

**PARENTS' OBSESSION WITH ENGLISH-VERSION SCHOOLS IN
BANGLADESH: A QUALITATIVE EXPLORATION**

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

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Declaration

It is hereby declared that.

1. The thesis submitted is my original work while completing a 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 that has been accepted or submitted for any other degree or diploma at a university or other institution.
4. I have acknowledged all primary sources of help.

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Ethics Statement

During my research, I ensured everyone involved agreed to share their real-life stories in my thesis – nobody was forced into it; they all chose to join in. Keeping their privacy a priority, I did everything possible to guarantee that their info stayed secret and wasn't revealed to the public. To ensure my data was spot on and played fair by ethical rules, I double-checked with all ten participants before I wrapped up my research. This way, I ensured their stories were told accurately, without misunderstandings, making my research findings more reliable. I also went the extra mile to protect their identities by using short forms instead of their real names based on the tests they took. These careful ethical steps show my dedication to doing things right in my research and respecting the folks who shared their stories, ensuring their voices are heard and safe throughout my thesis.

Abstract

This study explores why parents are obsessed with English-version schools in Bangladesh. The research also examines parents' challenges while choosing such schools and the impact on students' cultural identity and connection with their native language. The study finds out the historical significance of English in the country and the societal perception of English education as a symbol of social status. It also finds the government's emphasis on English as a mandatory subject from classes 1-12 as students must pass the exam and its impact on the education system of Bangladesh. Data for this study were collected by conducting in-depth interviews with a diverse group of 15 Bangladeshi parents from different socioeconomic backgrounds, regions, and educational backgrounds. The qualitative method is considered the most suitable method for this study as I tried to explore the phenomena in detail. Through thematic analysis and using cognitive obsession theory the study uncovers the motivations driving parents' preferences for English-version schools, such as aspirations for better career opportunities, globalization's influence, and perceptions of higher-quality education. This study described why parents are obsessed with English version schools in Bangladesh. This study also finds that parents' obsession with English-version schools is rooted in the belief that English proficiency enhances their children's competitive edge and aligns with the demands of a globalized world. However, this preference poses challenges, including a potential disconnect from local culture and language. Investigating why parents in Bangladesh like English schools so much, even though English isn't their first language, can give us helpful information for making rules about education. It helps us find a middle ground, where we see both the good and not-so-good things about using English as the primary language for teaching.

Keywords: English-Version schools, EFL, Parents, obsession, Bengali-medium, English-medium, Education.

Dedication

I want to dedicate this thesis to my parents. They have always supported me during this entire thesis. They believed in me and made sacrifices to help me succeed. I am thankful to have parents who have been there for me and taught me the value of not giving up and working hard.

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List of Acronyms

BM: Bengali Medium

EFL: English as a Foreign Language

EM: English-medium

EV: English-version

MoE: Ministry of Education

Chapter One: Introduction

This study discovers why parents are obsessed with English version schools in Bangladesh. Bangladesh has three types of schools: Bengali Medium, English medium, and English version. In an English version, every textbook they use is the NCTB's textbook. However, the language is English instead of Bengali except for the Bengali 1st paper and 2nd paper; they must study other subjects like Mathematics, General Science, Social Science, Physics, Biology, Chemistry, Religion, etc., in English. The Bengali Medium and English Version of schools' syllabus is the same; students also attend the same examination, although the medium is different. As this paper is on Bangladeshi parent's obsession about English Version school in Bangladesh so here, cognitive theory of obsession goes perfectly. With defining obsession, this paper finds out the level of parents' obsession by applying cognitive theory of obsession by Salkovskis.

1.1 Background of the study

1.1.1 Education and English in Bangladesh

English is considered a global language (Crystal, 2003). Day by day, people are getting more interested in learning this language. Not only kids but also adults are learning this language. People from different nations have different mother tongues. But, for trading or other purposes, one must communicate with people from other countries. Due to language barriers, most people face challenges communicating with people from other countries. That is why most people use English for communication. It is easy to learn, and people worldwide use it as a second language. The accent or pronunciation might differ from country to country, but people use the same English language.

Even in Bangladesh, after Bengali (Bangla), the official language and mother tongue of 98% of people of this country, people learn English (Imam, 2005). This has become a do-or-die situation in this country, as English is considered a prestigious language. They are learning it to cope with this global era and communicate with people from different countries. In this country, learning English as a foreign language (not declared as a second language) begins at the primary level. Many children struggle to learn this foreign language but still learn it through memorizing grammar rules, poetry, and different prose.

In Bangladesh, the entire education level is divided into three levels: primary, secondary, and tertiary level. Primary level education is from class 1-5, secondary level is from class 6-12, and then tertiary level. The government has made it mandatory for students to attend school until class 8 (Kono et.al., 2017). In urban areas of this country, people want to be educated and go to schools, colleges, and universities. But, in rural areas, most students continue their studies till college and hardly go to the tertiary level. The government has taken a step to teach people English, so it has introduced English as a mandatory subject from primary to secondary level. Students must take the English tests and pass them till the secondary level. They have to take board exams in English. If they pass the exam, they feel proud but if they fail in the exam, they have to take the English exams again in the next year which leads to depression (Amin & Greenwood, 2018)

In Bangladesh, English is divided into two parts at the primary and secondary levels: English 1st paper and English 2nd paper. Students must take exams on both papers and pass them. At the tertiary level, most major subjects are offered in English. Public and private institutions offering tertiary-level education provide instructions in English. Students of urban and rural areas in Bangladesh must learn from their primary level Education from class 1 to secondary level education to class 12 (Rahman et al., 2021).

Many people in Bangladesh think education is like magic that can make one's life better. Everyone in this country (teachers, authorities, government, students, and parents) worries about education. Bangladeshi parents are the group of people who are more worried about it. According to Mullick and Goodman (2005), Parents from urban areas of a county are more concerned with their children's education than parents from rural areas. Same goes for Bangladesh. In urban areas of this country, many developed schools and colleges are available. There is no lack of teachers or resources. However, there aren't many possibilities for universities and institutions in remote locations. There is a lack of teachers and resources in rural areas, schools, and colleges. There are three categories of government-approved schools in Bangladesh. There are three of them: Bengal medium, English medium, and the English variant, which combines Bengali and English medium. Another educational institution available is Madrasa, where students are taught religious education. In Alia Madrasa, students need to learn English, but in Qawmi Madrasa, students don't need to leave English after class 5 (Golam, & Kusakabe, 2020). As this paper is on the parent's obsession with the English version of schools in Bangladesh, I have focused on English version schools and Bengal medium and English medium schools. Still, I haven't focused on the Madrasa sector.

1.1.2 Parents of Rural and Urban Areas in Bangladesh

In Bangladesh, parents are more concerned about their children's education. Parents from urban areas are more concerned than parents from rural areas (Chowdhury, 1995). The people who live in urban areas want to get the best education. That is why English medium and version schools are available primarily in urban areas. One or two English medium and version schools are available in rural areas. In some rural areas of Bangladesh, only one

government primary and government secondary school is available. So, most parents who move to urban areas want their children to get a proper English education.

Parents of urban areas now prefer English more than their native language, Bengali, though every official task in Bangladesh takes place in Bengali. Still, they want their children to learn English. In the English version, students learn Bengali from NCTB's Bengali book, but they also learn other subjects in English (Ara, 2020). In Bangladesh, the earnings of urban dwellers are higher than those of rural dwellers. Urban areas are more developed here, making these areas expensive to live in, which is why people need to earn more money. The expenses of English medium and English version schools are high and available in primarily urban areas of Bangladesh. Parents from urban areas can bear the expenses of these schools. Parents from rural areas prefer Government schools, which are medium to medium Bengali, as the expenses are cheap and they can bear it.

In Bangladesh's urban areas, parents usually have more job opportunities as urban areas are more developed. They can earn higher incomes and get better living conditions. Urban parents can send their kids to well-equipped schools with qualified teachers. Parents can even afford to provide their children with extracurricular activities and private tutoring. This enriches their learning experiences and opens the doors to many opportunities.

On the other hand, life is more challenging for parents in rural areas. They often face economic challenges due to limited job options and lower incomes. This makes meeting a family's basic requirements challenging, let alone investing in education. Schools in rural areas may be sparse and underfunded, resulting in a shortage of skilled teachers and inadequate facilities, impairing the quality of education their children get (Farooqui, 2014).

1.1.3 Bangla medium, English medium, and English-versions schools

In Bangladesh, Bangla is the mother tongue, and it is also considered the official language of this country (Hossain & Tollefson, 2017). So, Bengali medium schools and colleges use Bengali as the medium of instruction, and the number of these institutions is more than that of English medium and English-version institutions. English has not been declared as a second language officially. So, people learn English as a foreign language. English has become a subject taught in classes 1-12 Bengali, English medium, and English version school. As a global language in Bangladesh, it is used extensively in business, technology, communication, and higher education (R. Chowdhury & Sarkar, 2018) . To keep pace with this global world, people are learning English in Bangladesh. The English demand is increasing daily, especially in urban areas (Hamid, 2010). One group of people obsessed with this language is parents enrolling their children in English-version schools.

Bangla medium schools are the most common type of educational institution in Bangladesh. They are available in rural and urban areas. Bengali medium schools are also divided into two categories: primary and high school. After school level, in the secondary level of education, colleges provide education in Bengali. All subjects in these schools are taught in Bengali except English. -The National Curriculum and Textbook Board (NCTB) prepares the curriculum used in these schools, which means that the government determines the syllabus and books (Roy et al., 2020). The main goal of Bangla medium schools is to educate most students who feel more comfortable learning their native language, and everyone learns the best in their mother tongue. This approach ensures a better understanding and overall academic performance.

Over the years, English medium schools have become popular in urban areas, not rural areas. People who value English language proficiency choose English medium schools

for their children. In these schools, classes are conducted in English, and they follow international curriculum like Cambridge International Examinations (CIE) or Edexcel (Al-Quaderi & Mahmud, 2010). English medium schools aim to provide a more globalized education, preparing curriculum students for international exams and opportunities for higher education abroad.

A relatively new addition to Bangladesh's education landscape is English-version schools. These schools offer the Bangla medium curriculum but incorporate English as a subject and often use it as the medium of instruction for specific topics. English-version schools aim to bridge the gap between Bangla medium and English medium schools, allowing students to become proficient in both languages.

Each type of school serves the educational needs of different population segments, with Bangla medium schools catering to those who prioritize learning in the native language, English medium schools focusing on global exposure, and English-version schools offering a compromise between the two approaches. The availability and popularity of these schools vary across regions, reflecting the diverse educational preferences of parents and students in Bangladesh.

1.1.4 How Education and Academic Successes Are Valued in Bangladesh?

Education is highly valued in Bangladeshi society and among parents. Many people consider it an investment of a significant amount of time and money. They try their best to ensure their children receive the best education possible. Children are encouraged to do well in school from a young age (Erling, 2017). Parents in Bangladesh frequently make significant sacrifices to provide their children with the best educational opportunities imaginable. They compromise with their lifestyle, but they don't compromise with their children's education.

High academic achievement is praised and celebrated within families and communities.

Parents mainly distribute sweets within families and neighbourhoods when their children do well in exams. Nowadays, it has become a tradition in Bangladesh.

Parents also try their best by collecting notes and providing extra tuition. Every parent in Bangladesh wants their children to be educated (Roshid & Sultana, 2023). Parents with low incomes try their best to provide the best education. They are not concerned about English or Bengali. But they want their children to be admitted to a government school and get the best education. Most of the government schools in Bangladesh are Bengali medium. The private sector in Bangladesh introduced English-version and English medium schools (Mousumi and Kusakabe, 2016). They have the approval of the Bangladesh government, but the government's authority doesn't control them. That is why the expenses of English-medium and English-version schools are high, which parents with low income cannot afford. But, parents who earn enough and belong to wealthy families can afford the high expenses of these schools.

Academic success is highly valued because it has been associated with social and economic. Socioeconomic circumstances also influence the preference for schools with an English curriculum (Rasool & Zhang, 2020). Many people believe that knowing and using English properly helps them succeed. They can have better work possibilities, both locally and globally, as Bangladesh is a developing nation. Academic success is frequently celebrated in families and the larger community with fantastic enthusiasm and pride. Students who get outstanding results on national and international examinations receive public acclaim and praise. Such acknowledgement can open doors to scholarships, sponsorships, and invites to illustrious events, encouraging a culture that encourages students to pursue academic success. In this country, education is seen as a way to reduce poverty because an educated

person will get a better job. Through the job, they can earn a decent amount of money, and it helps to eradicate poverty. An excellent job ensures a better quality of life for people in Bangladesh. An uneducated person can't get a good job like an educated person gets here. However, many experts believe that education quality is not good in Bangladesh. The government is working on this issue, and the Bangladesh government has taken many steps. The Bangladeshi government is taking several steps to enhance education. Its primary focus is to enhance the quality of education by improving the system so that students can get an excellent education (Ministry of Education [MoE], 2015). That is why many families frequently invest large sums in their children's education, hoping for a better future and social standing.

1.1.5 How English is valued in Bangladesh?

In Bangladesh, English is highly valued and plays an important role. Alongside Bengali (Bangla), it is considered a second official language, though the government does not declare this (Faquire, 2010). People mostly learn this language here as a foreign language. English is widely used in various fields like education, business, and government. Many schools and universities use it as the language of instruction for specific subjects. Being proficient in English is valuable for job opportunities, especially in multinational companies and the IT industry. Moreover, English is vital for international communication and trade. It makes this language important for many Bangladeshi professionals and students.

In numerous facets of daily life, English is commonly spoken in urban areas and major cities such as Bangladesh Dhaka, Chittagong, and Sylhet. English is regularly used as the second language on street signs, billboards, and product labels, demonstrating the language's pervasive influence (Ali et al., 2021). Furthermore, as many Bangladeshis

consume and create material in English, connecting with a worldwide audience, the internet and social media platforms contribute to the increased use of English.

English is highly valued in Bangladesh as it is a key to better education, improved job prospects, and enhanced global communication. It is essential for accessing prestigious academic institutions, securing lucrative job opportunities, and engaging in international business relations. Proficiency in English is associated with social status and prestige. It is considered a skill in various aspects of Bangladeshi society (R. Chowdhury & Kabir, 2014). Despite its significance, preserving our mother tongue is also essential.

While English is essential, Bengali as a mother tongue is also very important for Bangladeshis (Thompson, 2012). It is the language of the heart, which is profoundly connected to the culture and identity of the country. They feel comfortable when they use Bengali. English is regarded as an advantage rather than a replacement for the local language (Khan, 1985). The government continues to encourage the usage and preservation of Bengali while recognizing the practical benefits of being fluent in English.

Lastly, people in Bangladesh believe that English-version schools adopt modern pedagogical approaches, utilize advanced educational technologies, and provide a better learning environment than schools using the native language as the medium of instruction. People nowadays prefer English-version schools to be interchangeable with quality education. They expect their children to receive a well-rounded education in Bengali and English medium schools by learning both languages properly.

1.2 Defining Parent's Obsession and Cognitive Theory of Obsession

In psychology and mental health, obsession, means that someone can't stop thinking about something, and these thoughts are really bothersome and keep coming back again and again. It makes the person feel very anxious, uncomfortable, or upset. These thoughts are not easy to control, and the person may know that they don't make much sense, but they can't just make them go away.

Cognitive Theory of Obsession is proposed by Salkovskis in 1985. It is a significant framework within the field of psychology for understanding obsessive-compulsive disorder (OCD). According to this theory, obsessions are intrusive and distressing thoughts, images, or urges that cause anxiety, while compulsions are repetitive behaviours or mental acts to reduce this anxiety. Salkovskis (1985) posits that obsessions arise from negative beliefs about the significance of intrusive thoughts, known as "thought-action fusion." Individuals with OCD tend to overestimate the likelihood of a feared event occurring and believe that thinking about it increases the probability of it happening. Compulsions are then seen as attempts to neutralize these thoughts and prevent harm.

The phenomenon of parents' obsession with English-version schools in Bangladesh can be understood in terms of psychological obsession. In this context, parents may experience persistent and distressing thoughts and beliefs about the importance of English-language proficiency for their children's future success. They want the best English teachers for their children (Seo, 2023). This is not happening only in Bangladesh but also worldwide. The obsession among parents for English is increasing day by day. These thoughts can become intrusive and overwhelming, leading parents to take extreme measures, such as financial sacrifices or cultural shifts, to ensure their children receive education in English.

Cognitive theory of obsession is related to "Parents' Obsession with English-Version Schools in Bangladesh." One can draw a parallel between the cognitive processes described in the theory and the parents' obsession with English-language education. Just as individuals with OCD have irrational and distressing thoughts (obsessions) that lead to compulsive behaviors, parents in Bangladesh may have irrational beliefs about the significance of English proficiency in their children's future (obsessions). These beliefs can lead them to take extreme measures, such as financial sacrifices or cultural shifts, in pursuit of English-language education (compulsions) to alleviate their anxieties about their children's prospects.

In both cases, the obsession (English proficiency) leads to compulsive behaviors (enrolling children in English-version schools), driven by irrational beliefs about the importance of English-language skills. This parallel illustrates how cognitive theories, like Salkovskis' Cognitive Theory of Obsession, can be applied to understand various aspects of human behavior and decision-making, including the obsession discussed in the paper about parents' educational choices in Bangladesh.

1.3 Importance of this study

Parents' obsession with English version schools in Bangladesh is an essential issue because it has significant implications for the education system, the economy, and social mobility. Firstly, the high demand for English-version schools creates a stratified education system where only those who can afford the high fees of these schools can receive a quality education, leading to inequalities and limited opportunities for social mobility. Secondly, this obsession with English language education helps students to communicate with people from other languages. In the future, if they shift abroad, they can easily communicate with people from English-speaking countries. This is only possible if they gain knowledge and learn the

language properly from English version schools as these schools make the students English basic. Understanding the underlying facts behind this parental obsession with English-version schools is essential for comprehending the dynamics of English as a foreign language (EFL) in Bangladesh.

English is a common language that is mostly used for communication worldwide. It is the language that most people use in various fields, including technology, law, trading, and education. In many countries in Asia and Africa, people use English as 2nd language. The ability to speak and communicate in English is considered a skill by parents and many people in Bangladesh. Parents want their children to learn English properly since childhood to improve their children's chances of getting access to higher education and work opportunities. Nowadays, concerned parents in urban areas of Bangladesh enroll their children in English-Version schools to develop good English language skills.

Another important aspect of this study is that many people in Bangladesh believe that entering international sectors becomes easier if someone knows English. English version schools help students to learn English fluently. As English is an international language, if someone knows English well, he can communicate with people from different countries and gain higher education opportunities, which helps to enhance social status. We must determine what these parents believe about English and when they prefer English-version schools. So, this study is important to discover Bangladeshi parents' perceptions regarding English Version schools and reasons for choosing it over Bengali and English medium schools.

Parents often perceive English medium schools as offering superior educational quality and a more comprehensive curriculum. This study finds out that the actual education quality of English-version schools is better than that of Bengali and English medium schools. In this case, knowing participants' personal experiences is also essential. This study finds all

these out, and that is why this study is important. Parents' aspirations and expectations for their children's educational achievements significantly affect their obsession with English-version schools. Consequently, parents invest considerable resources and effort into securing admission to English-version schools, driven by a strong belief that such schools can pave the way for their children's success.

Furthermore, only focusing on learning English may lead to neglecting their own Bengali culture, language, and literature, as their first language is Bengali. We can't ignore the Bengali culture from us. Learning English is essential, but neglecting your mother tongue is not good. This study is important to determine whether parents in Bangladesh ignore the Bengali language and its culture.

If this study is not conducted, we won't be able to know the reasons behind parents' obsession. Knowing the reasons is important to produce a better future generation from Bengali, English-version, and English-medium schools. Without this study, this is not possible as till now, no study has been conducted on this topic.

We can explore the reasons behind this obsession through this study. It helps the education policymakers reform the English and Bengali syllabus of English and Bengali medium schools and inform the quality. In Bangladesh, English is considered a foreign language, and with this language, Bangladeshi parents are obsessed. This obsession is increasing daily, so they choose English-version schools for their children. This paper discovers why this obsession drives parents to prefer English-version schools for their children in Bangladesh. Finally, understanding the reasons behind parents' obsession with English-version schools in Bangladesh is essential for addressing the implications and designing effective strategies in English-language education.

Chapter Two: Literature Review

This chapter presents the literature reviewed for this study. For this I have searched relevant literature from the local and international context. I have divided the literature review chapter into four main parts: (i) the importance of learning English worldwide, (ii) Student's attitude towards learning English as EFL worldwide, (iii) the importance of learning English in Bangladesh, (iv) English version schools in Bangladesh, and (v) parents' obsession with English version school in Bangladesh. The literature review section of this study explores the condition of English and English-version schools in Bangladesh.

2.1 Importance of Learning English Worldwide

English is recognized as an international language worldwide. When people need to communicate with people from other countries, they use English. For education, economic purposes, law, etc., nowadays, people use English. That is why students should learn English, as they are the future of a country. So, everyone should learn about world English and English as a Lingua Franca for global communication (Jenkins, 2006). Many countries follow different ways to teach students English. We can understand that English is necessary for a student to present themselves to the world in the future. Many scholars have addressed that most of the research is done in English. So, learning English for students will help them in the future to conduct some research. English continues to be the language of choice for writing these articles to ensure that all scientists worldwide can understand them and use them as a starting point for research, as language is the major barrier to research (Amano et al., 2016). The English language doesn't belong to a particular country or nation; nowadays, it's essential to learn it. English has become a worldwide language because a large portion of

the internet (80%), most emails sent globally (70%), and a significant number of publications worldwide (60%) are all in English (Austin, 2007).

Chapple (2015) claims that in Japan, the Japanese need to learn English while making international friends and communicating with people from other countries. So, in the 21st century, students from Japan whose mother tongue is Japanese are learning English. They are doing so that they can communicate and talk to people from other nations. Even though Europe as a continent has many languages, including English, they have four official languages, and English is one of them. Also, in the European Union, English is one of the working languages. So, in Europe, learning English as a student is very important. 94% of upper secondary students learn English as a foreign language. One needs English for the visa process, work permit, and higher education. So, students can't ignore learning English (Modiano, 2017). So, learning English is important for a student worldwide for communication, work permit, and visa process. As English is an international language, in the future, people will overcome this barrier by using English if students start to learn this language today. That is why learning English is very important.

2.2 Students' Attitude toward Learning English as EFL Worldwide

Many students find learning English difficult as a foreign or second language. Several studies in EFL learning have examined students' attitudes toward language acquisition. Most research indicates that an optimistic outlook on learning produces favorable outcomes and vice versa (Wang, 2010). Students feel nervous and make English mistakes. The students also think studying English hard will help them pass their exams (Zulfikar et al., 2019).

Even though they do not enjoy English, they must grow interested in it to pass the English exam. The pupils' language proficiency impacts the cognitive component of learning attitude. For instance, pupils prefer English more once they have solid language skills. Their proficiency in English motivates them to advance in their language abilities. Many students learn English as a language because they only want to pass the exam. They do not know it and use it in real life. According to Feng and Chen (2009), emotional processes shape or are influenced by some emotional elements in language learning. This is because students with language anxiety cannot acquire the language successfully. A learner can learn a language better when they learn the new language with interest. It helps them to learn the language properly (Wesely, 2012).

Research has been conducted on Saudi Arabian students learning English as a foreign language. Higher-level students experience pressure when learning English because they fear using this common language daily. The global lingua franca, widely employed in creating information and international higher education, lacks confidence among Saudi Arabian graduates (Alhawsawi, 2014).

In a different study, according to Al-Amiri (2021), Saudi students' views about learning English were influenced by how important and significant they believed the language to be for their future professional lives. The study also revealed that students who were enthusiastic about studying English demonstrated greater English competence. Research by Choi and Lee (2020) shows that motivation and attitude toward studying English positively correlate among Korean university students. According to research, encouraging pupils to learn English can help them become more motivated. Even students have a positive attitude toward learning English. In Europe, higher secondary students choose English as a second language over German, French, and Spanish. They prefer English as they believe they

need it to communicate with European and Asian people; in Asia, people use English as their L2 (Modiano, 2017).

In a study by Sirilak and Tasanee (2020), the perspectives of Thai high school students about learning the language were influenced by self-efficacy and perceptions of the teaching qualities of English teachers. The study has found that teachers' methods of teaching English have an impact on student's attitudes toward learning English. English is quite difficult to teach, making it interesting. If the teachers teach it interestingly and make English teaching easier, students will like this subject. If the teachers teach English in a hard way without making the subject interesting, students do not like the subject. They become weak and lose motivation to learn this language.

Khan and Ali (2021) conducted a study on Pakistani students and found that teachers' ways of teaching and their proficiency greatly impacted them. So, learning English is crucial, but students of all levels should not find it stressful. Students become less motivated to learn English as a result of this. Students will learn more effectively and with a positive attitude if they can study English without feeling under pressure.

2.3 Importance of Learning English in Bangladesh

Students of Bangladesh must study English from classes 1-12 and pass English exams. In Bangladesh, English is considered an important language after Bangla, though the nation's official language is Bengali. This is the era of globalization, and Bangladeshi citizens are getting obsessed with learning English day by day. As students are the future of this country, they must learn English as EFL. Most people in Bangladesh believe that if a person knows English well, he can attain a better job. Shaykh Abdurrahman Siddik (2017) says in

his paper that anyone seeking a better job must know English well. Everyone in society should learn and speak English well to get a job. Many scholars have agreed with this point. This study helps us realize that English is needed for a better job in Bangladesh and worldwide. In Bangladesh, people and the government think English is important for improving things. It is used in education, government work, the courts, business, and talking to other countries. English helps people connect with the rest of the world, and this connection can help Bangladesh's economy grow (Amin, 2017). Milon and Iqbal (2017) discover that Bangladeshi students study English as a required subject until the twelfth grade, take written exams, and often receive good grades, which reflects the importance of learning English here,

This is not happening only in Bangladesh but also Worldwide. There are various career opportunities in private and public organizations for someone who speaks English. Also, it can be sure of obtaining a suitable position inside the business or organization. English has become an essential part of education in many countries, which cannot be ignored. In many countries, English is taught as a subject, and students need to pass this subject. We cannot ignore the importance of English in Bangladesh's educational system for a bright future and international communication. Motivation plays an important role in learning English for students. It is imperative in Bangladesh for all levels of students, especially at the tertiary level. Pressure to learn English is a barrier for students to learn English. English in Bangladesh primarily serves a functional role as an international language of communication. Unlike India, English is not widely used for everyday interpersonal and inter-institutional communication, and it doesn't seem likely to become the dominant language in Bangladesh (Rahman, 2005). However, English has been utilized for various purposes for many years and is slowly becoming integrated into the socio-cultural fabric. As

English usage continues to grow in different ways, there is clear evidence of it being used alongside Bengali through code-mixing and code-switching (Banu & Sussex, 2001).

Learning English has become a part of the education system in Bangladesh. According to Mahmud (2017), from grades 1 to 12 in the Bangladesh education system, English is a compulsory subject, and students must have to pass this subject. Despite its importance, Bangladeshi students are not proficient in English. They get stuck when they have to use English for speaking. Rahman and Ahmed (2017) found that most students are not good at English when they use it for speaking. It mostly happens for Bengali medium students. After learning this language for 12 straight years, they are not fluent in English. Sultana (2014) observes that research predominantly composed in the English language is prevalent in Dhaka University Studies, the Journal of the Institute of Modern Language, and Harvest, the Journal of English Language and Literature. Her research also reveals that students from both private and government universities rely heavily on English for comprehending class lectures, participating in classroom discussions, formulating exam responses, and engaging with instructors.

There is a lack of skilled teachers who are good at speaking English in Bangladesh, and also a scarcity of educational resources. Islam and Islam (2018) have said in their journal that the quality of English teachers in Bangladesh is inadequate as most teachers do not get proper training. In addition, they noted the need for locally adapted teaching materials. Second, another significant factor influencing English language learning is the children's and their families' socioeconomic level in Bangladesh. Miah and Karim (2018) claim that low-income students have difficulty learning English since they have less access to educational resources. Their family member does not speak English, a barrier to the students becoming fluent in this language. The last reason is that Bangladeshi students face difficulties due to the

linguistic and cultural contrasts between Bengali and English. According to Islam (2019), Bengali and English have different grammatical structures, making it challenging for students to learn and communicate successfully in English. English's structure is SVO, and Bengali's structure is SOV. This difference in structure creates barriers to learning a second language in Bangladesh.

2.4 English Version Schools in Bangladesh

2.4.1 Advantages

There have been various types of schools in recent years, such as BM and EM schools. BM schools use the national curriculum to teach students English. Here, EM schools are mainly run by non-government people. These schools use British teaching plans. In these schools, students learn in English, except for Bengali and Religious Studies, which are taught in Bangla and Arabic. Students in these schools prepare for exams called 'O' and 'A' levels by Cambridge University and the University of London, helped by the British Council. The questions for these exams and the grading of papers happen in England (Amin, 2017).

EV School Emerges as New Direction in Bangladesh Government Education Non-public Elementary School. Rising Demand Encourages Education Invest in Entrepreneurs and encourages them to set up more EV schools in Bangladesh. Therefore, in urban areas of Bangladesh, the number of English-version schools is increasing daily. Given that demand and popularity in Bangladesh society recently announced by the Bangladesh government, it expressed to the media a desire to develop more EV schools across the region of student English Proficiency (Tribune Desk, 2021). In urban areas of Bangladesh, the demand for English-version schools is increasing, and people have started to prefer English-version schools over Bengali medium and Bengali medium schools. The private sector controls all

the EV schools, and the Bangladesh government does not control them. Though they follow Bangladesh's national curriculum and syllabus, all the books are in English except Bengali.

Alam and Asaduzzaman (2020) argue that English Version Schools in Bangladesh are very important as these schools provide the best English learning opportunities and help students become masters of this language. They also mention that learning the English language helps students in higher education and gives them entry into the global job market. Another study finds that English proficiency helps students achieve global success (Rahman, 2019). In Bangladesh, knowing English is considered a skill. As students learn English proficiently from an English Version School, it will help them in future job sectors.

Additionally, studies have shown that students' academic performance improves when they have English proficiency (Ali & Haque, 2018). In Bangladesh, though the English Version and Bengali Medium School syllabuses are the same, people believe that the English Version's education quality is better than that of Bengali medium education. Another study shows us that English version schools teachers are more proficient in English version schools than in Bengali medium schools as in a Bengali medium school, teachers use Bengali to teach English. (Siddika, 2019). Furthermore, Bangladeshi students prefer EMI (English Medium Instructions), which is followed in English version schools in Bangladesh, because of the benefits of English that they can get in the future (Islam 2013, Page: 132)

2.4.2 Disadvantages

Rahman (2019) claims in his study that the biggest drawback of English version schools in Bangladesh is the high expense of these schools. Many low-income families face difficulties in paying the tuition fees of these schools as the tuition fees are higher than those

of Bengali Medium schools (Rahman, 2019). Another disadvantage of these schools is that they create social inequality, as low-income families cannot afford the tuition fees (Biswas, 2018). In English versions of schools, most teachers and students do not focus on learning Bengali. Whether learning Bengali properly is essential as it is the first language of this country, and people learn best when they learn in their native language (Benson, 2008).

Even the outcome of learning English in Bangladeshi education institutions is not up to the mark and is depressing (Hamid & Baldauf, 2008). It is another disadvantage that cannot be ignored. In the rural areas of Bangladesh, there is less demand for English-version schools. The reason is that students from rural areas are weak in English and are afraid of this subject (Hossain, 2016). There are almost no English-version schools in rural areas, creating an imbalance between urban and rural students. Low-income parents are illiterate and are not concerned about their children's education (Alderman et al., 2001). Certain unresolved matters remain, including ensuring equal student performance opportunities, evaluating teachers' capabilities, ensuring access to educational materials, and providing adequate classroom ICT infrastructure. These represent significant obstacles in reducing the gap between urban and rural areas in English language education. Rural students have historically faced disadvantages, with limited access to quality education (Kabir, 2020). Overall, an imbalance in education is created in Bangladesh.

2.5 Parents' Obsession with English and English Version Schools in Bangladesh

English is used worldwide as a part of education, including in Bangladesh. Parents in Bangladesh want their children to learn English well. Through learning English, their children can communicate with international people using the language. Most parents state that they support their children's language learning because it gives them personal

gratification to participate in the process, as well as because they have a high level of education and are fluent in the target language (Griva & Chouvarda, 2012) as English is a 'Lingua Franca,.' Hence, everyone needs to learn English, as the role of English cannot be denied now (Crystal, 2003). Parents want their children to learn English as worldwide people use it as a second language.

Bangladeshi parents want their children to do well in Bengali but never force them to understand it and its grammar as it is their mother tongue. However, they force their children to learn English grammar. They try their best from their end so that their children can take English exams better and do well in them. Parents in Bangladesh believe that if their children learn English properly and use it, they can settle easily in many countries where people use English as a first language. They prefer the USA, UK, Australia, and Canada.

A study shows us that parents who face positive experiences with English at their school level have a good book about English. They want their children to get the same experience, so they choose an English version of school for their children (Brown & Johnson, 2018). Students and parents get the motivation to learn English in Bangladesh from this (Kabir, 2016). Even job opportunities increase when the candidate knows English. Due to all these reasons, people are obsessed with English in Bangladesh. At the university level, students can learn English by reading English literature, as the language of literature is the authentic source of learning English (Ashrafuzzaman et al. 2021).

In Bangladesh, learning English has become a symbol of prestige and upward mobility. Bangladeshi parents are obsessed with English as they believe learning English is the key to their kids' academic success and future careers (Rashid, 2019). Hossain (2018) claims that Bangladeshi parents are more concerned with their children's future, so they take it easy to spend more money on their children's English education. Many parents consider

this as an investment. Parents' obsession with English also impacts the Bangladesh education system. Parents from urban areas have a positive attitude towards English-version schools as they are educated. In 2009, Cardona, Watkins, and Noble discovered that parents with substantial educational expertise display more enthusiasm for engagement than individuals with lower formal education levels.

In recent years, parents' obsession with English is increasing daily as they believe English is the best key to their children's academic success and future careers (Rashid, 2019). According to Hossain (2018), Bangladeshi parents admit their children into more English tuition and spend more money on this as they believe that this is how they can shape their children's future. However, parents' views and behaviors varied between urban and rural places, low socioeconomic and high socioeconomic backgrounds, and literate and illiterate situations, according to Kabir and Akter (2014) and Amin (2017).

Parents' obsession with English significantly impacts student education in Bangladesh. Sultana and Mahbub (2019) assert that the fall in the usage of Bengali language and literature in education due to the focus on English has hampered the advancement of Bengali language and culture. Second, students learn in a stressful and competitive environment due to parents' fixation with English. A study shows us that the relationship between school popularity, school quality, future options, parents' income level, parent's educational level, and private school selection are interconnected. (Suppramaniam et.al., 2019). In a study, Bandura, Barbaranelli, Caprara, and Pastorelli (2001) find that parents motivate their children to learn English and other subjects and set an aim that can be achieved through higher studies.

According to Haque and Khurshid (2020), the stress of learning English causes students to become obsessed with academic performance and competition, leading to psychological problems such as anxiety and depression. Finally, parents' obsession with English has created inequality in Bangladesh's education system. The cost of learning English is relatively high. Khan and Sultana say in their paper that the education expenses provided in English are pretty high. Everyone in Bangladesh cannot afford the expenses as many people live below the poverty line here. So, it creates a division between privileged students and underprivileged students. This has become the reason behind the unequal education system in Bangladesh. Parents from urban areas are more obsessed with English and are more involved in their children's education than parents from rural areas (Rahman et al., 2021).

Chapter 3: Research Methodology

In this study, I employed a qualitative research design. Through this study, I wanted to uncover the parent's obsession with English version schools in Bangladesh. For this study, 15 Bangladeshi parents participated in individual interviews. I maintained ethical issues throughout by ensuring confidentiality and consent. I prepared interview questions about parents' expectations, beliefs about English, why they chose English-version schools, societal influences, etc. In this section, I included data analysis, which involved interviews in informal settings, identifying recurring themes, and discerning patterns. So, I divided this research methodology section into six main sections: (i) research design and aims, (ii) participants, (iii) ethical issues maintained, (iv) interview questions of this study, (v) data collection process, and (vi) data analysis. This study provided insights into the motivations behind parents' choice of English-version schools in Bangladesh despite English being an EFL.

3.1 Research Design

This study focused on parents' obsession with English version schools in Bangladesh. I talked with 15 parents whose kids are enrolled in English Version schools and conducted interviews by preparing 15 semi-structured interview questions. This research was conducted with a limited number of participants. Qualitative research was the ideal method for this article. Van Maanen (1979, p. 520) characterizes qualitative methods as a broad category encompassing various interpretative approaches. These methods aim to understand, decipher, translate, and engage with the significance, rather than the frequency, of various social phenomena occurring naturally in the social world. This study employed a qualitative methodology since its goal is to investigate rather than specify or define a field of study

(Creswell & Poth, 2017). There were many types of qualitative research, and among those types, 'Case Study' by John Gerring goes with my study. In this paper, I collected primary data by conducting interviews and observations. I had gone through the collected data many times and then analyzed the data to get results for this study. All these fall under the 'case study' category, so this qualitative research type applies to my research. I also drew on my knowledge, interpretation, and observation of this topic to conduct my research. For this paper, I used a few secondary sources to prove my point and to get a better result. That is why I gathered a few articles on this topic or a related topic. Most of the papers were written by scholars from the point of view of using English worldwide.

3.2 Participants

This study's main character was the participants. I selected a diverse range of parents who have enrolled their children in English-version schools. To ensure a representative sample, I considered the parents' socioeconomic background, geographic location, and educational background. I informed them about the research and how I used their provided data. For their safety, I ensured anonymity and confidentiality throughout the research process.

My participants for this study were parents who enrolled their children in an English version of school. In Bangladesh, parents' decisions play important roles in children's lives. There were 15 participants in my study. The female participants were Rupa, Laboni, Shahida, Hamida, Firoza, Selina, Brishti, Rehnuma, Laila, and Parvin. The male participants were Bashar, Mahmud, Aopu, Imad, Rezwan, and Mahmud.

The participants' profile:

Participant's Name (Pseudo)	Gender	Profession	Educational- background
Rupa	Female	Housewife	Bengali-Medium
Laboni	Female	Housewife	Bengali-Medium
Shahida	Female	Housewife	Bengali-Medium
Hamida	Female	Housewife	Bengali-Medium
Firoza	Female	Housewife	English-Medium
Bashar	Male	Doctor (BCS Cadre)	Bengali Medium
Aopu	Male	Journalist	Bengali-Medium
Selina	Female	Housewife	English-Medium

Brishti	Female	School-Teacher (English Version)	English-Medium
Imad	Male	Businessman	Bengali Medium
Rezwan	Male	Hr-Executive (Job Holder)	English-Medium
Mahmud	Male	Businessman	Bengali-medium
Rehnuma	Female	Housewife	Bengali-Medium
Laila	Female	Housewife	Bengali-Medium
Parvin	Female	Housewife	Bengali-Medium

Table 1: 3.2 Participant Profile

All these are pseudo names, as I could not use their real name for safety. I asked them some interview questions in English. They answered them in English. However, some faced difficulties answering my questions in English; they answered them in Bengali, as it is their mother tongue. I translated them into English later, as most of my participants were homemakers and business people. If they faced any issues while answering the question

answers, I helped them so that they could answer and share their opinions on choosing English Version Schools for their Children.

3.3 Level of participants in this study

For this study, I prepared interview questions and asked 15 questions to 15 participants who participated in this study. Here, the study's participants are parents in Bangladesh who have already enrolled their children in English language schools. I have 15 participants who have chosen the English version of schools over Bengali and English medium schools for their children. I have chosen fifteen Bangladeshi parents for my study. All the mothers and fathers are educated. But their education levels are not the same. All of them have passed at least the HSC exam. Their working backgrounds are different from each other. Ten participants are mothers, and 5 of them are fathers. Nine of the mothers are homemakers, and one of the mothers is a school teacher. The rest of them are fathers who are a doctor, a journalist, an HR-Executive, and two businessmen.

All of them have agreed to take part in this study. Eleven participants have completed their SSC and HSC from Bengali Medium schools, and four have completed schooling at an English medium school. These 4 participants have completed O levels and A levels. My focus is on the parents' obsession with the school level, so I have focused on the parents' education. Four housewives haven't completed their undergrad program, and the rest five have completed Bachelor's and Master's. The mother, a school teacher, has completed a Master's in mathematics from a reputed university. The 3 of the fathers have completed Bachelor's and Master's degrees, and the rest of the two have completed their undergrad.

Sometimes, parents' school life helps them decide their children's lives. I have focused on that as well. None of these parents finished their school life in an English version of school as, at their time, there weren't any English version schools in Bangladesh. The first

English version school in Bangladesh was established in the 1990s, and these parents completed their school life before that. So, they are educated, and all participants' levels are different.

The eleven participants with a background in Bengali medium schools are chosen to explain why parents who are not fluent in English remain fixated on enrolling their kids in English-Version Schools. The four participants with English-medium backgrounds are chosen to provide a different viewpoint on the causes of this preoccupation. The study can capture parents' viewpoints with a range of English proficiency from various linguistic origins.

3.4 Ethical Issues Maintained

When I conducted this research, I provided them with the most comfort so they did not feel uncomfortable. As their safety mattered the most, I used fake names. I asked all the questions related to my study, and these questions will not create any harm to them.

I emailed them a consent form outlining all the conditions, the objective, and any possible dangers (if any). There were not any risks for research participants, in my opinion. I tried to ensure their safety and prevent situations that might harm my participants. I assured them that this study would not create any emotional or psychological damage to them.

Participants were aware of the purpose of this study and how their information was used. I maintained transparency for this study. I described all the terms and disclosed how I used their data and the analysis process. I made this conversation with each of them—all adults—with their permission. I also cited all my secondary sources for this paper to avoid plagiarism.

I did not force any of my participants to answer any questions. If they did not feel good answering any question or they wanted to skip any question, I allowed them to do so. They took their time to answer the questions during the interview. They answered all the answers in their own way. They shared their opinions without any hesitation. They were free to answer the question in their own words, sharing their opinion. I didn't keep any rules or regulations for this interview. I conducted the interview when my participants had time, and they gave me a time slot. So, for every ethical issue that I could maintain from my end, I tried my best to maintain them properly.

3.5 Interview Questions for This Study

As I explored Bangladesh's educational system more, I tried to discover why parents were obsessed with English-version schools. English education was associated with prestige and upward social mobility in Bangladesh because it was an EFL (English as a Foreign Language) nation. However, why was this obsession happening? To better understand the reasons for these parents' obsession with English-version schools for their children, I examined the perceptions of fifteen Bangladeshi parents in this interview. Eleven of them attended Bengali-medium schools, and four of them attended an English-medium school. Roberts and Rosanne claimed that the worth of the data gathered in a qualitative interview depended on the researcher's skill and the interview questions' quality. That is why it was important to ensure that the questions used by novice researchers were suitable and could support their efforts in getting a detailed answer to their research question.

I prepared 15 specific interview questions related to this topic for this qualitative research paper. Most of them are open-ended questions where my participants could share their thoughts. My participants answered all the 15 interview questions properly, which

helped me to find a result for this study. I have made all the interview questions carefully so that no one feels offended during the interview. Some of the interview questions were:

Do you think your child was learning Bengali properly, like English, as a student of the English version?

If yes, you could skip this answer. If you still need to, please tell me the lacking features your child had in learning Bengali.

Do you believe your decision was right for your children? If yes, why? Tell me in your own words.

Have you faced any financial issues paying the tuition fees of English Version schools as the tuition fees are high or any other issues? If yes, please share the details if you are comfortable.

Do you believe English Version schools are better than Bangla and English Medium Schools?

i) Yes, ii) No

If yes, tell me in your own words why you believe English Version schools are better than Bangla Medium and English Medium Schools.

These were the six interview questions among the 15 questions that I used for my interview. All the questions were added in the Appendix section of this paper. I used all the interview questions to understand parents' perspectives and beliefs. By answering all the questions, my participants helped me to conduct this study and get the result. It is always important that interview questions be designed carefully to get the result, considering the

study's specific context. I have kept some open-ended questions so my participants can share their perspectives without hesitation.

3.6 Data Collection Process

I collected all my primary data by conducting the interviews and calling my participants on the phone and social media. I asked them questions from the prepared interview questions, and they responded to the answers. My participants live in Dhaka, but conducting face-to-face interviews was difficult due to traffic jams and not matching the schedule with the parents. So, I used social media platforms like WhatsApp and Messenger to collect the data. I called them on this social media platform and talked to them to collect the data. Eleven of my participants participated in the online meetings, but four felt awkward. They participated in this study by writing and sharing the answers with me. They were all parents of children attending an English-version school. They gave their consent before the interview and were adults. The interviews were conducted in English and Bengali because 4 participants answered the question in English, and the rest answered in Bengali as they felt at ease using them. For the security of my participants, I used fake names. I noted their answers on the page and paper while they were answering. They did not let me record the conversation because they felt awkward. So, I wrote their answers and analyzed them for this study. Eleven parents answered the questions in Bengali. I wrote them in Bengali, and later, I transcribed them in English and used them for this study.

I used all the data from the interviews in this study to support my argument after collecting all the data. I got my secondary data from a few online-accessible publications and articles. I looked for these publications and articles I can apply to my topic. These journals and articles were all gathered from online data sources. Before choosing a few for my paper, I

read every article. Lastly, I compared my secondary sources with my topic in this paper to ensure I found suitable secondary sources for my work.

3.7 Data Analysis

In this study, I looked into why Bangladeshi parents like English-Version Schools, even though English is not their first language. To figure out why, I talked to 15 Bangladeshi parents. We had informal chats, and I wrote down what they said.

I used a way of studying called qualitative research. It helps understand complex information. One of the tools I used is called "thematic analysis." It helps find patterns in people's words and turns them into main ideas (Lochmiller, 2021). I followed the steps from a paper by Braun and Clarke (2006) to do this.

First, I wrote down exactly what the parents said during our talks in an informal setting. Then, I often read what they said to see what common themes or ideas came up. Most parents said they liked English-version schools because they thought these schools gave better education, which would help their children do well in life. I made a theme called "Seeking Better Education Quality."

Another thing parents often mentioned was that they wanted their kids to speak English well so they could have a promising future. This made me think of another theme: "Fluency." Parents also talked about the many good things that could happen if their children were good at English, which I grouped under another theme. So, I put their answers into different categories based on these themes. This helped me understand why they were so interested in English-version schools.

In the end, I carefully organized and sorted these themes into categories. This made it easier for me to examine why parents focused on English-version schools. This process helped me learn more about what drives this obsession and how it connects to education

quality, English skills, and parents' hopes for their kids. This is what my data analysis was all about in this study.

Chapter 4: Results and Findings

This study explores why parents are obsessed with English-version schools in Bangladesh. The participants of this research are fifteen parents from Bangladesh. The study has found that most parents have admitted their children to English-version schools for various reasons. This section discusses the results and findings in detail.

4.1 Educational Background and Language Barriers

All participants of the study had different educational backgrounds. Eleven of them studied in Bengali medium, and the rest 4 of them studied in English medium. Parents stated that they faced disadvantages due to their educational background, such as language barriers in communication with English-speaking people.

4.1.1 Background and personal Experience

Eleven parents who were from Bengali medium faced difficulties when they had to use English to communicate with the teachers of their children's school teacher. Five of them (Rupa, Mahmud, Bashar, Aopu, and Imad) faced difficulties in the job sector and were job holders before. But, as Bengali medium students, they said they better understood the Bengali culture. Imad, a businessman who participated in this study, said,

“When I have to deal with foreign clients for business deals, I can't use fluent English. I need to take the help of my assistant, who is good at using English. Now, at 43, I am learning English again to deal with my foreign clients. I watch YouTube videos to do that. If I were from an English medium, I would have been able to talk to them in English fluently. I do not want my son to face the same problem. That's why I have chosen an English version of school for his son.”

In short, another participant, Rehnuma, from Bengali medium, said about their personal experience,

“When I go to a party for socializing, most people talk in English. So, sometimes I get confused and feel embarrassed as I can’t speak English fluently.”

My 15 participants mentioned that there wasn’t any English version of school at their time. So, the rest of the 4 were from English medium background. They faced many advantages as they could easily use English for communication. Parents from English medium schools shared their personal experience, which was primarily positive. They mentioned that they gained proficiency in the English language and developed better communication skills. Rezwan, who was an HR executive from English medium, said,

I have to write reports in English for job purposes. I can write them without making any mistakes. I have even performed well in his job interviews because of my English accent. When I have to handle any American client for my company, he can easily handle them without facing any issues. This happened because of my educational background.

Firoza, who was from an English medium school, said,

As an English medium school teacher, my educational background helped me a lot to teach my students fluent English. When they asked me questions, I would understand them easily and answer them correctly. My students were happy with my teaching. But, I became slow when I had to read or write Bengali for any purpose. It took me more time to do something in Bengali—the same thing also happened to my school friends.

Parents from English medium backgrounds also mentioned that the education system in English medium schools was more modern and updated compared to Bengali medium schools. The participants from Bengali medium mentioned that their personal experience was

not good enough in terms of communication with others in 'English. They didn't want their children to face the same issues they experienced.

Participants who had studied in Bengali medium schools reported disadvantages, including language barriers in communication with English-speaking individuals. They experienced difficulties interacting with teachers and employers due to their limited English proficiency. In contrast, participants from English medium schools highlighted the advantages they gained regarding English language proficiency and communication skills. But they want their children to learn Bengali and English. That's why they were obsessed with English-version schools, as students learn both languages here.

4.1.2 Better Future through Fluency

The primary reason for choosing English-version schools over Bengali medium or English medium schools was to provide better opportunities for their children's future. They believed that English language proficiency would help their children get better job opportunities and help them belong to a higher social status. Other reasons included better quality of education, exposure to international curricula, and the belief that English-version schools had a better learning environment.

Their children could have knowledge of Bangla, which helped them to admit themselves to public universities in Bangladesh to pass the admission test, as one needed the proper knowledge of Bangla. Parents also mentioned that higher education is in English in Bangladesh and abroad. Their children could understand them easily and will do better in their future studies. My participant, Imad, said,

I want my son to get admitted abroad for higher studies. So, I think learning English since childhood will help my son to get admission abroad as he won't face any issues in using the English language. My son can achieve a scholarship in undergrad

programs abroad if he is proficient in the English language. I think these are the benefits he can have in the future, and that's why I have chosen English-version schools for my son.

Another participant, Rupa, said about choosing English-version schools.

Because in the English version of school, my son will learn Bengali and English. He will be good enough at using both languages. Even in the future, he will only need English, not Bengali. If he ever goes abroad, he can easily communicate with people. You know, now he talks to me in English. I feel proud. Learning Bengali is essential, but English is more important. That's why I chose English version schools.

Laboni, another participant, said about choosing an English-version school for her daughter,

I can't speak English. I understand it a little through reading and am very weak in speaking. I have friends who have completed their Masters from abroad, and they speak English fluently. This makes me sad that they can do it, but I can't. I didn't want this to happen to my daughter. I wanted her to speak English fluently. But, I wanted her to learn Bengali as well as me as I am good at Bengali. That is why I have chosen an English version school.

They chose English-version schools because they believed they could shape the children's lives better than Bengali medium. All the parents believed that their children could learn both languages (Bengali and English) properly from Bengali medium schools.

4.2 Benefits of English Proficiency

The parents thought enrolling their kids in English-version schools would improve their lives. They believed it would give their kids better work opportunities in the future. Their children would get many benefits in the future of attending English version schools.

4.2.1 Communication and higher study would be easier

My participants also thought it would help their kids communicate more effectively and understand other cultures better. My participant Parvin mentioned during the interview that,

In Bangladesh, a person needs English and Bengali both for official work. But most students needed English for higher studies such as BBA, B.SC in Engineering, MBBS, and many more. Without English, one couldn't survive their undergraduate life. After HSC, most students don't need Bengali for higher study, but they do need English for higher studies. I want my son to get the best English education in Bangladesh from childhood. My son can get that from an English-version school. I know my decision will positively impact my son's life.

Seilna, my participant, also talked about the impact of choosing an English-Version school in their children's lives,

Now, my son is good in English. He writes short stories in English for different newspapers and earns a little. But, I am happy with that as a mother. I feel proud. So, my decision has created a positive impact on his life.

Even Aopu, another participant, said shortly,

“Knowing English in Bangladesh is a plus point; my daughter knows this language.

She

can implement both languages in her life. She can gain more knowledge. So, the impact will be positive.”

Another participant, Mahmud, said that the impact of their decision was, I believe the impacts are positive. She wanted to study in a Bengali medium school, but as her father, I didn't let her do that. The reason is she won't be good at English. But, everywhere you go outside Bangladesh, you need English. Now, she has new friends with whom she practices her English through speaking. She scored well in overall exams. So, the impact is positive.

My other participants also believed that enrolling their children into English-version schools would help them survive in this global era as English was considered a global language. Their children could shine in life as they better understood English. They could do this from Bengali medium, but the English version was better according to these parents as the English version combined Bangla and English for content knowledge.

4.2.2 Moving abroad and undergrad life would be easier

Most participants believed there were some specific benefits to attending English-version schools in Bangladesh. They mentioned that it would provide their children with better opportunities for their future, as English was the language of the global community. My participants believed their children could easily move abroad as they are good at English and could build a better future. Even in Bangladesh, they could easily survive in higher study, which was in English. They believed their children didn't have to teach Bengali only to pass the exam, not for the future, as they didn't want their children's school to take the BCS exam as they wanted them to move abroad. For that, their children needed to know proper English. One of my participants, Bashar, said,

I am a doctor and a BCS cadre. I know how the government works in Bangladesh. I don't want to go into detail, but I want to say that I don't want my daughter to take the BCS exam and go for a government job. I want my daughter to move abroad by attaining a scholarship after HSC. To achieve a scholarship, she needs to learn proper English.

As my participant Bashar was from a Bengali background, he faced some issues as an MBBS student. He believed his daughter could enjoy the benefits of being a student at an English-version school. His daughter could get a scholarship, easily move abroad, and not face any issues while using English. So, for these reasons, he chose an English-version school for her daughter.

Another participant, Brishti, an English-version school teacher, said that.

I am from an English medium school. So, I faced difficulties in passing the Bengali varsity entrance exam. I don't want that to happen to my child. In the English version, schools follow the National curriculum. So, after HSC, my child can take the varsity entrance exam easily. He is learning both of the languages according to the national curriculum. So, he can get admitted into a good university without any obstacles.

Another participant, Aopu, said regarding the benefits of English version school,

My daughter won't face any difficulties at her university level. She can communicate in English. The curriculum of the English version is similar to the Bengali medium. So my daughter can take the university entrance exam in Bangladesh. She is now in class 8 and can read British and American writers' books. She now knows about foreign cultures through these books. She can do that now if she ever wants to globalize with people from other countries. So, all these benefits she can have.

Laboni also said about this matter,

You know I was a bookworm. I always wanted to read English books, but I couldn't. Now, my daughter can read as many English books as she wants. I always buy English novels and storybooks for her. She reads them, and she tells me the story. She is good at English, represented her school in a junior inter-school debate competition, and ranked fourth. I believe one day, she will represent her school internationally. If she wants, she can go abroad to study with a scholarship. It will be easy for her as she knows English.

From their statements, I have found that a student from an English-version school can benefit in many ways that a student from a Bengali medium cannot.

4.2.3 Holds Social Prestige

Attending an English-version school was frequently considered a sign of societal achievement and status. My participants thought enrolling their kids in such institutions would offer them an advantage in the job market and the social networks and connections needed to succeed in Bangladesh's fast-evolving economic environment. Enrolling their children in English-version schools was viewed by these parents as a strategy to demonstrate their social standing and goals. According to them, studying at an English-version school is more prestigious than looking at a Bengali medium school. My participant, Rehnuma, mentioned that.

I talked to people within the family or outside and said that my child is in an English-version school, and people started to give me extra respect. This happens because the expenses of English-version schools are high, and many people can't afford it. I want to add that this brought social prestige. You know, nowadays, prestige and respect depend on money and status. This makes me happy. So, I believe that choosing an

English-version school for my child is the right decision because if my son can speak English fluently, it will also bring prestige to her family in the future.

This might sound weird to some readers, but many parents in Bangladesh chose the English version for this reason.

4.2.4 Learning from Skilled Teachers

My participants believed that in English-version schools, the teachers were highly educated and knew how to teach English better. Their teaching helped these parents' children to use English effectively for communication. These parents believed there was a better understanding between teachers and students in English-version schools. Parents from Bengali medium schools said there wasn't any good understanding between them and the teachers. Even the teachers who used to teach them English, most of them use Bengali in the classroom to teach them English. Their teachers might be educated and skilled, but they didn't use English in the school. My participant Rupa said that.

You already know I am from Bengali Medium. My English teachers always used Bengali in the classroom. They were educated and had degrees in English. But, they never used English in class. They would take an English excerpt from an English book and explain the text in Bengali. They also taught grammar rules in Bengali. Because of this, I couldn't speak English properly after passing school and even BSS. Sometimes, I also made some mistakes, as I used to translate Bengali to English while writing English. So, I think if my son learns the language from childhood, he will not face the problems she faced. All his teachers use English all the time in the classroom. They teach him everything in English except for Bengali 1st and 2nd papers. They are skilled and as a parent, and I believe them.

On the other hand, parents from English Medium schools said they had a good understanding between them and their teachers, and their teachers used English all the time in the classroom while teaching English. That's why these parents chose English-version schools for their children where they could learn Bengali and English better.

4.2.5 Receives High-Quality Education

My participants believed that in English version schools, their children received a high-quality education. Though the syllabus and books were the same as Bengali medium, they still learned every subject in English. They believed that the teachers were highly skilled, they taught the students properly with extra care, and they constantly took class tests, which helped the students learn every subject properly. My participant, Aopu, from a Bengali medium school, said that.

As a student, I had to attend coaching to understand the studies as teachers did not teach him well at school. This also happened with my friends. I am a father and chose an English version of school for his daughter. I did not have to admit his daughter into coaching as teachers taught her well in the classroom. Even you know! My daughter performed well in her exams without the help of extra tuition. I believe this happened because of the high quality of education in English-version schools.

Laila, my other participant, said that.

English version schools are better because where students learn both languages. In an English medium school, they focus only on English; in a Bengali medium school, they focus on Bengali. However, the English version of the school focuses on both languages, and the education quality is also good. They take exams regularly, and they conduct PTM. I always get updates about my children's progress from them. That is why English version schools are better.

Brishti, another participant who was a physics teacher at an English-version school, said,

As a teacher at the same school, I know how everything works here. We check homework daily, and if a student has any academic problem, we solve it as soon as possible. We pay attention to each detail. In my classroom, I keep some physics-related puzzles and quizzes so students can solve them by talking. It is like a game. I try different methods to teach them, which are different than traditional methods. Other teachers follow the same teaching methods. That is why I believe in an English version school, the education quality is high, and it is better than a Bengali medium and English medium schools.

My other participants also mentioned that the teachers of English Version schools always used better methodologies than Bengali medium schools. It helped their children get a high-quality education in Bangladesh. That's why they chose English-version schools so that their children could receive a high-quality education and they could do something better in their lives.

4.2.6 Helps to Build Personality

My participants said that when they used social media or even on TV, they saw that celebrities and famous people used English when they took part in interviews, though most of their first language was different. Social media and TV played important roles in these parents' beliefs. These parents believed that if their children learned English in childhood, it would help them to shine in life and help them to build personalities. My participant Pravin said,

When I scroll FB or Instagram, I see that many celebrities use English for interviews, though their mother tongue is not English. My favorite motivational speaker is

Muniba Mazari, whose first language is not English, but she became popular when she started to deliver her speech in English. This world values when a person knows proper English.

Another participant, Mahmud, who was from Bengali medium, said that, Think of Rabindranath Tagore. He got a Nobel prize when his creation, 'Gitanjali,' was translated into English. The power of English is clear here. If my daughter learns English properly, there is a high chance she will be famous for using this language instead of Bengali. English would shape her personality and make her skillful. This would help her to shine in life. This will also help her to build a better personality. I believe it as her parents.

My other participants also believed building personalities from childhood was very important. That's why they chose English version schools for their children.

So, this study has found that parents in Bangladesh are obsessed with English-version schools, primarily because they believe it provides their children with better opportunities for their future. The study also found that parents face financial issues while paying the tuition fees of English-version schools, and some children are not proficient in Bengali due to the education system in English-version schools. However, the study found that the benefits of attending English-version schools outweigh the negative aspects.

4.3 Challenges

My participants shared that their children faced many challenges because of attending English version schools. As parents, they also faced issues due to choosing English version schools. These challenges played important part in my paper's result section.

4.3.1 Lack of proficiency in Bengali

Some participants mentioned that their children were not proficient in Bengali, their mother tongue, as they attended English-version schools. They believed that the education system in English-version schools neglected Bengali culture and language, which might hurt their children's identity and cultural values. My participant Rupa said during the interview,

My son is quite weak in Bengali. Nowadays, he starts to ignore Bengali and Islamic culture. He doesn't want to read Bengali or write Bengali. He wants to follow the Western culture. He hesitates to write a number in Bengali as he doesn't get the number for the first time.

My other two participants, Hamida and Shahida, addressed this same problem. They also said that their children were fluent in speaking and writing Bengali. However, they faced challenges catching a Bengali number as they preferred English in Mathematical terms. Shahida said about this matter,

My daughter is weak in Bengali. She gets stuck when she has to do any equation in Bengali, like addition, subtraction, or anything else. However, her Mathematics subject is in English. She is good at math when she uses English. But, if I ask her to add or subtract in Bengali, she can't do it. She takes a lot of time. Even so, she easily gets puzzled and needs my help to do it. So, this is the lack she faces. But, she is good at other subjects.

So overall, their (Rupa and Shahida) children had some lack of proficiency in Bengali. They also mentioned in their interview that they believed their children wouldn't need Bengali in the future for higher studies. That's why, as parents, they wanted their children to learn English properly. Overall, learning English properly would help them to do something in the future.

4.3.2 Financial Issues

Three parents (Rupa, Laila, and Parvin) mentioned that they faced financial issues while paying the tuition fees of English-version schools, which were relatively higher than Bengali mediums. However, they stated that the benefits of attending English-version schools outweigh the financial burden. They managed the fees somehow to ensure their child could achieve something better by learning proper English. Laila said about this,

My husband is a private job holder, and his salary is low. I am a housewife, and my family depends only on my husband's income. I have two children, both of whom are in the English version schools. So, we must pay the tuition fees; I always face challenges. You know the prices of daily groceries nowadays. I have to spend less on food and other things to pay my children's tuition fees. I do this every month to secure a bright future for my children. Studying at an English version school can help my children to shine in life.

4.3.3 Cultural Shift

The same thing was mentioned by another participant, Selina. She said,

My husband is a small business owner. His earning is limited. So, I have to pay all the expenses of his school. He is in class 10 and needs extra classes. I have to pay for that as well. It becomes difficult for his father to pay the expenses. Day by day, he is getting attracted to Western culture. He wants me to buy expensive clothes for him. He doesn't like Bengali culture and food anymore He asks for an iPhone. According to him, everyone in his school has them. Gradually, I feel that he is losing his

moralties and values. I am worried about it. Still, I believe he can achieve something in life after passing school with good English.

The other issue that my participants mentioned was cultural shifts. The cultural change that their children went through when they attended English-version schools was another issue they shared with me. This was true for people from more conventional families, who used Bengali at home, not English. The parents believed it was challenging for their kids to adjust to a new culture as they couldn't provide the same culture at home.

4.4 Comparative Advantages of English Version Schools

All participants believed that English-version schools were better than Bengali-medium and English-medium schools, as Bengali-medium students were not good enough in English regarding speaking and listening. Bengali medium students were exemplary in grammar, reading, and writing but weak in speaking and listening. On the other hand, these parents believed that English medium students were not good at Bengali. They thought that English-version schools are always better as the students are good at English and Bengali.

My participant Firoza, who was from English medium, said,

I excelled in English, but my basic Bengali was not good enough. I am weak in Bengali as in English medium school, the focus on Bengali is less. Truly, I believe that in English version schools in Bangladesh, students learn Bengali and English properly. The basics of both languages are built perfectly by the teachers. My daughter can now speak English fluently and is good at using Bengali. Problems that I have faced as an English medium student, my daughter doesn't have to face all those problems that I believe. The education quality of English-version schools is better than in Bengali and English medium schools.

Laboni, who was from a Bengali medium school, said about the comparison.

English version and the Bengali medium school's syllabus are the same. Even the board exam questions are also the same. But, still, their education quality is better than Bengali medium schools for all subjects, including Bengali, and better than English medium schools for Bengali subjects. I believe English-version schools build a strong foundation of Bengali and English among the students. They don't face any obstacles to using both languages. Even here, the teachers properly care for subjects like general science, mathematics, social science, etc. So, I believe that English versions of schools are better.

Another participant, Rezwan, from an English medium school, stated something similar to Firoza. He said that he faced issues,

When I had to write Bengali using proper grammar for reports. Even I used to make some spelling mistakes while writing Bengali. I don't want my son to face the same problem. I believe my son can learn proper English and Bengali in an English-version school as the teachers teach students with care and good quality of education.

Even Shahida, My other participant, believes that English version school is better than English medium school, and Bengali medium school said that.

English version is better because they teach everything there properly. Though my daughter is weak in Bengali regarding mathematical terms, she is doing well overall. She performs well in Physics, Chemistry, Biology, and Higher math. So, if she wants to stay and admit herself into a Bangladeshi public university, she can do this as the entrance exam's syllabus is the same. She wouldn't understand the national curriculum syllabus if she was in an English-medium school. She is learning the

national curriculum in English. That is why. To me, an English-version school is better compared to English medium and Bengali Medium schools.

Hamida said about the comparison,

As he has learned both Bengali and English here, he can do that if he wants to stay in Bangladesh and do something in life. He can do that if he wants to go to Canada and do something in life. He is getting both opportunities because he is learning both languages properly. This only happened because of the English version of the school. So, the English version of school is better than Bengali medium and English medium schools.

My other participants stated that English-version schools provided better quality education and had a modern and updated curriculum. They also believe that attending English-version schools would provide their children with better opportunities for their future.

Chapter 5: Discussion

From the above findings, it is clear that Bangladesh parents are obsessed with English Version Schools. Behind their obsessions, there are many reasons that I found through this study. This study was conducted on 15 parents. Interesting perspectives on the influence of educational background and personal experience on decision-making are shown by the study on Bangladeshi parents' preference for English-version schools over Bengali-medium schools. This study's findings clarify why parents in Bangladesh chose English-version schools for their children. From the interviews with the parents, it becomes clear that this study also highlights the importance of learning English worldwide. English is important in communication, education, research, and career opportunities. English is recognized as an international language and a lingua franca for global communication (Jenkins, 2006). Along with Europe, people in different parts of Asia prefer English as their second language. They are choosing English as their second instead of choosing any other language. Not only children but also adults are learning English as a second language. (Modiano, 2017). That's why most of the parents in Bangladesh are obsessed with this language.

5.1 Parents and Their Beliefs

Four parents of my participants in this study have attended English-medium schools, and the other 11 parents have attended Bengali-medium schools. Despite having different educational backgrounds, all fifteen parents mentioned they strongly prefer sending their kids to an English-versions school. 11 parents were Rupa, Laboni, Shahida, Hamida, Bashar, Aopu, Imad, Mahmud, Rehnema, Laila, and Parvin, who have attended Bengali medium schools and are not fluent in English so they have faced many negative consequences three of them agreed to answer the interview questions. All of them are homemakers, but they used to do corporate jobs or work as teachers. They never get to work at a famous company as an

employee or an English medium school as a teacher. They don't want their children to face the same difficulties in their lives in the future. That is why they prefer English versions of schools to help their children learn English and Bengali fluently.

Four parents, Firoza, Selina, Brishti, and Rezwan, from an English medium school, shared that they never faced any issues regarding using English for communication. Their schools have helped them to use this language properly. However, they have faced some problems in Bengali reading and writing. That's why they have chosen an English version of school for their children to learn English and Bengali fluently.

The parents' perception that English-version schools offer higher-quality instruction than Bengali-medium schools is one rationale for this preference. Their own experiences have an impact on this belief. Their educational background and struggles help them choose English version schools for their children's education. English is considered an EFL in Bangladesh. Many students find it difficult to learn as it is a foreign language, and grammar differs. They make mistakes due to anxiety. ((Zulfikar et al., 2019). Still, parents value these languages, and some force their children to be admitted to English version schools for a better future. Parents believe that English-medium schools provide a better education than Bengali-medium schools, and this belief strongly influences their decisions. Their past experiences in education and the difficulties they encountered shape this viewpoint. Nonetheless, parents still consider it essential for their children to be proficient in both languages, and they choose English-version schools as they strive to give their kids a promising future.

5.2 English as a key to academic success and bright future

Some of my participants' children want to be admitted to the English version or English medium schools alone. Children want to learn English to make international friends worldwide through communicating with them. This happens not only in Japan but also in

Bangladesh (Chapple, 2015). Like their parents, some children have a positive attitude towards the language to demonstrate their greater English competence (AL Amiri, 2021). So, their children's wishes to learn English changed many of my participants' beliefs. Even parents have chosen English version schools because they have good experiences with English as students. (Brown & Johnson, 2018). One big reason that comes to us here is that parents believe being good at English can help their kids have a better future. They think if their children are good at English, they can get better jobs, attend good colleges in Bangladesh or other countries, and talk with people worldwide. They know English is important everywhere and want their kids to learn it early.

English is considered an essential language in Bangladesh due to globalization and its impact on future job prospects (Siddik, 2017). The compulsory inclusion of English as a subject in the Bangladesh education system further emphasizes its significance (Mahmud, 2017). However, despite its importance, Bangladeshi students lack English proficiency, especially in speaking skills (Rahman & Ahmed, 2017). So, my participants believe that learning English would add value to their children's future and be considered a skill.

English version schools will help their children to build a strong base and help them to shine in life. Bangladeshi parents perceive English as a key to academic success, upward mobility, and global opportunities (Rashid, 2019). They would get access to better jobs and opportunities in the future. English is the language of business and higher education in Bangladesh; therefore, communicating effectively is crucial. The ability to communicate in English opens up opportunities for work permits, visa processing, and higher education worldwide. (Modiano, 2017)

In addition, compared to Bangla medium schools, the parents think their children are getting a better education. English-version schools provide better English learning

opportunities and enhance students' mastery of the language (Alam & Asaduzzaman, 2020). My participants mentioned that the English version of the school's education quality is more updated and modern. They provided me with various explanations for this. They believe that the English version of the school's education system and curriculum is better and improves their children's academic performance. Their children would get better marks in exams, and they would do well in extracurricular activities. They believe English is a skill that increases academic success and career prospects (Rashid, 2019). English is seen as a gateway to better opportunities in a globalized world. I believe that proficiency in English can open doors to better job prospects, admission to prestigious colleges in Bangladesh and abroad, and improved communication with people from around the world. In today's interconnected world, this skill is highly valued.

5.3 Challenges and parent's concerns

For these parents, choosing English version schools is not an easy choice. The parents mention the high cost of tuition and related fees as one of the significant issues. These schools are criticized for their high tuition fees as this imbalance leads to social inequality and limit access for low-income families (Biswas, 2018). For many families, especially those who earn low, bearing these expenses for the parents can be challenging. Education is a basic right, and every child deserves the best education. Additionally, stress and anxiety can be experienced by children who are forced to study English and do well in exams at a high level. However, my participants don't believe it. They believe it would be good for their children as the pressure was similar to Bengali Medium Pressure.

Another challenge these four parents highlight is the cultural shift their children experience when attending English-version schools. Additionally, some parents are concerned that their kids would grow too "Westernized" and might forget their cultural

heritage. The obsession with English controls the education system, creating a cultural shift in the Bengali language and literature (Sultana & Mahbub, 2019). Parents who want their kids to preserve their cultural history but yet be able to participate in a global market are particularly prone to this anxiety. Parents may, therefore, carefully assess the cultural repercussions of enrolling their children in an English Version school.

This study also finds many benefits to choosing English version schools for these parents. They believe that English version schools help their children learn this language properly, which would help them succeed academically and professionally. Though 4 of them face financial issues, they are okay with it as they are securing a better future for their child. Their children are learning a new culture and believe they might face some difficulties, but it would benefit them. Future studies can investigate these topics and examine the long-term effects of attending an English Version school. Parents who don't earn enough or parents with low income don't overthink about their children's education or about English. They are not concerned at all ((Alderman et al., 2001). I find that parents in Bangladesh carefully choose English-version schools for their children after facing all the challenges because they think it gives them an advantage in the world. They consider it an investment in their kids' future, even though it can be expensive and come with cultural challenges. My study shows that many things matter when parents decide where to send their kids to school and how critical language skills are when making that choice.

5.4 Better Education than Bengali and English Medium Schools

These parents believe that English-version schools are better than Bengali and English Medium Schools as their children learn Bengali and English properly. The education quality of the Bengali medium is not good, and the outcome of learning English here is not up to the mark and is also depressing (Hamid & Baldauf, 2008). Even the students from Bengali

medium are not good in English as they make many mistakes, especially in speaking English. (Rahman & Ahmed, 2017). Parents like English-version schools because they offer modern and good-quality education. They feel these schools teach English and Bengali well, so their kids can do well in both languages. This is a plus compared to schools where kids might struggle with one language. I appreciate that these schools effectively balance teaching English and Bengali, ensuring that our children can excel in both languages, which is crucial in our diverse society.

However, in English version schools, students gain content knowledge in English and learn Bengali. This will help them prepare for the varsity admission test in Bangladesh after HSC. Higher education in Bangladesh is also in English. Suppose their children learn Bengali and English properly. In that case, they can pass the admission test and achieve higher education easily. Medical science, Engineering, Pharmacy, BBA, MBA, M.A., etc. are taught in Bangladesh in English. Their children will not face any language difficulties and can easily overcome the language barrier. In Bangla medium, students struggle with learning English; in English medium, students work with learning Bengali. According to these parents, English is the safe choice as their children are learning both fluently. So, this is another reason for choosing English versions of school.

My participants ‘Rupa’ and ‘Selina’ believe their children are not proficient enough in Bengali to study in English Versions schools. This is because the children use English in their studies and for communication. They use Bengali for communication at home. Their children could speak Bengali fluently but are weak in ‘Bengali Grammar and Mathematical terms in Bengali.’ The parents believe that their children will need Bengali till HSC. After that, their children will not need any Bengali. So it will not be a problem for their children. Therefore,

they have chosen English-version schools to ensure their child can learn the English language they are more comfortable with and can better understand.

All participants haven't focused on their children's learning of Bengali. They believe their children will need Bengali till HSC; after that, they will need English for higher studies. Their children can overcome the linguistic barrier when they go to foreign countries by learning English and using it daily. They believe Bengali is their mother tongue, so their children will learn it naturally. English is recognized as a global language, and English helps them to make a worldwide identity and represent Bangladesh globally. When it comes to building a personality, my participants believe that English can help them to build that, as most well-known people worldwide use English.

My participants have seen it on different social media platforms and TV channels. Even to understand authentic news from Aljazeera, CNN, or BBC, they believe their children need English as they struggle to understand it. So, overall, my participants have a soft corner for English, and they want their children to shine, which they can get through hard work, and English will work as a plus point.

The perceived social status and prestige accompanying attending an English-version school is another factor for my participants to send their children there. Parents assume that sending their children to an English version of school will help them achieve a higher social position and more excellent prospects in the future because English is frequently connected with wealth, education, and success. My participants consider admitting their children to English-version schools as an investment for their children's better future, leading them to spend more on education (Hossain, 2018).

Additionally, these parents from the urban area of Bangladesh think that English version schools, compared to Bengali medium and English medium schools, have more

significant resources, facilities, and teaching standards, which can also help their child succeed in life through education. There are few English version schools in Bangladesh compared to Bengali and English medium schools. This concept is new. There are almost no English-version schools in rural areas. As a result, there are currently more English Version schools than ever in Bangladesh's urban cities. Given the popularity and demand for EV schools in Bangladeshi society, the Bangladeshi government has expressed to the media its wish to expand the number of EV schools there (Tribune Desk, 2021). That is why it results from an imbalance in education between urban and rural areas.

5.5 Global communication and opportunities become easy with English

People from different countries with different cultures use this language in their mother tongues, including Bangladesh. If students want to do something in life, they must learn English for research or a higher degree. Even if a student wants to be a business person in the global market, they must know English to reach the target audience globally. English is widely used and has already become essential. Students are the future of Bangladesh. They need English to represent themselves and Bangladesh to the world. That is why parents in Bangladesh are concerned and force their children to learn English. Now, their concern has become an obsession.

Learning English as a student worldwide holds great importance. English is an international language for global communication, facilitates research and academic success, and opens employment and higher education opportunities. In Bangladesh, English language proficiency is highly valued and seen as a key to success. Parents in Bangladesh are increasingly obsessed with their children learning English, viewing it as a key to academic success and future career opportunities. This parental obsession has increased demand for EV schools and English tuition. While this emphasis on English can provide certain advantages,

such as better job prospects and global opportunities, it has also created an imbalance in the education system, with a focus on English leading to a decline in the usage of Bengali language and literature in education.

Future research can explore the long-term effects of attending English-version schools on students' language abilities, cultural identities, and social mobility. Furthermore, exploring strategies to bridge the gap between Bengali and English instruction within English-version schools would be valuable in addressing the concerns raised by parents regarding their children's proficiency in Bengali and cultural connections.

Chapter Six: Conclusion

Finally, this study has explored why parents are obsessed with English version schools in Bangladesh. In Bangladesh, students learn English as a foreign language. Yes, English is important as it is an international language, but parents are obsessed with it daily. They are choosing English-version schools over Bengali medium and English medium schools. They believe that in English version schools, their children can learn English and Bengali properly. Along with this reason, there are also some other reasons behind this obsession.

All parents are concerned with their children's future. In Bangladesh, parents believe their children can only shine through study. They always worry if their children fail exams or do not do well. So, Bangladeshi parents believe that education can build their children's life and their children can make money if they are well-educated. They also think that knowing proper English is a way to succeed in life and will help their children get better jobs in the future. According to them, English is an international skill everyone should have in this global era as English has become a global language. They also believe that studying in English version schools will help them and their children to hold societal prestige and status, as knowing proper English is prestigious.

Another reason is the dominance of English in education, the global market, business, the medical field, the science field, and many more. In Bangladesh, after HSC, public and private universities offer English courses, not Bengali. So, these parents believe their children will need English for higher education in Bangladesh and abroad. To Bangladeshi parents, studying abroad means the UK, USA, Canada, Australia, and New Zealand. Knowing proper English will help their children to settle abroad in the UK, USA, Canada, Australia, and New

Zealand, where English is the First language. It will also help their children to gain knowledge in the business field, education field, and also in the medical and science field.

Again, these parents believe that their children need English to live a prestigious and better life. Though some lack their children's Bengali skills, they think that they will not need Bengali in the future after HSC but that their children will need English in the future. A student must know Bengali and English to be admitted to public universities. English version schools will make their children's English and Bengali basics strong. They can answer well in the varsity entrance exams and get a chance in the top-rated universities of Bangladesh.

Additionally, my participants don't believe in the education system of Bengali medium schools. However, the syllabuses of the Bengali medium and English versions are the same. But, they believe the teaching quality of the English version is better than the Bengali medium. In Bengali, the teachers are well-educated but don't use English while teaching the subject 'English'. They even don't care about the student's progression. This doesn't happen in an English-version school. English version schools emphasize English proficiency alongside other academic subjects and provide a comprehensive education that meets parents' wishes for their children's future success.

In addition, parents' financial status also influences their preference for English schools as the tuition fees are high. Most of my participants belong to wealthy families except for 4 participants. Rich parents can easily afford high school fees as they earn enough. However, those four participants who face difficulties in paying the high English-version school fees have mentioned that they try hard to manage the school fees as through this, they are securing their children's future. They compromise with their needs but don't compromise with their children's studies.

The role media and popular culture have played in parents' obsession with English-version schools cannot be ignored. In the media, English speakers are often portrayed as successful, intelligent, and ambitious, inspiring parents' desire to provide their children with similar opportunities. Additionally, popular culture, such as movies, music, and television shows, often glorify English-speaking characters and their lifestyles, creating an ambitious image that parents want to imitate. They want their children to provide all the happiness and success. That is why they try their best.

Parents believe that Bengali medium students are weak in English and English medium students are weak in Bengali. But, an English version school student is learning both languages, and they believe that their children will be good at both languages. Only in urban areas, are parents obsessed with English version schools in Bangladesh. My participants are from urban areas, and 11 have faced many difficulties when looking for a better job as their background is Bengali medium, and they faced problems while using English. In rural Bangladesh, parents are not obsessed with English or English-version schools.

Due to my participants' personal experience, they prefer English version schools for their children. These parents also believe that the English version's education curriculum is better than Bengali and English mediums. Their children are getting a better education. Though this leads to a cultural shift, they still accept this as their children will have a better future. So, this study has found that parents in Bangladesh are obsessed with English version schools as they believe their children will get a better lot and more possibilities.

The research findings highlight the complex interplay of various factors contributing to parents' obsession with English-Version Schools in Bangladesh, primarily driven by the perceived advantages of English proficiency, a better job, the prestige associated with English-speaking ability, getting exposure to global culture, the lack of confidence in the

Bengali medium education system, socio-economic considerations, and the influence of media and popular culture.

Lastly, while English-version schools offer certain benefits, it is essential to consider this issue and balance Bengali medium, English-version, and English-medium schools. It should be ensured that the development of children through education should not be compromised. Yes, English is important, but Bengali is essential too. So, the education quality of Bengali mediums should be improved so that our students can acquire English fluently while learning their mother tongue, Bengali. This issue should be addressed soon, and policymakers should take the necessary steps to improve the situation. By enabling a comprehensive educational environment that values both English and local languages, Bangladesh can utilize the benefits of English while preserving its rich linguistic and cultural heritage.

6.1 Suggested Implications for Better Future of Bangladesh English Education

6.1.1 Promoting English Proficiency across All Schools

The findings of this study indicate a strong belief among Bangladeshi parents that English language proficiency is key to a better future for their children. Therefore, educational authorities must prioritize and improve English language education in all schools, not just English-version institutions. This could be achieved through teacher training programs and curriculum enhancements that focus on fostering strong English skills from an early age. By ensuring access to quality English education, the education system can better prepare students for a globalized world.

6.1.2 Enhancing Affordability and Access to Quality Education

The willingness of parents to make financial sacrifices to enrol their children in English-version schools underscores the need to make quality education more affordable and accessible to families from all socioeconomic backgrounds. Initiatives such as scholarships, subsidies, or tuition assistance programs can help level the playing field, ensuring that English-language education is not a privilege reserved for the elite. By reducing financial barriers, more children can benefit from the advantages associated with English proficiency.

6.1.3 Preserving Bengali Language and Culture

While English-language education offers numerous benefits, it should not come at the expense of Bengali language proficiency and cultural heritage. The concerns raised by parents regarding the erosion of Bengali language skills among their children in English-version schools highlight the importance of striking a balance. Curriculum planning should include measures to ensure that students maintain and appreciate their proficiency in Bengali,

including incorporating Bengali literature, history, and culture into the educational experience.

6.1.4 Equalizing Educational Opportunities and Prestige

The perception of English-version schools as prestigious institutions in Bangladeshi society underscores the need to address educational opportunities and quality disparities. Efforts should be made to improve the quality of education in Bengali medium schools and raise their prestige to reduce the societal pressure on parents to seek admission in English-version schools solely for social recognition. By enhancing the overall quality of education across all schools, parents can make educational choices based on their children's needs rather than societal perceptions.

6.1.5 Investing in Teacher Development

The role of skilled teachers and effective teaching methodologies in fostering English language proficiency is a key takeaway from this study. Investments in teacher training and professional development are crucial to ensure that all students receive quality education. By equipping educators with the necessary skills and resources, the education system can elevate the quality of teaching in all schools, ultimately benefiting students throughout Bangladesh.

6.1.6 Holistic Education for Versatile Individuals

Beyond language proficiency, the study highlights the importance of holistic education that nurtures well-rounded individuals. Character development, critical thinking, creativity, and a global perspective should be integral to the educational experience. By fostering these qualities alongside language skills, the education system can prepare students to navigate the complexities of the modern world and build versatile personalities.

In conclusion, the implications drawn from this study offer valuable insights into the educational landscape in Bangladesh. By addressing the highlighted areas, educational authorities and policymakers can work towards a more inclusive and equitable system that empowers all students to thrive in a rapidly changing global environment.

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Appendix: A

Interview Questions of this study

1. What is your name?
2. What is your profession?
3. Were you a student of Bengali medium or English Medium or English Version?
4. Have you ever faced any advantages or disadvantages of your background education?
5. Share your personal experience as a Bengal medium English Medium or English Version student.
6. Have you admitted your child into an English version school?
7. If yes, then tell me the reasons for choosing an English Version school over English Medium or Bengali Medium schools, in your words.
8. What do you think that your decision as a parent to choose an English version of school will impact your child's life?
9. Do you believe there are any particular benefits to attending an English-version school in Bangladesh? If so, what are they?
10. Do you think your child is learning Bengali properly, like English, as a student of the English version?
11. If yes, you can skip this answer. If not, please tell me the lacking features your child has in learning Bengali.
12. Do you believe your decision is right for your children? If yes, why? Tell me in your own words.

13. Have you faced any financial issues paying the tuition fees of English Version schools as the tuition fees are high or any other issues? If yes, please share the details if you are comfortable.

14. Do you believe that English Version schools are better than Bangla Medium and English Medium Schools?

i) Yes, ii) No

15. If yes, tell me in your own words why you believe English Version schools are better than Bangla Medium and English Medium Schools.