

**Exploring Factors Affecting English Language Learning in Bangla-Medium Students:
A Qualitative Analysis**

By

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A thesis submitted to the Department of English and Humanities in partial fulfillment of the requirements for the degree of Bachelor of Arts in English.

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Declaration

1. The thesis submitted is my own original work while completing a degree at Brac University.
2. The thesis does not contain material previously published by third parties, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been submitted, for any other degree at university or other diploma.
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Approval

The thesis is titled “Uncovering Development Barriers: A Qualitative Analysis of Bangla-Medium Student’s English Language Learning Challenges.” submitted by Sadia Faiza has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Bachelor of Arts in English on Date?

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Ethical considerations:

The researcher of performing the research made sure to give ethical issues the utmost importance throughout the entire process. Rather than using compulsion, she gave information, and the individuals who were interviewed volunteered their participation voluntarily. The researcher has chosen to use the participants' preferred names rather than their real identities to maintain the confidentiality of the participant's personal information. She was aware of bias, and she chose her words with great care to reduce discrimination. A request for the participants' express agreement was made before recording any interviews, and the researcher made arrangements for times that were convenient for the participants. This was done to demonstrate respect for the participants' time and preferences. A further method that the researcher utilized to bolster the credibility of the study was to incorporate direct quotes from the people who were interviewed. In addition to this, she went above and beyond by having a participant assess the data that was acquired, which confirmed the accuracy and objectivity of the research.

Abstract

Speaking and writing English well is a prerequisite for working with technological, educational, and industrial advancements. Upon starting university, several students who had their elementary and secondary education in Bengali found themselves in a very different environment. Their inability to communicate in English caused them to poor academic performance and resulted in repeated job rejections. In many cases student performance is judged based on their oral English proficiency than their actual abilities. This research explores difficulties that certain Bengali-medium students experience due to their limited English proficiency. A qualitative method was employed to carry out this research and data were collected through interviews with students and parents. The findings of the study highlighted the challenges faced by Bengali-medium students and the factors that motivate them to pursue further study in a second language. The study also concluded that the students are unhappy with their school and want to be taught in English-medium school. The participants shared how their limited ability to speak in English hurt their self-esteem and limited the chances of being successful. A common worry was that the teachers were not paying enough attention to develop students' English-speaking skills. The study is significant as it explored one of the vital issues in our education system. It will have implications for future curriculum reform and policy decisions.

Keywords: language, proficiency, Bengali-medium, English-medium, barriers, educational system.

Dedication

I would like to dedicate this work to my mother for her endless love, support, prayer, encouragement throughout my pursuit for education.

Acknowledgement

First of all, I would like to express my utmost gratitude to Almighty Allah, for keeping me healthy and fit and giving me the patience and strength throughout this journey. I was able to continue my studies and use my real potential to use in my studies. Next, I would like to express my heartfelt thanks and gratitude to my mother, without whom I would not be able to pursue my academic goals and aspirations. My mother supported me unconditionally on this crucial Journey.

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Chapter 1 Introduction

This study explores factors that affecting English language learning of some Bengali-medium student. The definition of "education" is "a way of getting information with the goal of gaining a deeper understanding of a variety of topics that can be used in everyday life."

Knowledge should not just come from what is taught in school; it should also come from doing a variety of study tasks that are useful in real life. Nevertheless, our educational institution background has a big impact on our limitations of learning. This research explores some Bangla-Medium Students' struggle, challenges and barriers regarding English language learning. On the other hand, there are lots of who are doing good in their life and they come from Bengali medium background and they do not face any barriers regarding their English-speaking fluency.

From the data I have collected from the interview, it is apparent that some Bengali medium students still struggle for their English fluency. In Bangladesh, this study is important because it depicts the gap between teaching in Bangla medium schools and the English medium schools. It shows the reasons why some Bengali-speaking students have trouble speaking English fluently. If English education gets better, every student can fight on a global level. This study can help change the rules about schooling so that everyone has the same possibility of prospering.

At one point in time, a significant number of students had the belief that going to school on a consistent basis was an unproductive use of their valuable time period. Additionally, there are some individuals who may believe that obtaining a higher degree is a necessary prerequisite for obtaining a position that is within acceptable parameters. On the other hand, education serves a multitude of other goals in addition to only securing a job, achieving financial success, and meeting the requirements of one's family. Ever since the beginning of human history, literacy has been the primary factor that has contributed to the advancement of each civilization. Despite this, barely any percentage of children can reap the benefits of an educational system that does not offer the same opportunity or care to every student. I am not convinced there is an individual who would have an issue with the statement that things are becoming better in our nation as a whole or that enhancements are being made to the surroundings that we are now living in. Although it is challenging, the fact of the matter is that education is today a means by which children can achieve academic success, get an outstanding job, and earn financial gain.

Finding hard to learn English can happen to students from all over the world, especially if English is not their first language. From the moment students start learning English, they face many problems that could stop them from making progress. This is especially true for kids who are in a Bangla-medium school, where Bengali is the main language of instruction. Leaders in the legislature and teachers need to understand these problems in order to help students more effectively.

For the research I have used qualitative methods to find out the problems that some students face and how these problems affect their language learning. My goal is to bring attention to these problems and help make effective strategies and resources for some students who speak Bangla and want to learn English. Beyond finding problems, this study's goal is to look into other options that might help these English learners do better at learning the language. As the world becomes ever more interconnected, being able to speak and write English well is becoming more and more important for success in both school and work. On the other hand, some of the students who are currently learning Bangla might find it hard to switch to English-language classes. Some of the things that make it hard for them are the different language structures, cultural settings, and school systems that are out there. When they are trying to learn English, students whose first language is Bengali often have trouble with speech, grammar, vocabulary, and understanding. There may be issues with these because Bengali and English are not the same in terms of pronunciation, and spelling, but also meaning. Additionally, if individuals only hear English in school, they may not receive as many chances to use and improve their English language abilities. Unfortunately, students from low-income homes might not have had a lot of practice with the English language, and they might not have easy access to good learning materials. Students who understand Bengali as their first language know a lot about English culture and language which can help them learn American English much faster. Even though there are problems with the language, this is still the case. Students need to recognize it is important for students to recognize and use these skills so that they can boost their confidence and drive.

This study is about, exploring factors that affecting English language learning of some Bengali-medium student. This will help us better understand those problems. Some things that administrators and educators can do for better equitable language teaching are to learn about the points of view of students and then use interventions that are tailored to those points of view. Because it will help them improve their English, the results of this study will help learners whose first language is Bengali. This study's main goal is to make schools better places for these kids to learn and feel welcome.

1.1 Context

The education system in Bangladesh

Bangladesh's school system is very complex, with many types of schools that serve a wide range of backgrounds. Along with Madrasa education, the main languages of instruction are Bangla, English, and English version schools. Each of these types offers different ways to learn and different outcomes.

Bangla is the major language of teaching at Bangla-medium schools, which follow the national curriculum established by the Bangladeshi government. A large number of students nationwide get an education from these educational institutions, which are the most widespread and easiest to find. Even though Bangla-medium schools are widely used, some children from these schools frequently have difficulty with English, which affects their chances of pursuing advanced studies and finding work.

Foreign programs of study, like the British Oxford or Edexcel structures, are followed at English-medium schools. These schools emphasize English as the main language of education, which gives children a greater grasp of the language. Because of their increased employment opportunities in both Bangladesh and in foreign countries. English-medium school graduates are becoming more and more popular among middle-class and wealthy individuals.

The English version differs from schools that use the English language. English version institutions maintain the national syllabus and provide national procedures in English, whereas English medium schools use the Edexcel or Cambridge Global Assessment programs. Compared to English-medium schools, English-version schools are typically cheaper to attend.

Our country's national education system includes the Madrasah education system as a component. Islamic learning, especially regarded as Shariah-compliant learning, is the primary goal of madrasah education. Bangladesh has four different kinds of madrasahs: Maktab, Hafizia, Qawmi, and Alia.

This study examines the differences in the standard and results of learning received through these various mediums inside Bangladesh's complex school system. It draws attention to the differences in English language competency between children with various academic experiences. Because of little experience and practice, certain students studying in Bangla medium especially commonly continue to struggle with English. In contrast to institutions

where English is the predominant language of teaching, English is frequently taught with minimal attention.

By understanding these educational contexts, the study aims to put the spotlight on the fundamental issues that lead to differences in how well students do in school.

1.2 Significances

My primary purpose in doing this research is to determine whether or not students who attend schools that are taught in Bengali are subjected to long-term systemic discrimination as a result of their inadequate English ability. Within the framework of Bangladesh's educational system, English is regarded as a second language of significant importance. In spite of the fact that Bangla is the most revered mother tongue in our country, Bangladeshi students are required to learn a proficient level of English in order to finish their education, look for work in other nations, and communicate with legislators from other countries.

In comparison to the years before, educational institutions all around the world are placing a greater emphasis on the significance of communicating in English. On the other hand, children who are educated in the Bangla medium are at a disadvantage in commercial and higher education environments due to their inadequate fluency in English that they have acquired via their education. Their capacity to cultivate and advance in their particular fields of specialization is hindered as a result of this limitation.

1.3 Research questions:

1. What specific challenges do Bengali-medium students face in developing English language proficiency, and how do these challenges affect their academic and professional opportunities?

2. How do educational environments and teaching methodologies in Bengali-medium schools impact the English language learning outcomes of students compared to those in English-medium schools?

Chapter 2 Literature review

2.1 Introduction

The primary goal of the study is to find out the Bangla-Medium Student's struggle, challenges and barriers regarding English language learning. This chapter includes a number of works and study papers have been found that are somewhat related to the issue at hand, especially those that talk about the problems that students in Bangla medium schools face in their attempts to grow. The chapter also tries to identify a gap in the literature.

2.2 Current scenario of English language learning of Bengali medium students

A lot of places are accessible to people who are good at speaking and writing English. English is widely spoken across the globe and continues to be the predominant language in terms of usage. Furthermore, it is extensively utilized as a universal means of communication and holds significant importance in the educational systems of numerous countries worldwide. Bangladesh may not serve as an ideal illustration in this context because English is instructed as a secondary language within its educational institutions. The initial exposure to the subject matter typically occurs throughout the elementary school years, with continued academic engagement persisting throughout the entirety of one's collegiate education. Conversely, pupils who get instruction in the Bangla language may encounter difficulties in achieving proficiency in the target language (Hasan, 2023).

Bangladeshi students get English language lessons throughout their entire twelve-year schooling, which includes classes at both the high school and college levels. Despite this, they often have trouble fully mastering the language. From how well they did in school

during their time at the college, the outcome is clearly visible. In the other direction, things are very different for students who go to school where English is the main language used for teaching. Bengali-speaking kids have a hard time learning English because their communities are different in terms of race and social background (Sultana, 2014).

According to a report by the Daily Star, the typical level of knowledge of English among college students is about the same as that of seventh graders. People who do not consider themselves native English learners, on the other hand, often do poorly in school and show signs of being below average in both spoken and written English when they are in schools where English is the main language of instruction. There is no doubt that the author was able to get a good job and start making a living in a different country after taking part in a talk about the main reasons why English-medium schools grew (Imam, 2005).

A study at Stamford University Bangladesh included 89 first-year students with majors other than English and from a range of academic fields. It was decided that the students did not have good enough English language skills, which was the point of the study, which was to test the students' English language skills. Many people have trouble meeting the standards at work, especially when it comes to the Bangla language, even after they have finished secondary and higher schooling (Afrin, 2016).

Bangladesh has not been able to become self-sufficient in teaching English. The issue is widely talked about in mainstream perception and research studies, but authorities often don't want to accept it (Rahman, Seraj & Singh, 2019).

As a second language, English is used in many countries. English is also the language that most people around the world agree on. Another reason English is important is that people who speak it has an effect on government, financial markets, and society. The study also showed that English is very domain-specific and can only be used in certain situations, mostly in school settings. Bangladesh is mostly a one-language country, so the results make sense. Bangla is the main language spoken there, and English is only learned for practical reasons. that is, to travel, get a good job, a business that pays well, and access to many other resources. There aren't many places where people who speak the target language can hang out or make friends. A lot of informants never get to talk to other informants. Their main contact with people who speak the target language is through English-language movies, books, and stories. (Rahman et al, 2015)

The right teaching tools are just as important as having teachers who are skilled and good at their jobs. Additionally, it has been pointed out that the textbooks used in schools and colleges are not thought to be the best way to teach and learn English (Rahman, Moshiur & Begum, 2015)

2.3 There is a shortage of educated instructors:

An investigation was carried out by Tong (2003) to ascertain the fundamental learning skills that are required for the education of students. In light of the data, it was discovered that the majority of business owners have expressed discontent with the communication abilities of their staff members. This included the failure to finish projects including textual and spoken

interaction, as well as the inability to properly employ particular interaction strategies that are specific to their industry. Some examples of these ways include engaging in informal conversations, effectively delivering presentations to audiences, and actively participating in interviews. According to Riemer (2002), the educational experience of students who are learning English for Special Purposes can be improved by putting more of an emphasis on the specific languages and social abilities that are required in the manufacturing sector.

Hakim (2021) used a questionnaire to learn about the difficulties that students face when communicating in English, as well as their perspectives on the process of learning the language. The objective of this research is to determine the extent to which students who attended classes at private colleges and spoke Bangla as their medium of instruction were able to improve their English language skills as a result of taking online courses during the COVID-19 outbreak. The following topics are discussed in the essay: the level of comfort that students have when practicing their English through virtual classrooms; the difficulties and resources that they face during this process and the degree of comfort that they feel. Participants in conversations that take place face-to-face and directly can increase their capacity to communicate verbally by taking part in these kinds of conversations. In addition to the characterization of a variety of instructional approaches, the subject matter also included the popularity of the English language on a global scale as well as the significance of the English language in the context of Bangladesh (Hakim, 2021).

The problem of not having enough English teachers in Bangladesh is not a new one; it has roots in the past. In 1947, when the subcontinent was split into two parts, many English teachers who were Hindu chose to leave the country because they were afraid, they would face religious dangers and would have to live as a religious minority in the new state. Most of the teachers who were still working left in the 1980s. They were educated during the British era. So, over the past 20 years, both the content and the way it was taught had been harmed; teachers who had not learned as much English were teaching less English to their students (Rahman et. al, 2019)

Students are unable to interact with persons who speak different languages because of ineffective teachers. They are therefore falling behind children who study in English. (Islam, 2023)

2.4 Research gap:

From my point of view, despite the fact that the author covered a wide range of topics, he failed to acknowledge the significant gap in language competency that exists between pupils who were educated in Bangla and those who were schooled in English. Bangla-medium schools, which have a limited command of the English language, have been separated from English-medium schools, which have a strong command of the Bangla language. This division has been made by the educational system. Nevertheless, the author did not place

sufficient emphasis on the specific implications that would be imposed on children who only spoke Bangla. Despite having a limited level of fluency in their native tongue, English-speaking students have the opportunity to find jobs. There was not enough evidence to support the claim that students who are proficient in their mother language are not welcomed in a country that has a significant amount of linguistic diversity. All of his written works were centered on the idea that the English language is the dominant language in the world and that it plays an important role in the educational system. The purpose of this research paper is to investigate the advantages and problems that students who are educated in the Bangla medium have when attempting to acquire English language competency, as well as the degree to which they find online education to be convenient (Hakim, 2021).

In addition, I discovered some information that had been published in the past regarding the difficulties that pupils who attend schools that are taught in Bengali medium face. In the course of the research, questionnaires, quantitative evaluation, and inspection were utilized in order to identify these specific issues (Imran, 2005). Not only does the essay fail to address the perspectives of parents and educators on the educational system, but it also fails to present sufficient proof to back up its statements. This evidence could come in the form of thorough research or personal accounts. However, we were not provided with any recommendations for how to overcome this bias in our country. There have been a significant number of research articles and study papers published in recent times that have focused on the fact that the global market is dependent on English and the great difficulties that Bengali medium students have when attempting to master the language at the same time. There are, however, a

limited number of articles that examine the challenges that individuals encounter in their day-to-day lives, schools, or workplaces. The children's perspective on the existence of systemic bias is something that further piqued my interest. The responses of the students who speak Bengali will be used to generate additional inquiries for the students who speak English. This will help the English-speaking students gain a deeper understanding of the topic.

Chapter 3 Methodology

3.1 Introduction

This chapter contours the research methodology which was adopted to carry out this study. For this research I have chosen qualitative methods for collecting data. A type of study called qualitative research looks into real-world problems and gives us more information about them. Instead of intervening or giving treatments or collecting numerical data points like in quantitative research, qualitative research helps come up with theories and also looks into and makes sense of quantitative data. In qualitative research, people's feelings, thoughts, and actions are gathered. It does not state how many or how much, but rather why and how (Tenny, Steven, et al, 2022). Secondly, the chapter describes further the reason behind choosing such methodology, conceptual framework, data collection process, procedure of data collection, data analysis and selection of participants.

3.2 Research design:

Considering that my research focuses on uncovering development barriers of Bangla-medium students' English language learning challenges, it was necessary for me to seek out the perspectives of others to acquire a comprehensive understanding of the actual circumstances. To obtain detailed information regarding my research topic, I did my study utilizing the

qualitative technique. The utilization of qualitative research facilitated the acquisition of the necessary information. Furthermore, I conducted empirical interviews to collect primary data and effectively tackled the actual difficulties associated with my research subject. Both in-person and online interviews were conducted in a real-world context as a component of a qualitative data gathering methodology. The present study has utilized the narrative approach of qualitative study design. The study will be based on personal experiences, viewpoints, and self-observation.

3.3 Participants:

There was a considerable limitation placed on the researcher's capacity to conduct interviews and watch classrooms as a result of the widespread shutdown of schools. To conquer that challenge, I requested support from her coworkers, students, and members of her family. To ensure that the information provided is relevant, the researcher took great care in selecting a particular set of people to take part in the research project and then collected relevant data from those persons. Each of the individuals who took part in the research project had a Bengali educational background, except for one individual who attended an English-medium school. Out of the 7 students who studied Bengali, two are currently enrolled in university programs, one is working, and the fourth is a wife and mother of two children. All of these students come from different backgrounds. The fifth individual, who demonstrated an extraordinary level of competence, has just recently finished her education at an institution that is primarily English-speaking. The sixth one is from Bengali medium and doing his masters in the USA but demonstrated an extraordinary level of competence in English

speaking, writing. Lastly, seventh participant, who's educational background was Bengali medium now she is living in Canada and a job holder.

3.4 Background details of Participants:

Name	Age	Gender	Educational Background	Current Profession
1. Shefa	23	Female	Bengali-medium	Student
2.Montaha	22	Female	Bengali-medium	Student
3.Sanjida	24	Female	Bengali-medium	Freshly graduate, looking for a job
4.Nawshaba	25	Female	English-medium	Job holder
5.Mrs. Tasfia	35	Female	Bengali-medium	Working Mom admitted her children recently to a Bengali-medium school.
6.Shadman	26	Male	Bengali- medium	Doing masters in the USA.
7.Raisa	24	Female	Bengali medium	Doing a temporary job in Canada.

8. Promi	23	Female	Bengali medium	Student
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Everyone who took part in the study was selected on the basis of the specific information that they were able to provide, and they were invited to describe their points of view in response to the questions that were posed by the interviewers. It was with great care that the individuals were selected in order to collect a wide variety of viewpoints and thoughts that would provide comprehensive support for the investigation. A careful selection process was used to choose the participants in order to ensure that they would provide responses to the interview questions that were both varied and thorough. The information that was gathered for this study includes their perspectives, which were obtained by asking them a series of questions with great care. This information is a vital component of the information that was gathered.

3.5 Instruments:

The researcher used interviews as the main component of a tool or instrument for her research. To record and store information during interviews, the researcher made use of phone recordings. This allowed for the investigation of voice memos to be repeated multiple times. In addition to that, I meticulously documented the most important particulars. Both the recording of first-hand encounters and the collection of a substantial amount of information became much simpler as a result of the utilization of technological advancements. Open-

ended questionnaires, carefully constructed by the researcher, enabled interviewees to express themselves according to their ideas and perspectives. During the interviews, the researcher developed semi-structured research questions and incorporated them into the inquiries in order to increase the quantity of evidence that had been collected. By employing this approach, it was possible to conduct an investigation that was both exhaustive and interesting regarding the subject matter.

In spite of the fact that the conversations were recorded in the appropriate manner, the researcher occasionally made notes on paper to specifically highlight particularly significant information. It was possible to conduct individual interviews with each participant by using messages from Facebook and telephone conversations. This was an achievable approach. Further, the interviewee was able to observe the individual's approach and their way/tone of talking that they carried for themselves.

3.6 Data collection:

The researcher conducted every stage of the investigation, from initiation to completion. The primary objective of the study was to discern the fundamental disparities between the experiences of Bangla and English medium students about their achievements, way of life, and challenges. The researcher conducted a series of individual interviews to document the unique narrative of every single person interviewed. Despite the limited duration of each conversation, the people interviewed provided comprehensive explanations and meticulous analyses of various topics. Despite the small number of participants, they offered valuable

feedback, with some individuals demonstrating a greater ease of expression in Bangla rather than English. Individuals felt at ease expressing their viewpoints candidly due to their familiarity with the researcher, thereby fostering a relaxed ambiance. The researcher conducted regular inquiries with individuals, posing identical questions, to ensure the veracity of the data. The primary aim was to assess the impact of language on growth and development while recognizing the need to refrain from making broad conclusions about the educational system in a nation primarily according to the perspective of a single individual. Although the study has a limited number of participants, its objective is to obtain valuable insights that contribute to a thorough understanding of the environment for learning.

3.7 Data analysis:

The collected data were systematically analysed to reach to the conclusion of this study. In this section I am going to discuss the data analysis procedures used in this study. As a first step, I gathered the information from the people she questioned, and then I proceeded to translate and transcribe it so that she could carry out the analysis. Following that, I carried out an analysis of the collected information and divided it into groups according to several different criteria, which finally resulted in the identification of several themes that were present throughout the data. As a further benefit, the researcher was able to get a comprehensive understanding of the actual circumstances and come up with findings for the research study as a consequence of these subject matter.

Chapter 4 Findings and Results

4.1 Introduction

In this portion of the paper, I intend to analyze the information that was gathered from the interviews that were carried out as part of my study. Because this study is qualitative, I would additionally like to elaborate on the findings that were gained from the interviews that were carried out. Additionally, this section of the report will concentrate a larger emphasis on the research question as well as the interviews that were conducted. The interviewee's perspectives on the subject of this study will be offered in this section.

4.2 Interview of Bengali-Medium students:

I have selected seven individuals to participate. Seven of them were students who had chosen Bengali as their medium of instruction, and one of them is the mother of two children, one of whom is four years old and the other of whom is three years old. Shefa and Montaha are currently doing their honors from a private university. Sanjida recently completed her graduation and she is searching for a job. Mrs. Tasfia is a banker and she chose Bengali medium school to admit her 4 years old child, also in future she will admit her 2nd child in the same school. Shadman is currently doing his masters in the USA. Even though his educational background was Bengali medium school, he is very fluent and comfortable in speaking english. Promi is currently a student. Lastly, Raisa, she is living in Canada and doing a temporary job in a Canadian company.

4.3 Parental participation and student's disappointment:

Seven of them responded in a manner that was pretty comparable when I inquired about the reasons behind their decision to use Bengali as their medium of teaching. They stated that they did not make the decision on their own. My first participant, Shefa, shared her thoughts on the matter, saying, "My parents chose it for me because they believed it would be easier for me because Bengali is our native language." Moontaha, the second individual I interviewed, provided an explanation that was similar to the first. In addition, Shanjida, who was the third person I interviewed, offered the following explanation: "I ended up here because English medium schools were expensive and they could not afford it." The third person who was interviewed started to get upset when she said this. As soon as they realized that they had no control over their educational background, I asked them what they would select if they were allowed to select it one more time during their lifetime.

Every single one of them stated unequivocally that they had no reservations about choosing English as their medium. According to Mrs. Tasfia, "My husband and I made the decision, and that was the main reason because my baby is only 3.5 years old and a Bengali medium school closest to where I live met my child's age criteria. On the other hand, we are going to move her school to an English-medium setting either this year or next year."

Upon receiving my inquiry, both Afnin and Promi answered by stating that their parents were the ones who made the distinction. Last but not least, in response to my inquiry, Mr. Shadman responded, "That choice was made by my parents." It was their opinion that it

would be more useful to meet with these students who came from all different classes as opposed to merely meeting with the elite among the students.

4.4 Struggles:

I had the urge to ask them a few extra questions about this topic when six of the participants replied that if they were given the opportunity again, they would choose English as their medium school over anything else. The reason that English was chosen rather than our native language was something that I was curious about. As I questioned them about it, Moontaha, who was the second person I interviewed, responded by saying, "I have to reply in English?" I suggested that she select the language in which she is most comfortable because she gave off the impression of being nervous and was having difficulty communicating with self-assurance. "No, I feel so shy and hesitant to talk in English," she responded when I asked her after she had begun speaking in Bangla whether she felt comfortable and confident enough to speak in English in the same way. She had begun speaking in Bangla. "The result of this is that I speak less in class with both my teachers and my classmates."

The next thing that Shefa said was that this is precisely the reason why she wants to go back to her prior life and enroll in a school that is taught in English. She is under the impression that she is slipping behind because she believes that she was never able to comprehend English. After all, she attended a school that used Bengali as the medium of teaching regularly. The language of instruction at the university is English, and students are expected to be able to communicate in the language. Because of her background of education, she is

unable to talk in English smoothly. When Shefa made the following observation, she provided a fresh point of view: "I am proficient in both writing and listening in English; however, I have observed that many of my peers at the university have difficulty following lectures." She went on to say that she holds her school responsible for her inability to speak English effortlessly without any difficulty. Sanjida, who was my third interviewee, struggled with several issues but was also able to communicate effectively in English. "It was pretty much useful for me to make sentences as we used to memorize the grammar rules," said the participant. "However, if I am being completely honest, I find myself envious of the accents of students who are learning English medium."

The awkward moment that Moontaha experienced during a job interview was discussed. "Initially, I delivered a strong speech; but, in the middle of it, I changed my language to Bangla since I was feeling so humiliated." Due to the fact that she is fluent, Shanjida asserted that she is unable to carry on conversations with her friends from university. It appears like they are light years ahead of her. Mrs. Tasfia said that she will enroll her children in a school that provides instruction in English. Since Bangladesh is still considered a developing nation, individuals who are able to communicate in English will have better jobs and educational opportunities. When she first arrived in Canada, Afnin stated that it was rather challenging for her to understand their accent because they spoke so quickly. During her time working for the organization, she participated in a training and coaching program that lasted for one month. It has been indicated by Promi that she is still unable to deliver a

presentation with complete confidence. Shadman, on the other hand, claimed that "I prefer Bangladesh's version system more."

4.5 Discrimination and the frustration of students:

After being questioned about their thoughts on Bangladesh's educational system, their facial expressions revealed that they were angry. There was no denying the fact that they were dissatisfied. In addition, I inquired as to whether or not the limited English language skills they possessed had posed any difficulties. It was Moontaha who made the observation, "I am coping with the challenges at the moment." She asserted that she had never before considered how essential the ability to speak English would be for surviving in a country such as Bangladesh. "Classmates who are more proficient in English are getting good grades," added the teacher. Shefa, on the other hand, did not hesitate to express her regret at the discrimination, which she described as being both noticeable and covert. "When I was in school, we hardly ever communicated in English. We used a Bangla language other than English. "Now that I am attending university, everything is in English, and it takes some time to get used to this environment," she concluded. Shanjida asserted that she went through the process of applying for jobs and was subjected to discrimination. Due to the fact that she has expressed an interest in completing her master's degree in a foreign country, she is only being evaluated and given a score based on her English proficiency. "No one is concerned about whether I excelled academically or not; language is the only factor determining my future," the woman said to herself. Even more impressively, she submitted her application for a job in which the company was looking for someone with stronger communication skills. "Even in

Bangladesh, our mother tongue is not contributing anything, so why are there still Bengali-medium schools?" Shanjida raised an inquiry. Her dissatisfaction was not an isolated occurrence; other participants also responded in a manner that was comparable to hers. According to Moontaha, she is an undergraduate student, and as such, she is looking for financial support to cover her tuition costs. It is common for parents to require teachers who have previous experience teaching English. "It makes me feel like a criminal sometimes for not being an English medium student," she said further. "It feels like I've committed some serious crime." A statement was made by Promi expressing her criticism of the educational system in Bangladesh. mainly due to the fact that Bengali-medium schools are the only ones that offer English as a subject. Due to the fact that it is an international language, we are not taught in accordance with this fact. After that, she continued by adding, "Take a look at it from Bangladesh's point of view." Even if I work as a lecturer for a multinational firm in a university, I still need to be able to communicate in English. A larger priority is placed on being able to speak English fluently. When it comes to promotions and attention in the company, I believe that those individuals who have stronger English communication talents are given more consideration. Afnin's response was similar to that of Bengali medium schools, which placed an emphasis on English language training. Due to the fact that she was not given a lot of attention when it came to speaking English, she experienced a number of challenges when she became a college student. Everything that is taught in universities is in English. Because of this, she first had a hard time communicating in a coherent manner.

One of my fellow participants, Mrs. Tasfia made the following statement: "The education system in Bangla medium schools is quite inadequate. Due to the fact that Bangladeshi schools that employ Bengali as their language of instruction do not include the development of fundamental English education. Considering that English is a subject that is taught there. When I am in the classroom, I never see students speaking English at any level, even at the most fundamental one. In schools where Bengali is used as the medium of teaching, English is taught not as a language but rather by memory."

Shadman reacted to this question with the identical comment that was made by other participants, which was that "They are no longer focusing on English."

Shadman said, "On the other hand, once students arrive at the university after school, they immediately stop speaking Bengali and begin speaking English. that a significant number of students find difficult. For this reason, my opinion is that teaching English should not only focus on writing and grammar, but also on speaking the language."

Second, Shadman compares and contrasts the educational system of Bangladesh with that of colleges located in other countries. "My move to Buffalo, where I was pursuing my graduate degree, was followed by my employment as a teaching assistant. In the course of my work with the undergraduate students, I observed that their approaches were significantly different from one another. An undergraduate student of ours conducts research on the students' memories of Bangladesh and composes solutions.

Nonetheless, they place a strong emphasis on the technical aspects of the topics that are presented.”

4.6 Fear and a lack of self-esteem:

It has come to my attention that fear is a prevalent topic in interviews. They were worried about giving the impression that they lacked education. In addition to that, a few of them exhibited low levels of self-esteem. I conducted interviews with the participants in order to inquire about their thoughts regarding the discrimination that they were facing and how they were coping with it after the interview. It was clear from their comment that they were struggling with feelings of inadequacy for themselves. As a result of her lack of self-assurance, Moontaha admitted that she experienced feelings of anxiety during presentations. In addition, she talked about her first unsuccessful attempt at delivering an impromptu speech, during which she was entirely unable to speak when she attempted to deliver the speech. Moontaha revealed that she had purposefully chosen to remain silent because she was embarrassed by the possibility that her classmates might insult her English proficiency. The fact that Shanjida has been turned down for a job on multiple occasions has caused her to feel anxious about submitting additional applications. She contended that students who are fluent in English or who have received their education in schools that are taught in English had an advantage in all circumstances, particularly in professional settings.

Shanjida stated, "I was an exceptional student. In the past, just before giving presentations in class, I would have feelings of nervousness. The fact that the curriculum is of such

high quality does not change the fact that I would have a difficult time communicating and engaging with the professors.”

Shefa added that she keeps her attention fixed on the wall throughout the presentation to prevent herself from being distracted by laughter of other student's, which would make it more difficult for her to finish the content. "I choose not to respond to any questions that the instructor may pose, which results in a reduction of the points that I am awarded."

Promi experienced feelings of inadequacy as a result of her interactions with individuals who possessed great English speaking skills. Immediately following his admission to the educational establishment, Afnin displayed a lack of self-assurance and showed reluctance when presenting his ideas. One of the things that Afnin mentioned was that it was difficult for them to communicate once they arrived in Canada.

4.7 The irresponsibility of the teacher:

I questioned the participants about their experiences in high school and college, as well as the significance of being able to speak in English to that particular group of people. It is interesting to note that every one of them expressed the same thing: even the teachers hardly ever spoke to their students in English, and it was not obligatory for them to do so. According to Moontaha, "My English teacher communicated with the students primarily in Bangla to make it easier for them to understand." Even though she was the best student in her class, Shanjida asserted that she never spoke in front of the class and that she only wrote in English. Because they considered English to be an elective, they never actually worked on it.

Moontaha made the following observation: "Our future is heavily dependent on our ability to communicate in English, and our teachers never truly told us about how vital it is to exist in this developing world with the ability to communicate in English." There was never a time when we were compelled to speak in English. During our English class, we did nothing except memorize essays and grammar rules in preparation for our upcoming test. "And the teacher never said how important English speaking is for the future," she said further.

Shefa made the following statement: "When we were teaching English at our school, the English teachers did not speak the language correctly. Given that ma'am spoke in Bengali, we are unable to communicate in English, which is one of the reasons why we have a lot of problems with our English".

In addition, she noted that English teachers want their students to memorize only the essays, paragraphs, and grammatical rules that are covered in the course materials.

Shefa continues to express her anger by noting, "I find it hard to believe that the teachers at our school are not proficient in the English language. They failed to accurately instruct us in the English language. The only books that were taught were the basic board books. There was no supplemental curriculum that was for English-speaking students".

The teacher communicated in Bengali, and the English lessons were also taught in that language, according to Promi, who added that the teacher does not utilize English for communicative purposes.

"In my opinion, learning in Bengali medium school makes it more challenging to accomplish the goal of becoming fluent in English. Regarding the instructional approach that our teachers utilized, I am not in agreement with them. There were no efforts made to enhance the ability to communicate in English that were made. Reading English is only done for academic purposes", according to Promi.

She also added "Since it is a language spoken all over the world, we are not given any instruction in it. The pronunciation of English terminology is commonly incorrect by the teachers in our schools. This indicates that none of us are perfect and that we all learn from our mistakes".

On top of that, Afnin mentioned that our instructors did not place a significant amount of importance on practicing English. Memorization was the recommended method of learning. Mrs. Tasfia expressed her dissatisfaction with the English education that her first kid received; as she elected to enroll her in a Bengali-medium school.

4.8 Dissatisfaction among parents:

Mrs. Tasfia said, "I'm very much disappointed with the teachers and the quality of education they are providing." She was expressing her dissatisfaction with the new school that her daughter was attending. She also took issue with the apparent disrespect that the professors had for the development of their students in favor of the grades that they were receiving. Even though they should get love, care, attention, and encouragement as children, teachers do not provide their students with these things. According to her, "Even the teacher's spelling

and pronunciation make me doubt her level of education." For the reason that her friend's child is enrolled in an English-medium school, she also evaluates her own child's level of self-assurance when it comes to speaking English. "I observe my friends' children studying in English-medium schools, and I find that their communication fluency and confidence are not present in Bengali-medium schools," commented Mrs. Tasfia. "The teacher's pronunciation of Bengali medium is not good," she protests, expressing her annoyance with the teacher's pronunciation. In a situation like this, where the teachers are not confident in their ability to communicate in English, what will the children learn? As a parent, the mother is planning to move her daughter to an English-medium school in the near future, and she is going to be disappointed in her decision. Furthermore, she intends to ensure that her second child attends an English-medium school from the very beginning of their education. In addition, the parents of the other people who took part in my research are feeling regret about their decision. Shefa asserted that her parents, upon becoming aware of her position, enrolled her younger sister in a school that taught English as the medium of instruction. One of my younger sisters has been approved to attend an English-medium school. A statement made by Shefa revealed that my younger sister was admitted to an English medium school after they observed my situation. "My two elder sisters also studied in Bengali medium, but they now regret it," according to Promi. Additionally, my parents are regretful about the choice that they made. "I will never allow my future generation to attend a Bengali-medium school," according to Promi.

4.9 Some positive side of Bengali Medium schools:

In this paper I mainly talked about how Bengali medium schools are suffering for their fluency in English language speaking. But some students from Bengali medium are doing great job in their job sector also their English fluency is very job. Also, Bengali Medium schools have lot of positive side. Firstly, Bengali medium schools are affordable for all the class of people. On of my participant state that,

“Because English-medium institutions charge exorbitant tuition, I was raised in a Bengali-medium school. which our parents, for the most part, cannot afford. What most of our parents make in five or six months is equal to the cost of tuition for one semester. Kids that attend English-medium schools are probably well off, if not extremely wealthy. It is a result of social expectations rather than the curriculum”. The Bengali literary and cultural treasures are supported and grown by these schools, which helps their students feel strongly connected to their traditions. Moreover, Bengali medium schools follow the national curriculum. If the national syllabus is followed, students will get a consistent education that fits with the purposes and rules of the national system of education. Also, kids often get a lot of help with their religious and ethics education, which focuses on things like regard, obligation, and control. And, emphasizing national past and culture makes students feel more patriotic and prouder of the nation they represent.

4.10 **Interview of English medium students:**

Regarding the most disputed matter, I have chosen to interview a person who speaks English as her second language to obtain her point of view. The name “Nawshaba” is used to refer to her, and she is employed by a multinational firm in addition to working at a language school, where she teaches pupils from other countries how to speak English. She started working when she was still a student at the university.

4.11 **Good memories and Gratefulness:**

When I asked Nawshaba what she thought of the educational system in Bangladesh, she responded by saying, " The educational facilities and the way I was raised were pretty good." Because of this, I do not have any reasons to be dissatisfied. On the other hand, she also remarked that she does not appreciate how Bengali education is conducted. To tell you the truth, I do not approve of how English is taught at Bangladeshi schools that are taught in Bengali. After ten or twelve years of schooling in institutions that teach in Bangla, kids are hooked on English classes; nonetheless, why are they still unable to express even a single syllable in English? The style in which classes are taught and the educational system that is now in place are the reasons why their degree of proficiency is not what they possess. English language instruction should be the primary focus of Bengali language instruction, with the secondary goal of supporting students in the development of their core abilities. In addition, Nawshaba asserted that pupils who are taught Bengali as their language of instruction rarely focus on speaking but rather write in English. The whole transaction went off without a hitch and ran smoothly. Even though she was speaking with self-assurance and fluency, it was

evident from the expression on her face that she was doing well in life. After being asked to outline her academic experiences and the process by which she became fluent in English, she emanated an air of self-assurance. She stated that her teachers were a significant contributor to this achievement, as they encouraged her children to practice their English whenever they had the opportunity to do so. Since they were always using English, she was able to communicate well. "In schools where English is the medium of instruction, the "Drilling method" is the method that is consistently utilized. With the help of our instructor, we were motivated to converse in English consistently. Conversations between teachers used to take place in English in front of us. As a result of my own experiences, I borrowed the words. What they have to say and how they speak English are both things that I pay close attention to. Additionally, I continued to acquire the language daily. Make an effort to reach out to them as well." In addition, she offered an illustration by stating, "I believe that we used to write a lot of essays. Instruction in essay writing was provided to us by our teachers. This is what I was taught when I was in the second grade, and it is based on the assumption that we are given an apple and asked to produce a paragraph. Given that they have entrusted us with any object, we are obligated to record anything that we can witness". She responded to my inquiry regarding specific methods, exchanges, or motivational elements that significantly enhanced her grasp of the English language by saying, "I think just the thing is 'Exposure'". That was her response to my inquiry.

A youngster or student will automatically catch up on the vocabulary, tone, and sentence structure of the English language when they are in the company of other students who are

speaking the English language. Whatever it is we understand through the process of listening. Because of this, she is now more comfortable carrying on a conversation in English. Bangla is a language that she finds to be rather challenging.

"I was exposed to a significant amount of English from the very beginning of my schooling because my school is an institution that uses English as its medium of instruction. In the past, whenever I returned home, my mother would speak English to me, and all of my teachers would also speak English to me. My father, on the other hand, is a major fan of Bengali culture and literature. Because of this, I have read a great number of novels published by Shorot Chandra and Rabindranath Tagore to ensure that I can comprehend what I am reading. When I am conversing with other people, however, I find that I accidentally begin to speak in English. Nevertheless, I can comprehend; I can read Bangla," Nawshaba said.

Nawshaba also said her school's teacher used to motivate them a lot, "teacher notices who are very fluent and they used to appreciate them a lot. And you know what little child they got very motivated when the teacher told them some appreciation word. So, it is very important to be very fluent in English, at least in the perspective of the Bangladeshi system or culture".

Her teachers play a big role in her success. And she is very grateful to her teachers. It was visible in her face too. In addition, she realizes that these characteristics were necessary for her to achieve success in life.

4.12 **Accomplishment:**

I questioned her about whether or not she had ever considered the possibility that the benefit she was receiving was completely due to the fact that she was fluent in English. Not that she denied it in any way. "I never thought this way, but yes, my skills and English were definitely an advantage for me," Nawshaba answered. "Even though I never put extra more effort, I was still able to graduate with respectable grades".

She responded to my inquiry about whether or not her command of the English language had ever made her feel superior by stating, "I work for a highly reputable company, and I also work with international students. Additionally, I work with a couple other online learning platforms in addition to dealing with them. In addition to that, I collaborate with a few students from other countries. When it comes down to it, they are citizens of our country. I am enrolled in a large number of classes, and when I am speaking with them, I am essentially asking why they were enrolled in the first place. They believe that my English is fairly fluent and that I am able to carry on conversations in it. The improvement of their English language skills is their primary objective. Their goal is to increase their level of expertise to a specific extent. When I hunt for a job and start an online platform, I am hired in every business because of my fluency. I am also hired in every industry".

In light of this, Nawshaba acknowledged that it does make me feel a little bit better.

Additionally, Nawshaba responded to my request for examples of specific situations in which her fluency in English had provided you with special benefits or presented her with unusual

Opportunities.

Nawshaba says, "I work for a non-profit organization, and at that moment, whenever it comes to talking to any international people or whenever we are talking with somebody is special to us or we need to convince them that time my boss insisted me to talk to them".

Due to the fact that she possesses exceptional communication skills, she was able to work with a variety of multinational businesses on behalf of his supervisor. "I am very good at talking, which helped me to be a good presenter," she said in response to a question about some of her skills.

She added, "I am a good presenter because I am very good at talking. I have the ability to rapidly form a strong connection with everyone and have an easy conversation with them. It is possible to claim that this is my area of competence, and I am also good at conveying ideas to other people. And then there are my classes; I currently teach a great deal more than the three classes that I used to work with. She was promoted within a short period of time as a direct result of her efforts, which was a significant achievement in her professional life".

4.13 **Acceptance:**

Having listened to her achievements, I inquired as to whether or not having a command of the English language is sufficient to achieve success in life. She responded with a "Yes" right

away. From the point of view of the current scenario in Bangladesh, Nawshaba provided a response to this topic.

It is true that having a strong command of the English language is sufficient to ensure success in Bangladesh. When I began looking for work, I discovered that the majority of global corporations like to communicate in English among their employees. And this is how I was able to secure employment. Moreover, it is more subconsciously, but once I was hired by a corporation, I began working in internet sectors with international students. This was after I had already been employed. According to what I knew at the time, the people of Bangladesh did not have a very high level of education. And the vast majority of people who have had an education yet do not possess any level of English proficiency. In addition, persons in Bangladesh who do not study English are not able to do much better in their respective employment sectors. Because of this, I have come to the conclusion that I will instruct other individuals. She is of the opinion that because English is a language spoken all across the world, it is given more importance in Bangladesh than educational attainment. Additionally, students who come from an English-medium background perform better in university when it comes to presenting their work and interaction with their instructors.

Chapter 5 Discussion:

5.1 Introduction

Following the completion of all of the interviews, I will try to provide an analysis of the interviews as well as my personal viewpoint in this section.

Learning English fluently can provide access to a wide variety of opportunities. It spreads all across the world and eventually becomes the language of the entire world. It is widely regarded as the language of communication all over the world and plays an important part in the educational system of a great number of countries all over the world. The majority of schools in Bangladesh offer English as a second language to its students. According to USAID(2019), Education in Bangladesh is still of poor quality. Whether or not students are mastering reading, the fundamental skill for all future learning, is the most important indicator of how well a school system is doing. The majority of kids in Bangladesh are not learning how to read English fluently at all (Ahmed,2020). The educational process begins in elementary school and continues until the tertiary level of education. It is not uncommon for students who are educated in Bangla to have difficulty achieving fluency in the language. The interviews I conducted revealed that there are a few issues that need to be addressed about the English language learning skills of students in Bangladesh who are learning Bangla as their medium of instruction.

5.2 Challenges

One of the most significant challenges that students who are studying English as a second language face is the lack of early exposure to the language. The majority of schools that teach in Bangla as the medium of instruction offer English as a subject; yet, students hardly ever have the opportunity to converse in English in their day-to-day interactions. Learning a language involves developing habits, hence practicing L2, if Bangla is the primary language, might be difficult for a student. Because secondary and higher secondary education in Bangladesh is conducted in Bangla, most students pursuing further education find it

challenging to communicate intellectually in English (Afrin, 2023). It is challenging for children to develop sufficient language abilities since they have limited exposure to and experience with the language. There is a lack of motivation, which is the second issue. A significant number of students consider learning English to be a burdensome obligation rather than an opportunity. In addition, teachers at schools where Bengali is the medium of instruction fail to emphasize to their students the significance of fluency in the English language. Since English is a language that is recognized all over the world, teachers should encourage students to participate in language practice. Furthermore, when a teacher offers encouragement or praise, students demonstrate higher effort in any work they are trying to do. When students lack motivation, it can be challenging for them to keep their attention on the task at hand and participate actively in the process of language acquisition. Secondly, the problem is a lack of motivation. For many students, English language learning is seen as a chore, rather than an opportunity. And in Bangla medium schools teachers do not tell them the importance of knowing English speaking. As English is a global language, teachers should motivate them to practice the language. In addition, when a teacher motivates or praises, students give more effort to any work. This lack of motivation can make it difficult for students to maintain their focus and engage in the language learning process. Many students have the misconception that learning English is a task that must be completed rather than one that is enjoyable. This way of thinking is common in schools that teach Bangla as the medium of instruction, where teachers frequently fail to recognize the importance of teaching children how to speak English. Teachers at schools where Bengali is the medium of

instruction play a crucial part in encouraging students to actively practise their English language skills because of the widespread use of the language and the practical applications it has. The advantages and potential that come with possessing a great command of the English language in practical circumstances are not always understood by teachers. There are times when this is the case. Education professionals have a responsibility to emphasize to pupils the significance of having a command of the English language in order to facilitate wider communication, international cooperation, and a variety of employment opportunities. By changing how students think about the language, teachers can turn English from a basic skill into an important tool for success in both personal and professional life. It is very important to fully understand how ambition affects learning. Teachers should give students praise and support to make the classroom a good place to learn. Some students may be more motivated and excited to reach their academic goals if their teachers give them both positive feedback and constructive advice. To improve sustained attention and engagement in the language learning process, it is important to deal with low motivation. Teachers can help students get over the belief that English is hard and the realization that it can make their lives better.

5.3 Shortage of enough resources

One such problem is that there are not enough resources available. A significant number of educational institutions that apply Bangla as their medium of instruction are operating with little funding and do not possess the necessary resources to successfully instruct English to their students. This includes a shortage of aid for students who require even more assistance

since there are not enough teaching resources available, there are not enough licensed English language instructors, and there are not enough students. In addition, the qualifications that an English teacher in a school that uses Bengali as the language of instruction must possess are a major cause for concern. Participants in the research interviews reported that their English professors always encourage their students to acquire grammar rules through memorization rather than speaking to them in English during class. This was the consensus of nearly all of the participants. In addition to that, the instructor provides an inaccurate pronunciation of English terms. As a consequence of this, students pick up improper pronunciation as well, which leads to feelings of embarrassment later in their lives. It is troublesome that Bengali medium schools do not have enough English teachers who have received training. During the course of the research interviews, participants commonly noted that they rarely engaged in conversations in English with their English teachers while they were receiving instruction. On the other hand, the focus is typically placed on learning and memory of grammar rules. There is a widespread problem that has a negative effect on students due to the fact that English lecturers frequently mispronounce important terminology. The potential for youngsters to experience embarrassment in their future attempts is increased when they learn wrong pronunciation. In order to overcome these problems, schools that teach English as a medium of instruction must ensure that they have the finances to improve their English language teaching tools. Making investments in up-to-date instructional resources, hiring English teachers who have earned their credentials, and giving additional support to students who require it are all necessary steps in this process. It is vital for English teachers to

participate in professional development in order to properly educate their students , attain fluency in spoken English, and prevent students from pronouncing words incorrectly. By finding solutions to problems relating to resources, educational institutions that teach English in Bangla medium can considerably increase the overall quality of English teaching. As well as in a more efficient manner better prepare an increased amount of young children for future accomplishments. For students from Bangladesh to be able to learn English as a second language, one of the most important challenges that needs to be overcome is the elimination of cultural barriers. Learners who are attempting to become proficient in speaking English may face difficulties as a result of the specific cultural qualities that our country possesses. As an illustration, a significant number of students could experience feelings of hesitation or intimidation when dealing with English communication. In interviews conducted for this research, students receiving their education in Bengali medium admitted feelings of uneasiness and hesitation to communicate in English. This was especially true in educational settings such as universities and workplaces. During the conversation, someone brought up the fact that certain undergraduates do not want to talk to their teachers or share their problems. A lot of people think that conversation in universities has to be done in English, which may explain their unwillingness. Furthermore, students may find it challenging to present in a classroom. This is an issue that many students face. Even when they truly desire to participate in class, some are scared to stand up for oneself because they do not want to be made fun of or bullied by their classmates. It is critical to develop a friendly, inviting environment that gives students confidence in their ability to communicate in English for the

purpose to assist them in overcoming these language barriers. Colleges and universities should, for instance, make the environment judgment-free and provide students with the opportunity to acquire languages one at a time so that they feel better about themselves. These barriers can also be broken down by programs that teach tolerance and understanding of different cultures. This will help students get over their fears and join more in their English language classes.

5.4 Insufficient cooperation from teachers

Furthermore, English is the benchmark by which individuals in Bangladesh estimate reviews and judgments at current times. This was proved by the Bengali medium students, who demonstrated that an individual who can speak another language relatively well is regarded as knowledgeable. However, the Bengali mediums do not provide conventional instructional techniques in the same way that other medium institutions do. The approach of teaching English in an institution that uses Bengali as its medium of instruction is considerably different from other mediums of the institution because English is not the primary focus here. The instructors do not make use of the English language in the classroom, and they do not encourage the students to do so either. One of the most significant issues is that a significant number of English teachers lack the self-assurance or the level of expertise necessary to use English as a medium of instruction (Nunan 2003). The obligation that teachers have to assist students in becoming fluent in English is not being met to the extent that it should be. Regardless, students need to pay tuition to survive in this competitive environment. To make it possible for students to attain exceptional marks, they devote additional time to learning

English grammar principles, sentence construction, writing samples, and paragraphs.

Tutoring English is becoming increasingly popular as a wealthy side profession in big metropolitan areas for individuals who do not attend public institutions or colleges. This kind of coaching institution owner thinks that education is not a social service but it is a service industry.

5.5 Importance of English Language

This trend is occurring concurrently with the rise of the English language. Additionally, regardless of the amount of money that is spent on English language learning coaching, the coaching or learning centers are not content with the level of English proficiency that their students have achieved (Nunan 2003). People have trouble finding good jobs as they get older because they are not as skilled as the companies require. In addition, respected businesses require people who are exceptional in socializing and communicating in English language apart from their native tongue. They ignore the possibility that other talents may also play a role in determining whether or not a candidate is qualified for a job. Only the language itself acquires highest priority in this context. In essence, these are the arguments that Shefa, Moontaha, Sanjida, Mrs. Tasfia, Promi, Sakib, and Afnin have. Nawshaba, on the other hand, is making the most of her life by accomplishing her goals and has even loftier aspirations for the future. In response to her claim that successful feats may be accomplished using only English, she did, in fact, give the credit for those accomplishments solely to the language. It is unfortunate that the unfair treatment that is currently in existence can only be perceived by individuals who have a limited command of the English language. Despite this,

the findings of the study back up what the individuals have stated. When it comes to countries outside of the United States, English is little more than a language. In those countries, language is rendered mostly meaningless; rather, individuals are evaluated based on their actual capabilities and the competence they possess. There are certain countries, such as South Korea, that never rely on assistance from outside sources and instead learn English as a means of adapting to international trade. Due to the fact that they use translators in order to communicate with people from other parts of the world, prominent celebrities, business people, cricket players, and football stars like Lionel Messi never experience feelings of uncertainty or self-consciousness over their limited language skills. They are all fortunate enough to be witnessing the very same moment of tremendous success in their different areas at the same time. Nevertheless, there are claims that academic achievement, in connection with additional occupational capabilities, especially proficiency in the English language, can have an effect on earnings in both an explicit and an implicit manner; the latter affects being the outcome of acquiring a job (Chiswick & Miller 2009). He continued by stating that certain occupations require a high level of English proficiency, and that success in those industries is dependent upon having an excellent understanding of the English language (Chiswick & Miller 2009). As a consequence of this, certain countries continue to evaluate, demand, and criticize the value of persons solely based on their capacity to communicate in the English language. Our culture is to blame for the disorganization that exists in our society as well as the unrealistic demands that are placed on the English language. In addition, a significant portion of the responsibility for this is also placed on the educational program in

Bangladesh, which fails to provide straightforward instructions and equitable chances for all students. Without a shadow of a doubt, there is not a single thing that is problematic about relying on a foreign language for interaction; the issue is that it is not allowing children to acquire that language in an equal manner. These challenges with our educational institution need to be rectified in order to guarantee that everyone receives a fair education and to guarantee that no individual suffers damage during the process.

Chapter 6 Conclusion

6.1 Introduction

This chapter emphasizes the primary results of the research, makes recommendations based on the most significant findings, and identifies topics for further study.

6.2 Summary of the Research and the Major Findings

As a nation, we are unable to allow ourselves to overlook the educational competence criteria that the next generation of individuals will be expected to achieve. These needs will be necessary for them to be successful. Those members of our younger age are the ones who are going to set up the government of our country in the years to come. As a result of this, they need to have a level of education that allows them to fit in with the rest of the global population. We can no longer dismiss the significance of becoming competent in our second language since it has reached a stage where it has become impossible to ignore it. The primary manner in which we can assist these young people in becoming ready is by making certain that they obtain an excellent education. If the governing body is serious about improving the teaching abilities of English teachers, it must devote a significant amount of attention to this attempt. In light of the fact that English is essential for continued existence in the modern world, the governing body is obligated to ensure that children receive sufficient training in the language within the context of the educational environment. Additionally, the governing body is obligated to ensure that education professionals have received sufficient training in the methods of teaching English to students of differing ages and levels of proficiency. Even though the government of Bangladesh collaborates with the World Bank

on initiatives such as Secondary Education Quality and Access Enhancement Project (SEQAEP), there are not many possibilities for teachers in Bangladesh to learn new languages. Immediate action is required from the government in order to ensure that educational administrators have access to the resources in contention. Due to the lightning-fast pace at which things are moving, they will not be able to comprehend the extent to which they have separated from worldwide standards until that time comes. In order for our generation to flourish, all that is required is the appropriate direction. They have already developed an awareness of the world and a level of innovation that is sufficient to make a significant contribution, which is something that educators can be responsible for.

6.3 Recommendation

It is of the utmost importance to provide students with expanded opportunities to interact with and improve their knowledge of the English language. Incorporating English language acquisition activities into normal academic programs. This goal could be reached in two ways: first, by letting students lead these discussions; and second, by giving them the chance to talk to teachers and other language learners. Additionally, funding programmes that help people learn spoken English has grown as an important area of study. Part of this is making sure that teachers have the tools and guidance they need to do their jobs well. Another important thing that needs to be thought about is how much money is spent on materials and devices that could help kids learn English. A person should also be able to learn a language within the limits of their country's school system. Learning English shouldn't replace their native culture. Being positive is one of the most important things you can do while you're learning

English. One way to do this is to stress how important it is to have good English skills and to make learning more fun and interesting for the student. This can be done with the help of fun exercises and hands-on learning tools, such as music and video games. Because of this, it's very important to promote conversation across cultures whenever possible. Making links between study groups that are studying English and Bangla can help break down cultural barriers and make the classroom a more accepting place to learn. In addition, a strong command of the English language ought to be a must for any and all candidates who are excited about teaching. In order to facilitate engagement, the English language must be mandatory, and teachers ought to be capable of delivering the entire lesson in the language. Ongoing participation in academic activities has the potential to lessen the reluctance of Bengali medium pupils to communicate in English. It is necessary to have a speaking test that is assessed in addition to the other examinations. The teaching of English as a language rather than as a topic is still another technique possible. The history of Bangladesh with the Bangla language should be given the same amount of importance as the rest of the country so that we do not lose sight of where we came from.

In conclusion, Bangladeshi students who are studying in Bangla find themselves confronted with a wide range of challenges when they attempt to acquire English language skills.

However, these students are able to overcome these challenges and enhance their language abilities through the implementation of practical solutions. These solutions include providing appropriate resources, employing interactive teaching strategies, and encouraging cross-cultural engagement as well as individual study. Enhancing the English language abilities of

students is essential not only for the achievement of the students on an individual and academic level, but also for the development of Bangladesh as a comprehensive nation.

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Appendix :

Research questions:

The research questions that I'm going to work on this paper are given below:

Interview questions for research :

Designed specifically for students studying in Bengali medium schools:

1. How do you feel about the ongoing inequality, and how are they finding ways to get through these tough situations? What strategies are they using to handle the situation?
2. Why is it important to teach English in schools where Bengali is the main language?
3. If you had the chance to choose a different language of teaching, what would it be? What factors would you use to make your choice? In addition, could you explain more about why you chose the method you did if you had to switch now?
4. As a student in an institution where Bengali is the main medium of instruction, what is your perspective on Bangladesh's academic system? As an individual actively engaged in the Bengali medium system, kindly express your insights on the present condition of higher learning in the country.
5. What is the significance of English language proficiency for children enrolled in Bengali-medium schools?
6. Which specific elements of your education influenced your decision to choose Bangla as your primary language of instruction?
7. What influences your choice of language when it comes to interpersonal communication?

Designed specifically for students studying in English medium schools:

1. Does proficiency in English alone guarantee success, or are there other crucial elements involved in achieving one's goals in life?
2. Has your high level of competence in the English language ever made you feel superior? Can you please share examples of specific instances where your high level

of English ability has given you particular advantages or opened up unique opportunities for you?

3. What is your level of competence when it comes to spoken and written communication in your mother tongue? Can you provide any particular examples or scenarios that demonstrate your competence in both verbal and written communication in your mother tongue?
4. How did you learn to speak and write English so well? Can you elaborate on certain approaches, interactions, or sources of motivation that significantly contributed to enhancing your proficiency in the English language?
5. What is your go-to language for effortless talking? Could you also explain why you selected a certain language for relaxed, efficient interaction?
6. Would you be able to share additional information regarding the abilities that you consider to be your main advantages?
7. Would you mind explaining more about why you chose to keep going to school where English was the language of instruction? What are the things and events that led you to decide to get an English education?
8. From the perspective of an English-medium student, how do you perceive Bangladesh's educational system?