is really bad for their carriers. Graham (1987) discusses how academic success is related to English language fluency. There is comparison between the native speakers and the people who are really fluent in English. Besides, in Bangladesh, this problem is becoming severe day by day.

In this respect, Bangladesh is also facing the same problems. Here Bangla medium students are lagging behind in English language proficiency. For this reason, they face various kinds of barriers in different fields as well as in the job sectors which is really challenging for their careers. Many scholars have written on the impact of English in Bangladesh, especially in mainstream education system. English medium students are preferred by the employers because of their good accent, proficiency and presentation skills where Bangla medium students are being victimized because of their poor English accent.

Discrimination in English language proficiency: The Bangladeshi perspective

In Bangladesh, Educational discrimination can be seen in various spheres. Every year, thousands of students are graduating from different institutions. Some of them are getting job easily, while some of them are facing difficulties to manage a suitable job even after having the same educational back ground. One of the main reasons behind this situation is the domination of English language. In present days, English is getting more priority in Bangladeshi education sectors as well as job sectors. For every job, English medium students get privileges for their speaking skills and fluency. Moreover, in some cases authority mentions clearly that candidate must be from English medium background which makes the situation tougher for Bangla medium students.

1.1 Problem statement:

The United Nations claims that everyone should have equal opportunity for education. A sound education increases students' future job prospect. Everybody should get the same education and opportunities in life, so that everyone can do well after the graduation which is the main concern so far. Basically education is another name of equality which makes the society more beautiful. However, even after having equal opportunities, some students do not become successful in their careers. A reason behind this situation is having poor English

language proficiency, because employers prefer those colleagues who are proficient in English. In fact, employees who have good communication skills in English can raise the organizations' goodwill by dealing with the clients effectively. Company prefers those people who are actually beneficial for the company and bring more prosperity for the company. Employees who are good at English can easily deal with other companies and foreigners and can also convince them easily. But employees, who are not having a good proficiency in English, are not preferable for the company. So, in every job sectors English speaking people get the importance and opportunities.

This study explores how students are discriminated because of their weak English language proficiency in their career. In spite of having the same educational background and qualifications, students struggle in getting jobs or cannot do well in their job sectors because of their poor English and less proficiency, which is not right.

Finally, Judgmental behavior of teachers will be changed for the better. They should support the students for their betterment without judging them frequently. Findings will help to do this.

1.2 Significance of the study:

The main purpose of this study is to find out in what extend Bangla medium students are facing barriers in job sectors and what are the actual causes. As English speaking people are getting higher position and respect in job sectors, so English training should make mandatory for everyone. In this way, employee will get chance to improve themselves, their English will be as good as the other employees and there will be less discrimination or perhaps no discrimination, which we all want. Another thing is, English is not our official language, so if someone is weak in English, we should give them chance to improve themselves rather doing discrimination. So, all the employees should be treated similarly in workplace and they should get the similar opportunities. Besides, there should be no salary difference as it is one

of the main issues of discrimination. By taking all these initiatives, we can expect a better scenario in job sectors.

1.3 Research question:

1. In which ways educational discrimination is affecting students' job employability and career?
- 2.a) What do English and Bangla medium students think of the discrimination they have faced due to having poor English proficiency?
 - b) How do they feel about the discrimination faced due to having poor language proficiency?
3. What do the employers think about the discrimination that takes place due to having poor English proficiency in their institutions?

Chapter 2

Literature review:

This chapter discusses about the theories regarding educational discrimination and the impacts. Besides, it talks about some reviews given by scholars related to job employability as well as the benefits of English speaking people regarding getting jobs. Lastly, it includes some researches which have taken place in Bangladesh about the educational discrimination where English medium students are getting privileges.

2.1 Educational discrimination:

There are different aspects of educational discrimination that is prominent in scholarly literature. For instance: Tannok (2008) focuses on class, gender and race in case of educational discrimination. Basically this article contains the perspective of Canada where these three factors have impact on the whole educational system.

Sometimes this discrimination is being widely overlooked in our Bangladeshi society. In case of gender, boys are being encouraged more to study than girls, which creates discrimination and educated girls are also being neglected in spite of having the same educational background. This is an old ideology that boys are powerful and prestigious than girls, which is also dominating our educational system. On the other hand, According to Tannok (2008), class is also a big issue as the upper class people is getting all the facilities regarding education and poor are being deprived of it. In future, lower class people will not get any suitable job and they suffer. Racial issues are also involved in educational discrimination and all these issues together are making a social injustice. Moreover, education system should be free from all discrimination, so that the society can be turned in to a better place for living. Along with Canada, there are also some other countries those are facing same kinds of

challenges in education and the situation is getting worse day by day. AgainLuzzo (2011) takes interview of 168 female and 118 male undergraduate students in USA. Here the main focus was on carrier barrier, where the women were facing difficulties in getting jobs than boys, even though they have the same level of education. This is a common scenario of our society that women are struggling more in spite of having the same educational value which comes under discrimination. Along with women, ethnic minorities also face these barriers than men and European American students. So, discrimination is also found here. It is true that now a days, woman are getting some opportunities, still the opposite perspective exists from where people need to come out. Here we can also see the barriers or discrimination in educational sectors. This problem is being a tough issue day by day. Besides, Lucas (2013) also focuses on this problem through this article that focuses on educational discrimination which takes place in United States. He mentions that in schools, the white people get the privileges over education as well as in the job sectors. Higher education is just for the native white people of USA and they get all the priorities, whereas black people are being neglected, this is a big issue which needs to be solved as soon as possible. This discrimination leads to workplace from the educational institutions. This is how the discrimination is taking place in different countries which is kind of a threat for our society and people should work on this serious issue.

2.2 Job employability for English speaking people and non-English speaking People:

Now, people who have less fluency or proficiency in English often face difficulties in getting job. All the renowned school, colleges and universities mostly focus on English than any other subjects now a days. For any kind of corporate or non-corporate jobs, candidates are required to have good fluency in English. Students with poor English are being neglected in

job markets. People, whose first language or back ground is not English, hardly find any suitable job according to their qualifications. On this topic, scholars share their point of views as well. Graham (1987) discusses about this problem through his article which focuses on how academic success is related to English language fluency. There is comparison between the native speakers and the people who are really fluent in English. People who have proficiency skills in English can contribute more in academic area and be more successful, where the native speakers struggle a lot in spite of having the same education. But here some barriers are being created for the native speakers. It also helps in getting job to the people who have enough proficiency in English. According to this, success in academic curriculum and proficiency skill of English are inter connected and for a better future one must need to focus on his/her fluency in English , otherwise he will be in trouble. Another scholar comes out with the same context from the perspective of Iranian EFL learners. Mohammad (2008) makes a survey on some university students and takes some interviews from which he tries to predict how many the students are interested to learn English or whether they are just being pressurized to learn English which is a foreign language for them. They try to learn English for their academic purposes that sometimes makes pressure on them but they are bound to do so for good marks. Again their performance or good proficiency level in English will help them to achieve a good job which is a challenged for them. For learning English is not always fun for them and learning a foreign Language is not always easy for the beginners like them who are habituated in their first language. So, it also creates barriers for them and on learning English or fluency in English is not a good way to judge a student or his academic success. Now with the same theme, Dooley and Oliver (2002) make a survey on it to see in what extent IELTS test is valid to test the academic success. As we know that every year many students try to go abroad for higher studies and for this they need to participate in IELTS exam which basically judges a student's writing, speaking, listening and reading competence in English

which is the first requirements of foreign countries. But Language cannot be the only way to judge a student's qualifications, otherwise they would not face any academic problems during study in abroad and the survey clarifies that. Moreover, a student can be weak in English but he can be good in other subjects as well which should not be neglected. So, the real talented students should also get chance for higher studies. Here we can say that is language also can be a strong cause of educational discrimination. Tainer(1988) focuses on the barriers for the Foreign born men regarding their earnings based on their English Language proficiency through his journal. English language is getting focus all over the world and sometimes it because the reason of sufferance for the people who are not proficient in English at much. . The better proficiency of English can put a positive influence of earnings. So, basically it shows the importance of fluency in English and how it can be more useful in getting jobs and to earn. Particularly foreign born men of European ethnicity are mostly affected by English language proficiency and they are facing challenges every now and then to develop their proficiency and fluency which is good for their betterment as well. This is how the whole system is getting affected by English and it has the power to dominate every sectors. Espenshade and Fu(1997) do a research on the English language proficiency among U.S immigrants and how it affects their job sectors. People from different countries whose mother tongue is not English face difficulties while shifting to U.S, because it requires good proficiency level in English. So, before shifting in U.S, the foreigner people need to earn good proficiency level in English, otherwise they will not get the opportunity to go there. So, proficiency level of English is getting priority in U.S as well. It describes that English speaking people are getting priority everywhere. On this same field, Pandey and Pandey(2014) write a paper on how better English can create better opportunities for everyone. English is becoming prime language now a day, in spite of having a mother tongue, society is giving more priority on English and the English speakers. A person who has good

accent and proficiency in English can represent something more clearly in English which is a plus point for him and his carrier. In present days, knowing English is the first criteria to get a good job, otherwise one need to suffer. So, people are showing more fascinations towards English to get a better life. Besides, Rao(2017) focuses on the same issue through his journal that English is the language of job place and global market in immediate era and it is almost impossible to do a corporate job without having a good fluency in English. Kumar (2016) also mentions the same things in his article that how much the English language is helpful and important in getting jobs. This global world and society relies on English for the further development, so it is really tough to survive without knowing English. Almost all the scholars are saying the same things from their perspectives that knowing English is the first requirements to get good jobs , though it is not our mother tongue , still it is getting the highest priorities. Pooja(2013) comes up with another problem that how the ELT teachers are facing difficulties to teach. But most them are not well trained, especially teachers are from primary level facing these difficulties mostly as they rarely get any training, but now a they are bound to communicate in English with the students, which is becoming tougher for them. So, they need to prepare themselves newly with the good English proficiency and speaking ability to save their jobs which is the real challenge. Furthermore, Boyle (2010) focuses on educational system of China and teacher's role. As English is a global language of communication, so China is also trying to improve their educational system. But the fact is, this article shows that in order to be a teacher in China, one must have good knowledge and proficiency in English. Otherwise it is very difficult to be a teacher in China. So, knowing good English is the first step to be a teacher in China and one can have some training or courses of English to be a good teacher. Here both students and the teachers are facing the challenges as English is their second language, but still it is getting the higher priority in educations and job sectors. McManus, Gould and Welch(1983) also talk about the impact of

English language on the earnings of Hispanic men. This ethnic group is somehow facing some difficulties in economic aspects as they are not fluent in English or they are not the native speakers of USA. So, in some stages they are being challenged by the proficiency level of English because they are not fluent in English which is must in the countries like USA. So, we can see the domination of English language in very aspects of job sectors, which is bringing disadvantages for the minorities sometimes. Similarly .Kossoudji (1988) puts lights on the same topic that how the Hispanic and Asian immigrated men are being evaluated in the job markets based on their language proficiency and what difficulties they are facing because of this. Along with the other scholars, Carlier(1981) focuses on the Language clash in Canada and the wedges system where English speaking men are earning more than others because of the Language and communication skill, which sometimes symbolizes the discrimination among the workers. Batiz, L (1990) also discusses on this same concept through their article that how immigrants can improve their earnings because of their English language proficiency. Moreover, Dustmann, Soest (2002) also write about how language affect the earning of immigrants and how can they improve their economic status by being good English speakers. So, in every country and society English is getting the higher priority for a better lifestyle and better earning.

2.3 In Bangladeshi perspective:

In Bangladesh, we can also see the same scenario that how English language is becoming dominating and getting priority over Bangla. Many scholars wrote paper on this current situation of our country. Sultana (2014) talks about the recent hype of teaching English in every educational institution in Bangladesh, mostly in universities. After coming to universities, students find all the instructions in English, which has both positive as well. There was a survey on it and the students participated. Bangla medium students felt uncomfortable; on the other hand the English medium students were very confident and

fluent. It made inequalities among them. This shows the present educational system of Bangladesh. Besides, Farooqui (2014) discusses about the difficulties to teach English as a second language in Bangladesh. Some changes are coming in teaching English because of the Government and new policy of Educations. According to the given instructions, teachers must need to follow some certain policy while teaching like the lecture of the class should be in English. In that case, the teacher need to have good fluency and accuracy in English, otherwise he will not be able to teach properly. Now it creates problems for the teachers who are coming from Bangla medium background. When all the books are in English, then the teacher must have the ability to translate them in to Bengali for better understanding of the students. Teachers can also have some training for those skills to teach the students properly. In urban areas, teachers should have some training must to teach the students accurately. So, the teachers also struggle a lot to teach in English. As the demand of English is getting higher day by day, it is also creating pressure on educational system and the teachers. Furthermore Mohammad, Islam and Rakibul (2017) talk of the demand of English in Bangladesh as it is now the way of globalization. It is believed that in order to develop our country, first we need to develop our English as it is the only way of communication with the other countries. So, it is getting more priority and importance day by day. Again, Imam (2007) shows that, in Bangladesh 98% of people speaks in Bangla. Even in 1952, we Bengali people fought for our language which is Bangla. If we look back and think, then Bangla should get the highest priority everywhere. But unfortunately now a day, our society is becoming more respectful towards English language and English speaking people are getting more priority then the people who speak Bengali, which should be a matter of concern for us. It has both positive and negative impact on the same time, but Mother Language should get the first priority. But in our country we can see that the English medium schools and the students carry the higher prestige than the Bangla mediums which should not be accepted. Besides, Hamid, Sussex and

khan (2009) talk about the private tutoring in English which is making English more special in social perspective. English is getting more priority in Bangladesh. Even Bangla medium students are taking English as a challenge and they want to learn English properly. Because of the demand, people are adopting private tutoring in English to develop their skills. It has also received little attention from TESOL. In this article, the P.T.E in rural areas got the focus. In rural areas, P.T.E is not so advanced like urban areas and the system of teaching is not so proper. But still now a days, parents and students from different rural areas started showing their interest from learning English through P.T.E to ensure their betterment which is really appreciable. Though English is getting more priority in Bangladesh, but our mother tongue is Bangla. Because of the domination of English, Bangla medium students also suffer a lot as English is our second language and in Bangla medium schools, education system is different from English mediums which are the main reason. So, the Bangla medium students face many barriers regarding this. Afrin (2016) writes on the writing problems of Bangla medium students which makes them weaker than English medium students. For any student, learning a second language is a challenge. Students who are from Bangla medium background often face difficulties who reading or writing English, especially in writing. Mostly when the Bangla medium students are getting admitted in universities, they find it more difficult as they cannot use Bangla here. In order to write, most of the students try to think in Bengali first then they try to convert it in English, which takes more time. Besides, as English is the second language, so most of the students do some common mistakes in writing because of the interference of mother tongue. Moreover, teacher should be friendlier and helps for them, so that they feel fewer hesitations as well as learn from the mistakes. Besides, Kabir and Sharmin (2012) focus on a particular problem of Bangla medium students which speaking in English. It is kind of a challenge for them because they are not habituated to it. After 12 years of education in Bangla medium school and college, when a student get

admitted in to any university , that time the student faces some difficulties while communicating in English. This can also be harmful for his result or overall performances as well. In spite of being a good student, students feel less confident because of the poor English accent. This kind of problem is very common in the students of private university and sometimes it affects their career badly. For this, they can do extra courses of English to make their English better in some extent. Because now a days, students are also being judged based on their speaking skills in English.

2.4 Importance of English in other countries:

English medium students are getting every single advantage throughout the world as it is as international language. Regarding this issue, Zacharias (2012) talks about the educational policy of Indonesia where English is the way of instruction. Teachers are trying to make the students scholar in English, so that they can compete with the whole world. Since the primary level, students are motivated to learn English properly and teachers are helping them in every ways. In future, these students will get more opportunities to prove themselves than the other students who are weak in English in some aspects. Besides, Coleman (2006) also writes about the importance of teaching English in Europe. He does a survey on the priority of English in Europe, in spite of being a lingua franca and for any kind of higher studies, they need to know proper English first. Again, Nunan (2012) writes on the importance of English in Asia-Pacific region and the impact of English on different cultures. The emergence of English cannot be ignored anymore and the education system is also giving more importance on English besides the other subjects.

In all the scholarly works discussed above, researchers have given their valuable opinions. Tannok(2008), Luzzo (2011), Lucas (2013) talk about educational discriminations from different aspects of the society. Then some scholars have written about the impact of educational discrimination which is creating problem in jobs for the people who are not fluent in English. For example: Graham(1987), Mohammad(2008), Dooey and Oliver(2002), Tainer (1988),EspenshadeandFu(1997), Pandey and Pandey(2014),Rao(2017),Kumar (2016),Pooja(2013),Boyle (2010),Gould and Welch(1983),Kossoudji (1988),Carliner (1981),and. Batiz, L (1990) discussed job employability for English speaking people. Besides in Bangladesh some scholars have also worked on the importance of English in Bangladesh which is creating barriers for Bangla medium students. For instance, Sultana (2014),Farooqui (2014),Mohammad, Islam and Rakibul (2017),Imam(2007),Afrin (2016), Kabir and Sharmin (2012) have written on this issue from the perspective of Bangladesh. Lastly some scholars have discussed about the importance of English in different countries as well as in educational systems. Zacharias (2012), Coleman (2006), Nunan(2012) write on this issue in their research. Many studies have already taken place on this issue and the effects. But till now, limited research has been conducted on the issue of educational discrimination in Bangladesh which is taking place especially in teaching. This study attempts to focus on these areas and try to find out the possible reasons behind it.

Chapter 3: Methodology

This chapter talks about the way of conducting this research, what type of methodology is being used and the participants, techniques and the procedure of data collection.

3.1 Research design:

In any research, approaches and methods make a research more valuable and acceptable. According to Brown (1988), there are two types of approaches 1.primary research and 2.secondary research. In this research, I will follow primary research as I will take interviews from my participants and use them as information which is a primary source. For primary research, Tavakoli (2013) says that, in primary research, researchers get the original data and find out the research objectives. In case of secondary research, the case is different.

In this paper, qualitative research which will help me to collect information; practical interviews from participants, primary data and cover up the real issues connected to my topic as well as it will help me in personal understanding. Thomas (2013) says that qualitative research deals with the response of participants, practical information and creates a chance for self-exploration, which is really important for conducting a research.

3.2 Participants:

For this research, researcher selected some participants for the data collections and gathering information. As the topic related to job employability based on the educational background, so those people can provide some useful information and examples are chosen as participants.

As participants, there are five Bangla medium students who are graduation from Bangla medium schools, two students from English medium school with good proficiency, one principal from a very renowned English medium school and two fresh graduate students of a private university. All of these participants were chosen for some specific information and they shared their point of views based on the questions.

Different questions were asked to the participants on different times. They were interviewed separately and a limited time period was allocated for them. The interview time was convenient for the participants so that they could cooperate. The questions were designed according to their current status and back ground.

3.3 Context:

To conduct this research, researcher went to her hometown which is basically a mofosshol. She chose participants from her own school which is Bangla medium school and here she kept the theme: how English used to be taught there, how they learnt and in what extent it is affecting their careers. Then the two participants who belonged to English medium school are from Dhaka and here the focus on: how their way of learning is different from Bangla medium school and how effective it is in the long run. Next participants are also from renowned school of Dhaka and other participants are from a private university. So, the whole thesis was conducted in small mofosshol and Dhaka city

3.4 Instruments:

I prepared a set of questions with me and every participant was asked five questions and the last one was open ended question, so that they share their point of view different. I carried a pen and paper with me, so that I could note down what they said. For more details and further research I also used a tape recorder where I recorded the whole interview with the consent of

the participants and they were okay with it. I will add those questions on data collection part and in appendix.

3.5 Criteria:

As language is working as a barrier in getting job, here basically the victims are the students who belong to Bangla medium because of their weak English. Mostly the students, who are from outside of Dhaka, face more difficulties in getting job as they are not good at English. In small towns, in all schools and colleges instructions are given in Bengali and teachers also speak in Bengali, so students also keep speaking in Bengali and they are not good at communicating in English which becomes a disadvantage for them when they enter in job sectors. In small towns and rural areas, students do not get many facilities as the urban students like Dhaka city get. So, while giving interviews Bangla medium students become nervous because of their fluency which affects their carriers and most of the time they are disqualified. In this case, English medium students are getting the priority because of their fluency and proficiency level which comes under educational discrimination. On the other hand, Bangla medium students with a good CGPA and educational background suffer a lot in getting jobs though they are well deserved. This is now one of the common problems in our society.

3.6 Limitations of the study:

Taking interview was a long time process from person to person. Some of them felt shy to talk about their weakness and they tried to skip those questions. Besides, English medium students could not give much time as they were busy. Moreover, taking interview of the principle was not that easy task as he was not bound to answer every question and the interview was short as well. So, in a short time I had to collect all the information.

3.7 Information regarding the participants:

This chapter discusses about basic information of the selected participants for this research.

The Bangla medium participants are from my own school which is situated in my hometown but I do not want disclose the name because of the policies. Now I will add some personal information about the participants and their current position.

| Name of the participant | Age | Gender | Current status |
|-------------------------|-----|--------|-----------------------------------|
| Jisha | 25 | Female | Student |
| Nusrat | 26 | Female | Taking preparation for IELTS |
| Labib | 28 | Male | Teacher at UCC coaching center |
| Suraiya | 25 | Female | Looking for a suitable job |
| Rajib | 27 | Male | Teacher in a Bangla medium school |

They all are graduated from the same Bangla medium school and colleges and throughout the interview, they shared their story of their struggle to manage a suitable job because of their less proficiency in English. But they did really well in their HSC and SSC.

Other two participants are from a well-known English medium school and college (Milestones). Their information is given bellow:

| Name of the participants | Age | Gender | Current status |
|--------------------------|-----|--------|--|
| Sumit | 30 | Male | Marketing manager in a private company |
| Anita | 28 | Female | Doing master's in abroad |

Others two respected participants are:

1. A principal from English medium school
2. A newly appointed teacher in an English medium school

Last selected two participants are from a private university who are freshly graduated. Their information is given bellow:

| Name | Gender | Department | Current status |
|--------|--------|------------|------------------------|
| Tonmoy | Male | Bbs | Working in a bank |
| Afra | Female | English | Taking preparation for |

| | | | |
|--|--|--|-------|
| | | | IELTS |
| | | | |

These are the basic information regarding participants who shared their point of views and gave their valuable time. They all are selected for my research for some particular reasons which will be discussed in the data collection part.

3.8: Data collection procedure:

This section talks about how the researcher has collected data from observations and question answer sessions.

As I mentioned earlier, the researcher asked total 5 questions to every participant and the last one was opened ended thoughts and it gave the participant freedom of speech. For every participant, a find time was allocated for the discussion which took 15-20 minutes and the interviews were taken individually to avoid any kind of interruption.

3.9 Instructions:

The whole interview was taken in English, but sometimes the participants used Bengali to make their things more clear. But most of the time, participants were asked to use their own examples regarding the issues so that the researcher could relate more. In the last part where the researcher asked to open ended question, the researcher requested them to explain it briefly and give the possible examples. The researcher also asked them to avoid those questions where they would feel offended to answer, so that the participants could make themselves comfortable in the interview session. Sometimes, the researcher asked follow up

questions to connect the answers properly. In that case, sometimes the questions were personal as well as straight forward. Sometimes I asked same questions to other participants for cross checking.

Chapter 4: Results

This chapter talks about the qualitative data and findings those the researcher has collected from observations and question answer sessions. This chapter will be focused on the research questions. The questions and answers will be given bellow and the outcomes will be discussed briefly. Here the opinions of the participants will be discussed and researcher tried to give her own views wherever it was required.

4.1 Interview of Bangla medium students: their main barrier and challenges:

Data was collected from where researcher completed her SSC and that is a renounced Bangla medium school. That school is well known for rules and regulations as well the ranking. The education system of that school is really good and every year the students of that school get more golden/GPA 5 than other schools of that city. So, it will be no wrong to say that the school provides good quality of education. The five participants who have been chosen for this research also graduated from this school and they all are in different positions now. Five questions were asked to these participants with one open ended question.

First participant is Jisha who is 25 years old and now studying in a private University in pharmacy department. Till her SSC, she was the first girl in her class. So, the first question I asked her was, in which way she was taught English in her high school level and was it fruitful?

She replies that “As it is a Bangla medium school in a small town, English is considered as important as the other subjects or sometimes less important as it is our second language and it

is taught in GTM which is more focused on memorization rather than understanding. But most of the students get good marks in English because of their capacity of memorizing but when they go to the upper levels, they face difficulties like me. I did really well in English when I was in school, but my English is not that much good in real life, specially the fluency, because I never had to speak out in class. After coming to the university, I realized that my English is not good as others and I feel nervous. I got good grades in my SSC and HSC, but now I am suffering because of my less proficiency in English which is not good for my carrier”

May be she was trying to point out that, the way of her learning English was not proper and it mostly happens to the students who study in small towns, especially in Bangla medium students. They do well in board exam but suffer in the long run because of less proficiency which is a threat for the carrier.

The researcher further asked the participant that how she really realized that her English is poor and is it really harmful for her carrier (as she is already studying in a reputed private university)?

She says, when she was in her first semester she made many new friend and most of them were from English medium school. During the conversation with her friends, she felt low because of her weak English and she could hardly continue the conservation in English. Besides, while giving presentations, she used to feel nervous and her pronunciation was not proper. So, she faced all those problems because of her poor English. As she never practiced English this way during her school and college life, now this weakness of speaking English is becoming a threat for her carrier day by day. Though she gets good marks in writing part, but when it comes to speaking, she is struggling a lot. So, she can feel the discrimination for being a Bangla medium student with poor English.

Most of the Bangla medium schools specially which are situated in small towns do not give much important to English , as a result in spite of doing good results, students suffer in the long run because of less fluency and poor English like Jisha. They do not get the proper learning from school, so they cannot perform well in university level and their carrier get affected. Although it is said that everyone should get the proper education, but the scenario is different in Bangla medium school. Because of these teaching differences, most of the Bangla medium students suffer and feel discriminated in different places.

The second participant from Bangla medium school is Nusrat who is taking preparation for IELTS as she wants to settle down in abroad. She is a bright student during her school and this is the second time she is taking preparation for IELTS, unfortunately she missed her first chance. She discussed about her preparation with the researcher and based on her situation, researcher asked her some questions. She was asked the reason behind her not qualifying in IELTS for the first time and did she feel any disadvantages for being a Bangla medium student?

She replies that, she worked really hard last time but she got poor marks in speaking and listening part. This time she is working harder but somehow she knows that her English is not good or weak. In her school, she used to get highest in English but now she is struggling. She believed that she was really good in English along with her academic performance. But she never focused on fluency and accuracy which is the most important part in English and now she is paying for it. Researcher found it quite relatable and it really happens in real life. In spite of getting good marks in schools and colleges, people remain weak in English and further it affects their carrier, in the same way it happened to Nusrat. So, good academic result really doesn't give us good fluency but we hardly focus on it. This is considered to be one of the biggest disadvantages for Bangla medium students.

Researcher further asks, is she doing anything to improve her English now or does she think she can improve her proficiency at this level?

Then she adds that, now what she is doing is that she has started watching English movies and series with subtitles as well as she has started listening more English songs. Now she is doing an English course in Saifur's coaching to improve her English as much as possible in this short time. But as she is not related to these things since the beginning, so things are getting tough for her, yet she is trying for her better future. She includes that, if she was familiar with these things since her school or if the way of learning English was different, she would not have to take these troubles.

The third and important participant was Labib, who is taking classes in a coaching center as a math teacher. He used to be the first boy till his SSC, but now he is really struggling to find a suitable job. He is a really career oriented person but unfortunately he is facing some obstacles to get the right job. He is an important participant because researcher talked to him about his job life and what is really affecting his career. He was asked, did he ever feel that for being a Bangla medium student he is being the victim or is it affecting his career?

Through his answer, he disclosed that before coming to the job sector, he never realized that his weak English/less proficiency would create such challenge for him. He mentioned that he is good at writing, but whenever he goes for any interview he cannot really cope up for a long time and because of his pronunciation he gets rejected. He graduated from a public University and he used to think that he would get a good job easily because of his good CGPA. But this got different in real life. In spite of having same CGPA, his friend got job in a renounced English medium school but he got rejected because of his poor English and fluency. So, he could easily feel the discrimination there and he was really broken. Till now, he is struggling. So, he feels that he is the victim here because of his Bangla medium

background and non-developed English. According to him, in job markets English medium students/ people with good English accent are getting privileges everywhere and Bangla medium students are being rejected mostly because of the poor English and fluency, which is discrimination. Researcher found these ideas really valid and because of this discrimination, Bangla medium students remain jobless or do not get the suitable job for a long time. Every student really works hard to get a good job and try to maintain a good CGPA. But when they get rejected just because of their poor English, then this is really sad, besides he also may very good in other subjects and it is being overlooked.

The fourth participant from Bangla medium background was Suraiya and she is graduated from National University last year and looking for a job. She was really disappointed in her personal life and she shared her personal experiences during the interview. She is really a good speaker and friendly, but she requested to take the interview in Bangla, which was okay. Researcher asked her some normal questions and she was really comfortable. She was asked about the educational system and the present situation. Researcher asked her, the way she is comfortable in Bangla, in the same way she is comfortable in English or not?

She talked on this issue very frankly and said that she is from Bangla medium background and English used to taught in Bengali like the other subjects, so in class they could hardly communicate in English .she witnessed the same thing in her university and there most of her friends from Bangla medium background, so they used to communicate in Bengali and she got used to it. So, she is more comfortable in Bangla everywhere.

Researcher further asked that till now did she feel any disadvantages for not being a English speaking person?

She said that she facing the disadvantages now. Whenever she is applying for a job, she is being neglected for being a Bangla medium student. Besides she got call twice for the interview, but as she could not continue the conversation in English, so sometimes she started speaking in Bengali in the middle of conversation. For this, she did not get the previous job and still searching for a job.

She was sharing her personal experiences and her statement was similar with the other participants. Bangla medium students struggle a lot to manage a suitable job and they face discrimination because of their low proficiency which is not their fault at all.

The fifth and last participant of Bangla medium school was Rajib. He is working as a teacher now. He was really cooperative and friendly during the interview. He teaches English in a Bangla medium school for two years and he is very popular to his students. Based on his current status, the researcher asked that does he teach in the same way like he used to be taught when he was in school?

He says no and says that when he was in school, his teacher used to teaching English in Bengali which basically makes students weak and they suffer more when they go for higher studies and in job sector. So, he teaches English in English, so that students learn properly and produce, which is really important. Being a Bangla medium student with weak English, Rajib had to struggle a lot as no one was ready to give him job. After trying a lot, he got job in a Bangla medium school and he does not want that his students would suffer like him with poor English. So, he tried to bring some changes in teaching for his students.

So, there are the statements from students of Bangla medium school who are under the educational discrimination and having disadvantages of less fluency in English. Their answers were related to each other and they are trying to improve their English for a better

life. In job markets, English speaking people are getting the higher opportunities and respect, but Bangla medium students with the same academic result are lagging behind which is not right. Education should be same for everyone and everyone should be taught equally, but in our country this concept is not applicable.

Lastly there was a question for every participant where they had to give their votes and they were asked separately. The question was, “Do you feel that you are being victimized in job markets and academic life only because of your poor English and do you feel that it is the pure example of educational discrimination?”

| Participants | 1. Strongly agree | 2. Agree | 3. Neutral | 4. Strongly disagree | 5. Disagree | votes |
|--------------|-------------------|----------|------------|----------------------|-------------|-------|
| Jisha | | | | | | 1 |
| Nusrat | | | | | | 1 |
| Labib | | | | | | 2 |
| Suraiya | | | | | | 1 |
| Rajib | | | | | | 2 |

4.2 Interview of English medium students: exploring their strength and advantages:

Besides the Bangla medium students, researcher also selected two English medium students, so that researcher could make a comparison among their statements.

Sumit was the first participant who is working as a marketing manager in a private company. He is hard working person and very friendly. He could not manage much time, so he invited researcher to his office and had a good conversation. He is graduated from a renowned English medium school and completed his undergrad from a private University with a good

CGPA. During the conversation, the researcher praised of his fluency and asked him what made his English too good?

He replies with a smile that, from his school level he was good in English, especially in speaking. Because in their school, they had to communicate in English and everything was written in English. So, he got used to it and he feels really comfortable. So, basically it was his education system and his personal interest, which made him fluent and proficient in English.

Researcher further asked him that, does he get any advantage because of his good English?

He replied very positively and said that, he joined this company last year and till now he got two promotions and gave this credit to his good fluency and the way the dealing with people. In this company, they had to work with many foreign brands and during any meeting he used to give speech on behalf of his boss and he was really impressed with his gesture and fluency. So, he got two promotions in this short time which is a big achievement for his career. He meant that a good capture in English can help someone a lot and he was confident enough.

So, here the participant got the advantages of being an English medium student with a good proficiency. In job sectors, English medium students are really getting privileges which is bringing some disadvantages for Bangla medium students whose English are not so good.

Another participant is Anita who is studying in abroad. As she is living in abroad, the researcher talked to her through a call. She is an English medium student and doing her master's in a well-known university, which is really appreciable. She said that, during her IELTS exam, her marks was really good and to get the chance to study there. The researcher asked her, did she face any challenge in IELTS like the other students and what was her strongest point?

She replied that, from her childhood she desired to study in abroad and she was fond of English movies and books. Since her school, her English accent was really good and she kept practicing it, which basically became her strength during IELTS. She really did not struggle in English like the other students; rather she was really confident and relaxed. She added that people who are good in English can easily do well in IELTS.

Her speech was reliable because she said the same things like Nusrat who is really struggling because of her bad accent and proficiency. So, here researcher would see the similarities between their speeches. English medium students are really doing well in their academic lives and job sectors and from their school level they got the chance to learn proper English, where Bangla medium students failed.

4.3 Exploring how English proficiency is affecting the job sectors:

After that, researcher took interview of a very reputed person who is the principal of a renowned English medium school. He is a very humble person and he tries to provide some valuable information that is much needed for this research. This is one of the best schools in Dhaka and they try to maintain some good requirements while hiring any teacher. So, the conversation was based on it. So, the researcher asked respected Principal, who gets privileges as a teacher in their school or do they hired teachers from Bangla medium background with good CGPA?

He replied in a very gentle way that, their school is one of the best English medium schools in Dhaka and they try to hire some best teachers to maintain their reputation. He further mentioned that, every year many people send their CV and most of the time authority call those jobseekers that are basically from English medium background as they believed that their accent will be better than Bangla medium student which will be good for their school.

So, here he clearly mentioned what qualifications they look for in a teacher. Here Bangla medium students get victimized and they do not even get a call. The conversation pretty much confirmed that how Bangla medium students are being neglected as the authority believes that they are bad at English and their proficiency level is really low.

Another participant is a teacher who has newly joined in an English medium school. He is graduated from a reputed private university and belonged to English medium background. He also mentioned that his CGPA was not so high. The researcher then asked him, what convinced the authority to take him as an employee and how does he feel here?

He said that he used to be an average student during his university, but he was a good performer like presentation, debate and other activities. During the interview, authority was impressed with his fluency and way of speaking, so they hired him. He also believed that now a days, fluency and pronunciation really matter in job market, even more than academic qualification. He feels really good in his works place and everyone is really fond of him. In his school, there are also some teachers who are not a good speaker or their fluency level is not that much good, here he gets privileges over them.

His statements showed that fluency and proficiency really matter in job sectors and employee with a good fluency always gets priority than others.

Here also both participants were asked one central question and they gave their votes. The question that researcher asked was, do they think that they getting privileges everywhere more than Bangla medium students is the result of their proficiency apart from their academic result?

| Participants name | 1. Strongly agree | 2. Agree | 3. Neutral | 4. Strongly disagree | 5. Disagree | Votes |
|-------------------|-------------------|----------|------------|----------------------|-------------|-------|
| Sumit | | | | | | 1 |

| | | | | | | |
|-------|--|--|--|--|--|---|
| Anita | | | | | | 2 |
|-------|--|--|--|--|--|---|

Last two participants are fresh graduated from a private university. Researcher tried explore their career opportunities, struggles in academic life and the changes among them.

Tonmoy completed his graduation last semester and now working in a bank. He is a very good student and hard working. Researcher asked him did face any from in his undergrad or in which era he really had to struggle so far or the journey was smooth enough for him as student of private university?

He shared his experience saying that, as a student, he really enjoyed studying here. But in his first one year he faced some challenges. He belonged to Bangla medium back ground, after his viva he got Pre University because of his poor speaking English. So, his struggle started from there. After that, he had to do BIL courses like 091,101 and 102, those courses were though from him because of his nervousness and less proficiency. But after passing those courses, he started doing really well. Immediately after his graduation, he also got the job. So, those courses really helped him a lot and made him confident. He said that, fluency and good speaking skill really matter in university as well as job sector. He shared his own experiences and changes. At first he had to struggle and now because of his changes he is now in better position.

He was further asked that did he face this kind of obstacles before admitting in university?

He replies, “No”. In school and colleges, everyone learnt English in the same way as they all belonged to Bangla medium background. So, there were no such challenges and speaking in English was not mandatory in class, because of this the scenario was totally different.

Last participant is Afra who graduated from English department, after that she was doing job as a content writer and now she is talking preparation for IELTS. She talked about her department and journey. She also mentioned that she wants to go abroad for her Master's and she is really confident about her future. Researcher asked her about her preparation and being a student of English department she is getting any advantage or not?

She said that she is really fond of English literature and she likes to read a lot. Since her school she was good at English and studying in English was her own choice. She learnt a lot and those things are really helpful for her IELTS exam. She added that good proficiency and good English is blessing for IELTS exam she already has and now she is hoping for the best.

The participants shared their experiences, personal struggle, advantages and disadvantages regarding their career and job. Their valuable thoughts and reality are related to each other in practical life. Here Bangla medium students are facing problems because of their low proficiency and fluency ,on the other hand some people are also having advantages because of these skills, which shows that discrimination really exist, especially in job sector. English has become the way of judgment which is not right in some extent, there are also some other skill to judge a jobseeker or student whether he qualified for the position or not. Our education system is not working equally for everyone and people are being victimized which need to be solved. Bangla medium schools and English medium schools are being equally treated in our country but not the students. It is high time that society need to change the though and make the education actually equal for everyone, so that no one suffers.

Chapter 5: Data Analysis

This chapter will focus on the response of the participants and identify the real reasons of this discrimination.

After taking all the interviews, here comes the analysis part where the researcher tried to relate the main theme of the answer with their interviews. The interview basically focused on our education system, impact and how it is affecting the job employability. Getting job in this era is not easy. Every year, thousands of students are being graduated. Some of them are getting job and some of them are struggling so hard. In spite of having the same educational back ground, some people do not get job on the same platform or they are not considered to be allegeable for the same post which is really unexpected.

While taking the interviews of Bangla medium students, they mention that they learnt English in GTM process. Peters (1934) discuss this grammar translation method in his article where he mentions that grammar translation method is not appropriate way of learning any language as it focuses more on memorizing than reading and learning. Here the students may learn some disconnected words without even knowing the meaning which is really unfruitful. Most of the Bangla medium students follow this process which is very common, but it hampers future of the students, as a result they suffer. They just memorize things without practicing and it affects their speaking, listening and others skills. The participants mentioned that they never had to participate in the class that much as well as they used to communicate in Bengali, which is one of the major issues that they are lagging behind. Their four skills were being developed at early ages when they were in school or college. In Bangla medium school, the way of teaching English is quite different as English does not get the main focus here, still students somehow survive. Moreover, there is no interaction in the class in English which is actually needed. For these reasons, their speaking, listening are skills being affected. They

also mentioned that they are struggling to find a suitable job because of their less proficiency and poor English. But they have a good educational background as well as they are good in other subjects, but here only their weak English is being focused which is basically fault of our education system. They are facing challenges everywhere because of their less competence in English and most of the cases they are being rejected. It is our society that is creating those issues and putting high demand on English. In every job sectors, the first requirement is job seeker should belong to a good educational background (where English medium students get the high preferences) and should have a good proficiency in English. It is natural that Bangla medium students are not so fluent in English, so in most of the cases they get rejected which is really pathetic. Again poor speaking and listening skills are creating violence for higher studies. Basically the education system is making the Bangla medium students sufferers.

On the other hand, English medium students got the proficiency and confidence. In Dhaka, the English medium schools are so well organized, efficient and helpful for the students. As the participants mentioned, they used to communication in English in the class, had to give presentations and they had to practice a lot. Because of these, they got good fluency and proficiency skills which is really helpful for their future. In English medium schools, mostly they follow CLT for well communication and participation. Savignon(2002) discusses communication language teaching in his article and how it makes the class more communicative and interactive in a short time. Here the students can discuss among themselves and learn fast. Teachers follow this method in English medium students and students can learn properly without just memorizing. It makes them confident, at the same time fluent. So, whenever they apply for any job, they get the preference, that is the main reason. Besides, now a day the authority also keeps it as a requirement that the employee should be fluent and proficient in English; researcher got this information while taking

interview. I got this idea while having a personal communication with the respected principal. For any kind of job like teaching, banking and so on English medium students get the opportunities to prove themselves but Bangla medium students keep struggling because of less English proficiency and speaking skills. This statement clarifies that, Bangla medium students are being victimized in the job sectors while English medium students are getting the preferences. This is the fault of our education system where the Bangla medium students are being discriminated and English medium students are being qualified based of the fluency and proficiency. Also the freshly graduate students are also facing these challenges and they are trying making themselves better day by day so that they get a suitable job.

Chapter 6: Conclusion

This study tends to show how less proficient students are facing hard days in job sectors because of having low proficiency in English. In every single moment of their life, they are being blamed or they themselves blame them for not having jobs but here the question arises actually they are responsible or the modern society and globalization are working as the active factors behind this. Infact, from the research, it becomes pretty much clear that the modern society, globalization, attitude towards English and over all entire education system are responsible for such situation because our education system are educating ourselves, giving the bookish knowledge to pass the exam and to some extent giving us a chance to get certificates but it is not making everyone eligible and skilled for getting jobs which is actually creating the main obstacle.

Recommendations:

- To solve this issue, English should be taught as a language, not as a subject from the primary level.
- Speaking should be a part of exam and it should be focused from the play group because it is proved that what young people learn at the early age, it lasts longer.
- As people suffer because of being less skilled in speaking, so speaking should get extra attention from the beginning of the education and it should be included in the board examination curriculum as in Bangladesh students learn only to pass in the exam and academic certificates.
- The English teachers should be trained well so that they can conduct the whole class in English and speaking in English in those classes needs to make compulsory.
- Communicative language teaching along with the use of technology and authentic materials should be used in broader level.

Thus, in this way the learners will be fluent in English and they will face less problem in getting jobs.

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Appendix A (Interview questions for Bangla medium students)

1. How do they learn English?
2. In class, are they being taught in mother tongue or in target language?
3. Do they have any speaking test?
4. In what language they communicate in class?
5. What is their main lacking?
6. How their career is being affected because of their poor proficiency in English?
7. How do they practice English?

Appendix B (Interview questions for English medium students)

1. How do they practice English?
2. Do they have any speaking test or participation task to improve their English?
3. Do they communicate in English both inside and outside of classroom?
4. In which language, all of their classes are being conducted?
5. What facilities they get to improve their English in class?
6. What makes them fluent in English?

Appendix C (Interview questions for Authority)

1. Do they discriminate between the candidates of Bangla medium and English medium?
2. Why English medium students get privileges in job sectors?
3. How do they judge or neglect a Bangla medium student (based on what)?

