

**LEARNING ENGLISH AT THE TERTIARY LEVEL:
COPING WITH THE
SHIFT AFTER SECONDARY LEVEL**

A thesis submitted to the BRAC Institute of Languages in partial fulfillment
of the requirements for the degree of Master of Arts in TESOL

By

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I hereby declare that

The thesis submitted is my own original work while completing my degree at BRAC University.

The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through complete and accurate referencing.

The thesis does not contain material that has been accepted or submitted for any other degree or diploma at a university or other institution.

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Approval

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Ethics Statement

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Abstract

In Bangladesh, students start to learn English from class one, and most continue to learn it as part of their curriculum until the secondary level. At the tertiary level, the students experience a shift as they start a more specified type of study. During this journey, many of them have to learn English again. This paper deals with the experience of that learning at the tertiary level. It works upon three objectives: the learners' experiences of learning English at the tertiary level, the coping strategies of the learners in case of difficulties, and their opinion regarding tertiary-level English learning experience. For conducting this research, two research methods were used: semi-structured interviewing and structured interviewing. This paper's central insight is that this transition from the secondary to the tertiary level needs to be handled with more care because the nature of learning, teaching, and discussions change over time— and that, too, very swiftly.

Dedication

I dedicate this thesis to Anjan Dutta, the artist who has profoundly shaped my life since I stepped into adolescence. His mighty songs immensely helped me get through my thesis journey. I'm perpetually grateful to him for his songs.

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List of Acronyms

ELT	English Language Teaching
GTM	Grammar Translation Method
CLT	Communicative Language Teaching
EMI	English as the Medium of Instruction
NCTB	National Curriculum and Textbook Board

Chapter 1

Introduction

1.1 Background

English use in Bangladesh's tertiary-level education has significantly risen since the late 90s (Rahman et al., 2017, p. 38). It is assumed that it has much to do with the emergence of private universities, most of which use English as the medium of instruction (Rahman et al., 2018, p. 1158). Bangladesh is a monolingual country where Bangla is used as L1 by 95% of the population (Mirza et al., 2012, p. 71). Before the tertiary levels, students in Bangla medium schools have to go through primary, secondary, and higher secondary levels, and the medium of instruction (MOI) is Bangla (Rahman et al., 2017, p. 38). It is noted from the research of Amin and Greenwood that public examinations in Bangladesh determine the overall structure of the education system and that these examinations do not have any speaking test (2018, pp. 3 & 14). Moreover, the exams rest heavily upon memorization and correct answers (Amin & Greenwood, 2018, pp. 10 & 12). Hence, despite being introduced to communicative language teaching long ago, teachers lack the scope, time, or motivation to follow the method (Amin & Greenwood, 2018, p. 5). Not all teachers are trained to use the communicative approach (Karim et al., 2018, p. 443). As a result, many students struggle to comprehend the class instructions and the study materials when they climb up to the tertiary level of education (Rahman et al., 2017, pp. 38-39).

This paper aims to address the experiences tertiary-level students have while learning English. It also focuses on how students deal with difficulties and tries to find out their English learning experience at the tertiary level.

1.2 Statement of the Problem

Before reaching the tertiary level, Bangladeshi students study English for twelve years, starting from grade 1 (Rahman et al., 2019). It is expected that students who enter tertiary-level education would have a good command over the four skills of English, which is often not the case. Students often struggle not only to comprehend the study materials and produce good write-ups but also to understand English instructions (Rahman et al., 2017, pp. 41-45). Mirza et al. (2012, p. 73) find the reason for students' low English proficiency in the fact that they do not have the chance to use the L2 outside the class, and in class, it is also not practiced much due to the public examination format (Amin & Greenwood, 2018, p. 8). Shahed (2022) points out a crucial reality by highlighting that the white-collar employment sectors in Bangladesh are dominated by foreign employers and workers with high English proficiency—despite the abundance of English-proficient graduates every year. Given their various English proficiency levels, the local graduates struggle to get such jobs hard, especially in the rising private sectors where a good command of English is essential (p. 121). This proves that the English taught at the secondary and higher secondary levels does not reflect the needs of students' future careers—consequently requiring them to undergo skill-based English learning at the undergraduate levels. This study addresses the gap between the English used at secondary and tertiary levels and how the said gap puts higher-level students in a stressful situation. It might be helpful for future teachers and students to construct their teaching and learning accordingly if an accurate picture is documented.

1.3 Research Questions

General Question

What are the students' experiences in the tertiary-level English classroom after HSC?

Specific Questions

In case of challenges, how do the students cope with those?

What are the students' opinions regarding English language teaching at secondary and tertiary levels?

1.4 Research Objectives

Primary Objective

Investigating the students' experiences in the tertiary level English classroom after HSC exams.

Secondary Objectives

Addressing how students cope with the difficulties regarding the English language, if there are any.

Extracting the students' opinions regarding English language teaching at secondary and tertiary levels.

1.5 Significance of the Study

English is a compulsory subject taught in schools from the beginning of the country's birth. However, despite the emergence of different teaching approaches, the traditional grammar-translation method is prominent at the secondary level. As a result, the gap between the English used in secondary and tertiary level persists and hence persists the shift students have

to deal with in the latter level. Little has been studied about how students cope with this change and how teachers may assist them. The current study could act as a guideline for teachers and students regarding English at the tertiary level, which may contribute to the gradual minimization of affective filters in higher education.

1.6 Limitations of the Study

Despite addressing the posed research questions, the current study had certain limitations. Firstly, the study's small sample size made it difficult to generalize the findings in a broader context. Another shortcoming of the study is that it only included the learners while the teachers' perspectives remain unaddressed. As teachers and students are the most active agents in teaching and learning, teachers' requirements, limitations, and problems should also been documented.

The current study would have been more impactful if the rural vs. urban and Bangla medium vs. English medium dichotomies in secondary education were considered. While there was diversity in the respondents' backgrounds, the limited nature of the study could not facilitate further elaboration on these matters.

Another limitation of this study is that all the respondents were from public universities. In Bangladesh, private universities have been gaining considerable significance, and the students of private universities form a large share of the tertiary level students in the country. It would have been crucial to address their needs, challenges, and how they deal with their problems.

Chapter 2

Literature Review

2.1 English Language in Bangladesh

The voyage of the English language in Bangladesh started in the colonial era of the country and has acquired different statuses ever since. Bangladesh had been a British colony for almost two centuries. After the British were gone, the region was a part of Pakistan, known as East Pakistan. Chowdhury (2013) believes that English teaching and learning in Bangladesh are intertwined with the country's colonial history, though this concept is always up for debate. Akbas (2016) points out that English was used as a second language in the Pakistan period following the British legacy.

However, the status of English changed after the birth of Bangladesh. After 1971's War of Liberation, English remained as a foreign language in the newborn country. People in this monolingual nation, who primarily use Bengali for communication in daily life and rarely use English, began to experience difficulties when forced to use English (Akbas, 2016) for different purposes.

However, English has recently regained a significant unofficial status in Bangladesh, where it is used alongside Bengali in many government, semi-government, and private organizations. Besides, English is included in curriculum because of its worldwide and ever-growing acceptance as the lingua franca (Akbas, 2016). Due to globalization and widespread use, English is in incredibly high demand worldwide (Hamid, 2010).

2.2 History of English Language Education in Bangladesh

As stated in the previous section of this chapter, the English language does not have a linear position in Bangladesh, and so is the case of English language teaching. Shahed (2011, p. 11) mentions that English has no significant socio-cultural use in the context of Bangladesh. Moreover, Bangla, the mother tongue of Bangladeshi people, is predominant in the country. The use of Bangla is an issue of immense passion in Bangladesh following the history of the language movement. However, despite the passion being justifiably present, English remains crucial in spheres like higher studies and jobs. Being proficient in English is often considered equivalent to getting better opportunities at higher studies and in the job market (Shahed 2011, p. 11).

From the very beginning of the incorporation of Western education in Bengal, there has been discord regarding the issue. Back in the 19th century, the elites of Bengal were divided in the question of including English in education. The President of the General Committee for Education in India, Thomas Babington Macaulay, had stated in 1835 that their goal was to give rise to a class that was Indian in blood and color but English in taste, thoughts, and opinions. This elitist approach solely served the purpose of the colonizers (Shahed 2011, p. 12). However, some historians and academicians hold that it was not the British who imposed English education on the Indians, but the local elites demanded to be educated in quality Western education (Pennycook 1994, p. 76). A supporting instance of this statement is the foundation of the Hindu College in 1817.

After the British were gone in the August of 1947, Bangladesh became a part of Pakistan under the name East Pakistan. About 99% of the East Pakistani population spoke Bangla, while people of West Pakistan spoke six languages (Shahed 2011, p. 13). After the founder of

Pakistan, Mohammad Ali Jinnah, stated in 1948 that Urdu should be the state language of Pakistan, the then East Pakistanis were immensely moved. As a result, the language movement took place in 1952. Bangla and Urdu claimed equal statuses as state languages under the 1956 constitution of Pakistan. English possessed the status of the interim official language of Pakistan for a twenty years timeline. Thus, English continued to function as a lingua franca for conducting government affairs and directing communication between the two parts of the country. Consequently, Education Commissions engaged in designing to teach English more effectively as a second language.

Bangladesh gained independence in the December of 1971, and Bangla was declared the state language in 1972. Many elites were strong advocates of using Bangla for official functions. According to many, those who advocated English were suffering from a colonial hangover. However, the lingering controversy hindered the consecutive governments to form a practical and functioning language policy (Shahed 2011, p. 14).

English has been taught as a required subject ever since the National Advisory Council of Education introduced the new curriculum in 1978 (Islam & Hashim 2019, p. 250). Although, according to the state policy, English was supposed to be taught from class three onwards, it was taught in pre-school as well. It is the elite group that largely populates Bangladeshi government agencies in charge of developing language policies in the public school system; it is possible that the pressure of public opinion was the driving force behind the unofficial policy of teaching English from class I of the primary stage of education in Bangladesh (Islam & Hashim 2019, p. 250).

Thus, the English language is now taught in Bangladesh from the kindergarten level. According to Islam & Hashim (2019, p. 252), most parents acknowledge the importance of equipping their children with the knowledge of English. However, this concern is often limited to those children cutting good marks in the exam. It is often forgotten that the ultimate purpose of a language is to be used for communication.

2.3 English Learning at the Secondary & Higher Secondary Levels

While English is a language and the prime function of language is facilitating communication, in secondary education in Bangladesh, English is taught as a subject, not a language. The study done by Ivan & Jony (2016) shows that though the textbooks used in secondary-level education are supposed to resemble real life, they fail to do so and leave the students demotivated. The continued use of the traditional grammar-translation method also keeps students from practicing communicative English.

Amin and Greenwood (2018) focus on why CLT has been relatively underused in Bangladesh. According to them, Bangladesh's high-stake public examination system is a decisive element in the overall structure of education, and teachers cannot teach using the communicative approach beyond the exam needs, even if they are willing to do so. In the research from Rahman et al. (2019, pp. 599, 600), it is evident that teachers have mixed attitudes toward using CLT in classrooms. Different cognitive and contextual factors contribute to their attitude, including teachers' quality and professional development and the washback effects of high-stakes exams. The authors recommend integrating classroom-based assessments into the overall assessment process for more sustainable learning.

Ivan and Jony (2016) also argue that teachers often fail to use textbooks properly, which is in harmony with the research findings of Karim et al. (2018). According to Karim et al., teachers in Bangladesh lack adequate training. Training programs like ELTIP and EIA had targeted many teachers in the past, and in both cases, the programs never met their goals, even to fulfill half of their targets.

Chowdhury (2013) bestows the matter of low English proficiency upon Bangladesh being a monolingual country. Bangla, the national language of Bangladesh, is taught at the primary, secondary, and higher secondary levels in most of its educational institutions.

The study by Rahman et al. (2019) draws attention to contextual and historical factors. It says that after the independence in 1971, Bangla was much prioritized, and the importance of using English was undermined, resulting in inadequate language planning and policy. Also, students in rural and urban areas do not have the same access to English, contributing to the population's low English proficiency.

2.4 GTM and CLT in Bangladesh

When it comes to English teaching methods in Bangladesh, the two most discussed methods are Grammar Translation Method (GTM) and Communicative Language Teaching (CLT). As the name suggests, in GTM, learners are taught English mostly through learning grammar rules and translating. Undoubtedly, grammar is a crucial component of a language and is much needed to have a good command over any language (Basak 2014, p. 9).

However, in the Grammar-Translation Method, grammar is considered the beginning point of instruction in teaching English. Alongside learning the grammar rules, learners are supposed

to translate from their native language to the target language in this method. Grammar is mostly taught in a deductive way, which means first, the students learn the rules, and then they use them. Memorizing vocabulary remains a part of this method as well (Natsir & Sanjaya 2014, p. 59).

In a language classroom where GTM is the prevalent teaching method, little interaction comes from the students. Teaching almost solely relies upon the teacher's lecture. The focus is often on reading and writing skills, and listening and speaking skills are largely overlooked. The medium of instruction in GTM is usually the mother tongue of the learners (Natsir & Sanjaya 2014, pp. 59, 60).

According to Ahmed (2013, p. 1331), from the time of British colonialism until the year 2000, GTM had been the predominant teaching method for English in Bangladesh. Islam and Hashim (2019, p. 252) documented that many English language teachers were not content when CLT was decided to be the English teaching method in 2001. According to the researchers, it was largely due to the comfort of long-used GTM and the novelty of CLT. Moreover, they believe another reason for this discontent to be the previous generations' success in learning English, who were taught using the old GTM.

At the risk of generalizing, it can be said that since the 1980s, communicative language teaching (CLT) has emerged as the preeminent theoretical model in ELT throughout the world. In practice, the approach entails giving teachers communicative activities as part of their teaching strategy and giving students plenty of opportunities to practice their language skills in class (Chowdhury & Ha, 2008, p. 305).

CLT is fundamentally different from GTM as a language teaching method. Unlike GTM, learners usually learn through purposeful communication and an inductive method. Instead of relying solely on textbooks, teachers often use authentic materials like notices, recipes, newspaper clippings, etc. The teacher is not the only person to interact in a CLT classroom. Rather, students are supposed to communicate among themselves and with the teacher. The teacher's role is to facilitate the students. While the native language is allowed to use in CLT, it is the target language that is mostly used. Unlike GTM, in CLT, all four language skills are emphasized (Natsir & Sanjaya 2014, p. 59).

While in theory CLT is supposed to be practiced in different levels of English language teaching, some researchers believe that what is really practiced is a disguised form of GTM. Abedin (2013, p. 10) states that although most teachers he interviewed claimed they used CLT for teaching, many of them did not have a clear idea about the approach. Some teachers told the researcher that practicing CLT in the classroom requires certain equipment, a small class size, and enough time to complete the syllabus. Most of these requirements are hardly fulfilled. Some of the teachers in this study believed that a combination of GTM and CLT would be better for Bangladeshi students instead of the complete use of CLT.

While most teachers in Abedin's study claimed that they used CLT to teach English, students reported that they hardly get any chance to interact in English with their teachers and/ or fellow students. They also stated that teachers emphasize grammar rules and translation. Abedin (2013, pp. 10, 11) recommends that the teachers should break out of their old beliefs and necessary changes should be made in the classroom setting in order to make CLT fruitful.

2.5 English Learning at the Tertiary Level

While the students mostly learn English to cut grades in exams at the secondary level, the tertiary level awaits them with an entirely different scenario. Bangladesh is a monolingual country. Chowdhury (2013, p. 43) points out that in a monolingual country, English is often taught and learned not as a tool for interpersonal communication but for practical uses. Hence, as Ivan and Jony (2016) point out, for students, English is a course to pass rather than a language to learn before university.

However, the same students are confronted with an all-English environment at the tertiary level. This is mainly because white-collar employers are keen on hiring English-knowing candidates, as Shahed (2022, p. 121) points out. Bangladesh's government strongly emphasizes the value of learning English at all levels of education because the nation depends on it for maintaining international ties and conducting business and trade abroad (Hasan, 2022). Begum and Hoque (2016) mention that although the use of the English language in Bangladesh was initiated by the missionaries long ago and nourished by the colonizers throughout their realm, it continues to play a crucial part even today, long after colonizers are gone.

The study by Rahman et al. (2017) draws attention to the fact that most private universities have an all-English environment, which can be frustrating and emotionally draining for a first-semester student. The study bestows this frustration upon the shift from all-Bangla to all-English. Their findings are supported by the study conducted by Chowdhury (2013). According to Chowdhury (2013, p. 41), although public universities allow using Bangla as the medium of instruction in other courses except for English, most private universities are rigid about using English as the medium of instruction. Afrin (2016) determines that the

reason behind this is that English has become the medium of the lion's share of the world's knowledge now.

The scenario at the tertiary level is quite contrary to that of the learning environment up to higher secondary. In Bangladesh, the traditional grammar-translation method is the predominant English teaching method up to the higher secondary level. According to Richards and Rogers (1986), this method is one of the earliest approaches to learning English and uses the students' native tongue as the medium of instruction. However, universities, especially the private ones, seldom follow the GTM and students there are supposed to communicate in English. The students are confronted with English as a communication tool at the tertiary level and often find themselves perplexed in a strange situation.

Begum and Hoque (2016), Farooqui (2007), Jahan and Jahan (2011), Ullah and Fatema (2013), Jahan (2008), Afrin (2016), and Uddin (2014) address different challenges of tertiary-level students. Begum and Hoque (2016, p. 51) state that while the demand for English is on the rise worldwide, spoken English in correct pronunciation is most neglected in Bangladesh. Not being familiar with the International Phonetic Alphabet, Bangladeshi students are seldom able to differentiate between the phonetics of Bangla and English. Hence, their English pronunciation is influenced by different dialects of their native language.

Jahan (2008) also emphasizes the incompetency of the students when it comes to speaking skills. According to Jahan (2008, p. 155), most students cannot speak fluent English despite studying the language for 13-15 years. She believes the underlying reason to be the faulty methods and techniques of English language teaching. The paper proposes a variety of strategies to make English teaching more fruitful. Some of the recommendations are

facilitating exposure to real-life spoken English, teaching a class with a small number of students, acknowledging the students' individual learning preferences, emphasizing the communicative purposes of the language, arranging placement tests, along with other activities.

Farooqui (2007, p. 105) notes that as English is more like a foreign language in Bangladesh, students usually do not have anyone to practice the language with, and it is often almost ridiculous and laughable to ask friends to practice English with. Farooqui proposes several strategies used by English teachers in her paper. These strategies include asking the students to introduce themselves in English and facilitating a discussion on familiar topics like World Cup Cricket or a favorite movie. Farooqui notes that teachers often prioritize fluency over accuracy while teaching English to tertiary-level students.

Jahan and Jahan (2011) highlight the poor vocabulary knowledge of Bangladeshi tertiary-level students. According to them, most students have a Bangla medium background with little opportunity to enhance their vocabularies. As a result, teachers at the tertiary level struggle to teach them the necessary vocabulary within a short period. The authors note that the students fail to thrive in the four language skills without an enriched vocabulary. Hence, communicative excellence is often far beyond their reach.

Ullah and Fatema (2013) deal with the difficulties surrounding reading skills. They draw attention to the fact that many university students may find reading passages complex and incomprehensible as their reading ability is not up to the mark. The researchers believe the reason behind this to be the teacher-centered classrooms. According to them, English language classrooms in Bangladesh are mostly teacher-centered. The teacher reads the

passage and explains unfamiliar words' meanings during a reading class. Students are seldom included in the process. Besides, reading passages are often excessively lengthy and alien to the context. These factors, combinedly, contribute to the student's lack of motivation and competency.

Afrin (2016, p. 108) notes students' significant writing difficulties. According to Afrin, students at the tertiary level make spelling mistakes, are weak at using the tense, and struggle with subject-verb agreement. Punctuation and fragments, prepositions, numbers, pronouns, using articles, and capitalization are some problem areas for most students. Afrin also notes that logical organization is crucial when it comes to writing. According to her, most students fail to maintain a beginning, body, and end structure while writing a paragraph. Hence, no precise idea is delivered in their paragraphs, and those are not practical. The evident lack of transitional phrases plays a role here as well. Afrin believes most students want to pass the tests and write an unplanned, poorly structured composition to pass the exams.

Lastly, their writing is often plagued by the rogue problem of plagiarism. Uddin (2014) notes that although much importance is bestowed on writing, students seldom excel at it. Tertiary-level students are no exception in this case.

2.6 English as the Medium of Instruction

Although before the tertiary level the medium of instruction is mostly Bangla, universities, especially the private ones, lean on English as the medium of instruction. The research of Mirza et al. (2012) shows that most students do not prefer concrete EMI (English as the Medium of Instruction); instead, they are comfortable with a mixture of English and Bangla, which may result from poor communicative skills in English. Regarding EMI in Asia, M. M.

Rahman et al. (2018) state that sociocultural contextual studies do not support it and propose a few recommendations.

Chowdhury (2013) draws our attention toward classroom code-switching. The author defines code-switching as switching between more than one language in the same discourse. According to Chowdhury, this phenomenon is quite common in monolingual countries, and Bangladesh is no exception. Although Bangladeshi private universities often have a strict policy for using only English in classroom communication, switching to the mother tongue is a common practice here. Chowdhury thinks this is because most students come from Bangla medium backgrounds and have little exposure to using English. It limits their ability to communicate solely in English. Hence, the teachers often feel obliged to switch to Bangla so the students can follow what they are saying.

Ibrahim et al. (2013) point out several reasons for code-switching. Teachers sometimes switch codes to clarify their message and deliver a better understanding. They also switch between languages due to their inability to find suitable words in English. Native language is also used while explaining complex terms to the students. However, the connotations of this study are tough to generalize as only two English teachers from a public university in Malaysia took part in the study.

McMillan and Rivers (2011) note yet other reasons to alter between languages while teaching English. Among the 29 teachers from a private Japanese university the researchers interviewed, five believed that it is crucial to understand the student's proficiency level before using L1. Low proficiency levels in English often force teachers to explain in L1. Another five teachers believe they should use L1 only while building rapport through humor.

Otherwise, the use of L1 should be discouraged. Another teacher encouraged using L1 in the classroom. She felt that students were more willing to learn a new language if the teacher was willing to communicate in *their* language. According to two of the teachers, the use of L1 could be a valuable aid for mastering vocabulary.

In the 55-country study she conducted, Dearden (2014) sought the assistance of British Council staff worldwide. Her study aimed to depict the worldwide situation of EMI. The study was able to find out the percentage of public and private educational institutes in those countries and whether EMI was permitted or prohibited by the government. Dearden also describes current and future trends of EMI, policy changes, public opinion regarding EMI, and L1 of international students. Dearden finds that EMI is more common in private educational institutes than the public ones. The respondents believe the reason to be EMI's ability to present the institution as more internationally credible, prestigious, and reputed. However, Dearden remains cautious enough to remind us that there could be a multitude of varying scenarios in both public and private institutes.

2.7 Teachers' Qualities

Teachers' qualities play a crucial role at all levels of language learning. Hamid (2010) studies English teachers' qualities at different levels of education in Bangladesh. His study depicts that primary-level English language teachers often have low English proficiency, and their performance in class is primarily hindered due to this lack of capability. When it comes to secondary-level English teachers, teachers usually reported that they had high English proficiency. However, on the contrary, their highly dissatisfied students stated that their teachers lacked both English proficiency and the capacity to conduct English classes (Hamid, 2010, p. 297).

Sabbah (2018) reckons that teachers need to have many more qualities to become effective English teachers at the tertiary level. Her study demonstrates that tertiary-level students prefer their English teacher to be proficient in the language, precise in checking copies, and, last but not least, friendly and empathetic to the students. The study is limited to being conducted among the female students of a single college in Qatar and hence cannot be generalized. Wu (2011) provides another insight into teacher expectations that students often prefer native teachers over non-native ones when it comes to language courses.

Pettis (1997) mentions that a good and effective language teacher should retain three qualities. Firstly, language teachers should be skilled as well as principled, and knowledgeable. Secondly, their professional requirements and interests must adapt to the changing times. Thirdly, Pettis says, a teacher must be committed to their professional growth and keep on learning. Shishavan & Sadeghi (2009) add to the notion of teachers' qualities. According to them, besides pedagogy, teachers must also have good knowledge of necessary techniques like planning lessons, assessing unbiasedly, conducting group activities, etc. However, Shishavan & Sadeghi (2009) note that students bestow much importance on teachers' personal qualities like patience, flexibility, whether or not they acknowledge students' needs, being creative, and having a positive attitude toward students, along with other qualities.

Rahman et al. (2018) point out that the quality of English language teachers has always been a problem in English language teaching in Bangladesh. Not only do the teachers lack pedagogical knowledge, but they also are deprived of the adequate training needed to conduct a class. These propositions support those of the study conducted by Hamid (2010). Rahman et

al. (2018) also note that teachers' orientation to the curriculum, curriculum clarity, and complexity of the curriculum also affect teachers' qualities significantly. The facilities teachers receive play a crucial part in their performance as well. While students' needs are often discussed, teachers' needs remain largely overlooked. The issues of clarity and complexity of the curriculum are also often left unaddressed.

While these studies are primarily recent and focus on different issues regarding English at the tertiary level, specific differences between the English language used in secondary and tertiary levels are not addressed. The coping strategies of the students also remain unnoticed. The current study attempts to shed light on these areas.

Chapter 3

Methodology

3.1 Research Design

This study on students' experiences of learning English at the tertiary level not only addresses their English learning journey but reports their coping strategies as well. This study, therefore, deserved to be qualitative, as qualitative methods are best as they provide a concrete view of the topic while also assisting in exploring specific areas. (Creswell, 2013). Creswell also notes that researchers try to develop a complex depiction of the problem in qualitative studies. They also look forward to producing an interpretation of the factors they discover (Creswell 2013, p. 39). This study required interpretive inquiry by nature, as many different and complex factors contribute to tertiary-level English learning. Hence, I found the qualitative method most suitable for the study.

3.2 Sampling

Four students, coming from three universities took part in the interviews. All of the universities were Public. While University X was located in the country's southeastern part, the other two were located in the capital. University Y was administrated by army personnel, and University Z was located at the heart of Dhaka.

The respondents of this study were selected through purposive sampling. Bernard also terms this sampling judgment sampling (2006, p. 97). According to Bernard (2006, p. 97),

“In judgment sampling, *you* decide the purpose you want an informant (or a community) to serve, and you go out to find one... You wouldn't select a research community by chance but would rely on your judgment to find one that reflects the things you are interested in. It would be pointless to select a handful of people randomly

from a population and try to turn them into trusted informants and co-workers.”

As I had specific objectives regarding what I wanted to know from my respondents, randomly selected students from universities would have been pointless. Purposive sampling served the purpose of this study best.

3.3 Respondents

To fulfill the purpose of this study, I aimed to reach out to students who had just completed the compulsory English courses in their respective universities. While choosing the respondents, I ensured they came from different backgrounds. Thus, students A and B had completed their HSC from the capital city, and students C and D came from the suburbs of northern Bengal. I did not know any of the respondents personally. To reach out to them, I requested my younger siblings to approach some of their friends. A friend of mine was a teacher at University Y, who also helped by providing me access to her students. A table is provided below showing the demographic information of the respondents.

Table 1: Demographic Information of the Students

Respondents	Age	Gender	University	Upbringing Location
A	22	Male	University X Located in Southeastern Bangladesh	The capital
B	21	Female	University Z Located at the heart of the capital	The capital
C	20	Female	University Y Located in the capital, army-administered	North Bengal
D	20	Male	University Y Located in the capital, army-administered	North Bengal

3.4 Data Collection

A combination of unstructured and semi-structured interviews was used to conduct this study. These two methods were selected because the study dealt with contextual, real-world knowledge of human subjects, and while addressing such knowledge or shared experiences, qualitative research comes in handy. An interview guideline (attached in the appendix section) was used to conduct the interviews. According to Bernard (2006, p. 210),

“Unstructured interviewing goes on all the time and just about anywhere—in homes, walking along a road, weeding a millet field, hanging out in bars, or waiting for a bus. Semi-structured or in-depth interviewing is a scheduled activity. A semi-structured interview is open-ended but follows a general script and covers a list of topics.”

Such interviews are likely to put the interviewee at ease and are favorable to conduct in any setting. Although qualitative interviews cannot be generalized in most cases, they provide an in-depth understanding of the research subject. As this research was conducted under a specific context, it was convenient to follow the said methods.

I used the semi-structured interviewing method to collect data from three of my respondents. I chose this method as the aid of the interview guideline came in handy to keep me focused during the interview sessions. It helped to ensure that none of my queries were left behind.

I conducted an interview with the fourth respondent as I found her to be a bit nervous and hesitant at the beginning of the interview. I immediately decided to conduct an unstructured interview to put her at comparative ease. Putting the interview guideline away, I had some

snacks with her at her university campus while discussing the topic. As I had conducted the other three interviews by then, I did not find it challenging to bring up all the issues without the help of the interview guideline.

All interviews were conducted in person, and field notes were taken. For the data analysis, findings were organized under three themes based on the research questions.

3.5 Data Analysis

All four respondents of this study were interviewed face-to-face. With their permission, the interviews were recorded and later transcribed for data analysis. I used the thematic approach for data analysis. According to Braun & Clarke (2006), thematic analysis is a tool to identify, analyze and establish patterns from the collected data. It facilitates the organization of data minimally while keeping all necessary details. Braun & Clarke (2006) propose a six-step guide to thematic analysis, which I have followed while analyzing the data of this study.

I familiarized myself with the data in the first step of data analysis. As I conducted the interviews myself, I had prior knowledge of the information. However, I got more familiar with the data by transcribing them myself and reading the transcriptions repeatedly. It helped to shape my ideas along the way. In the following step, I carefully noted the significant aspects of the data items and constructed a pattern. Whenever a significant characteristic appeared, I kept notes as it might be helpful later. In the third step, I organized similar data sets under one theme. I organized the related data sets connecting to each objective as I had three research objectives.

Once I organized the data according to the themes, in the fourth step, I reviewed the themes to double-check if the themes really fit in. Braun and Clarke's fifth thematic analysis step is defining and naming the themes. However, I did not have to struggle much with this step as my research objectives led the way. In the final step, I produced the report combining the reviewed themes with the organized data.

3.6 Ethical Considerations

The privacy of the respondents and the institutes is crucial in any research. Hence, none of their names are mentioned in this research. Both the respondents and the universities remain obscured with pseudonyms in this study.

All the interviews were recorded upon the consent of the respondents. Moreover, no fragment of their recorded interviews or transcriptions has been shared with any third party.

Chapter 4

Findings

As mentioned in the methodology section, this study had a small sample size. However, despite the small sample size, it was noticed that the learners' difficulties and coping strategies did not have a homogenous character.

4.1 Students' Experiences of Learning English at the Tertiary Level

The general question of this study was about the students' experiences in the tertiary-level English classroom after HSC. Among the four respondents, all but one reported that they found it difficult to cope with English at this level, although their difficulties had different characters. Students A, B, and C struggled with the study materials in English. Student D stated that reading in English was not difficult for him, though he found it challenging to deliver ideas in English during exams, assignments, and presentations.

For reading, all students other than student D had to translate the texts within their minds and proceed as they were not capable of thinking in English. According to Student C,

“I speak slowly in English because I constantly look for suitable words in my mind while speaking. I have never presented in English before coming to University Y. Also, I do not get many legal terms and struggle to remember them.”

Students B and C said it was difficult to use English for reading, writing, and communicating, as they were used to an all-Bangla environment before the tertiary level. Student D said that it was not extremely tough for him as he was used to thinking in English due to his habit of watching movies, listening to songs, and reading literature in English. He says,

“I have always been a huge fan of Pink Floyd and had the habit of reading English

novels. My ears got familiarized with English as I have listened to English songs almost every day since my teenage. Songs and books have facilitated my learning way more than school or college did.”

Although most students I studied struggled to cope with English at university, the strategies for getting used to the language were not the same. Student C was way too frustrated with her studies in the English language. She struggles to connect with the contents and hopes that it just ends. However, there is another aspect of her struggle. Being a student of the Department of Law, she has to deal with an archaic type of English as well, which adds to her frustration. Coming from a Bangla medium school in Northern Bangladesh, she finds it overwhelmingly challenging to thrive in an all-English environment.

All students expressed dissatisfaction with their compulsory English course teacher. Although they came from three different universities, the scenarios were pretty identical. All of them complained about the teacher’s fluency and compatibility, while students C and D reported that their teacher was rude and not flexible enough. Student D recalls,

“The Functional English course teacher was an adjunct faculty and could not keep up with the standard of our university. He never encouraged us to ask questions. We were never allowed to speak in Bangla, even when using Bangla was necessary for asking a question. He only prioritized the students who already excelled in English.”

Student A also mentioned that the teacher focused only on the more responsive students, leaving the less responsive ones behind. To quote him,

“There should have been a balance. The ones who are already fluent in English do not need him to take care of them, but it was only them whom he prioritized. Coming from

a Bangla medium school run by the government, many students like me needed his guidance. He seldom noticed us.”

However, all the students said that most of their course teachers allowed communication in Bangla for the students’ sake, making engaging in classes easier. It is worth mentioning that lectures are delivered in English not only by the English language teachers but by other course teachers as well. Most of them switch codes while it is necessary for clarifying the concepts.

Students A, B, and C mentioned that they used to cut good marks in the secondary level English exams, hence were confident about their command over the language. Student D reported that he could write English pretty smoothly, though he had an unusual problem. He says,

“My knowledge of using English is mostly derived from books, songs, movies, and the internet. I can speak English fluently, but I face some difficulties while writing. The English used in movies, books, songs, and social media are pretty informal, and I’m habituated to using informal English. However, I am expected to use full forms and formal English when it comes to writing for papers or exams. Absent-mindedly, I often write ‘plz’ instead of ‘please’ or ‘imo’ instead of ‘in my opinion.’ One of my teachers pointed out this problem of mine to me.”

As the general question of the research is addressed, a later section will discuss whether or not the language is different at the tertiary level.

4.2 Coping Strategies of the Students

Along with documenting the students' English learning experiences at the tertiary level, this study aimed to address the strategies employed by tertiary-level learners for coping with tertiary-level English as well. It has been mentioned that the respondents had unique challenges with tertiary-level English; hence it is not surprising that their coping strategies are also different.

The learners who found it difficult to read the study materials in English used different strategies for getting through. Student B mentioned that she would seek study materials written in Bangla so that she could understand the concepts and write them in the exam using her own language. If there were no study materials in Bangla, she would request their more proficient classmates to brief her on the topic. She was studying International Relations at a public university in Dhaka.

Student C was from the Department of Law at University Y. She had difficulty reading and preferred watching educational videos to clarify her concepts. She has also started reading English books to familiarize herself with the language.

Student A was studying Economics at University X, located outside Dhaka. He googled to find ways to overcome difficulty in writing English. In this way, he learned about Grammarly and now uses the free version of it for writing. However, it is not feasible for exams.

All the respondents struggled to write in English during exams and submissions. They all reported using online dictionaries and Google Translator to find new word meanings. Students B and C mentioned requesting a friend to check their assignments before submitting

them, although it is not viable during exams.

Students A and B agreed that they tried their best not to knock the teachers for their problems regarding the language. The other two were from the army-administered university, University Y. Studying Law at the said university, both of them reached out to their respective course teachers to understand new words and expressions. However, they never reached out to the course teacher of Fundamental English as they did not find him facilitating enough. The students of Law in this specific university have to take another course titled English for Law, where they are taught legal registers and expressions. According to them, it immensely helped them to get a grip on those archaic terms.

4.3 Students' Opinions Regarding the Tertiary-Level English Classroom

The ultimate aim of the current study was to extract the students' opinions regarding English language teaching at secondary and tertiary levels. All respondents agreed there was a discrepancy between the English used in these two levels of education, and some elaborated on their views. Student C said,

“I have studied in Bangla medium school and college. English was a subject for us to study. We didn't learn to use the language but just followed the rules we were taught. We had to memorize grammar rules for almost every grammar item but did not have the practice to incorporate them in writing. In fact, we didn't know they were supposed to be used in writing. At the university, we no longer memorize those rules but must use them now and then.”

Several respondents mentioned that during their secondary education days, the only English study material they were exposed to was the NCTB textbook *English for Today*. The book

was way simpler than the English in the tertiary-level study materials. They stumbled at the tertiary level as they were used to that English and had no exposure to any listening or speaking activities. The significant difference with English at the tertiary level was that they had to listen and speak in the language regularly besides reading and writing. Also, as Student D said, they had to apply the grammatical rules they had been learning all these years, which were novel to them. According to him,

“While we were in school, we focused specifically on grammar items. We memorized rules for articles, tense, voice, narration, etc. We also had a comprehension part of almost 60% of the marks. However, we were never expected to use our creativity for writing essays, letters, or summaries. Instead, we memorized those too. Now at the university, there is no way we can memorize answers. In every exam, we are confronted by analytical and critical questions. We often have good arguments in our mind but fail to translate and deliver them on the script within the limited time of exams.”

Student A, studying Economics at University X, draws attention to another phenomenon. According to him,

“Our Fundamental English course is not at all compatible with the English used in our other courses. In that course, we are taught the same things we learned at school. The same grammar and rules are being repeated. On the other hand, other courses require complex language knowledge, and we are supposed to answer critical questions in English. The compulsory English course does not aid at all in this regard.”

Student D drew attention to the assessment system. His experience solely depicted the hollowness of the assessment their English teacher had done:

“He gave everyone the same marks. It was 13 out of 20. The weaker ones and the fluent

ones- all got the same grade. When I got my marked exam script back, I was immensely shocked. I had also gotten 13, despite only answering for eight marks. We lost interest in that course even more after getting the exam copies back.”

Thus, the respondents of this study did not only share their classroom experiences but their assessment experiences as well.

Chapter 5

Discussions

5.1 Experiences of Learning English before Tertiary

The findings of this study also call for attention to the exclusive use of the grammar-translation method (GTM), as one student said that they were taught tons of grammar rules without learning how to use them. This utterance aligns with Ivan and Jony's observations (2016). According to them, the constant use of traditional grammar-translation methods also keeps students from practicing communicative English (2016, p. 89). This fact has another connotation. Richard & Rogers (1986) pointed out that the grammar-translation method primarily employs the native language while teaching English. As the students are habituated to this method, they get used to communicating in Bangla by definition. Consequentially, an all-English environment comes as a surprise at the tertiary level, often an unpleasant one.

The findings also call for attention to the NCTB textbook *English for Today*. Although the textbook has some exercises on listening and speaking, all four students reported never practicing them in the classroom. Student C reported suddenly finding it tough to communicate solely in English. These findings align with the studies by Islam et al. (2021) and Ivan and Jony (2016).

However, according to Islam et al. (2021), the language level used in the higher secondary textbook is both lexically and syntactically tricky for the learners (Islam et al., 2021, p. 8). This finding is not supported by the current study, where none of the respondents have mentioned the level of English in the said textbook as being difficult for them. It could be argued that the current study had a tiny sample size, and many other students might find the NCTB textbook comparatively complex. However, the current study had little room for

focusing on this matter.

High-stakes public examinations play another role in the low English proficiency of the learners. Student C said that English had always been a subject for her, like math or social science. She used to study English for exams, not to use it. This respondent's utterance reflects Chowdhury's findings (2013, p. 43). According to Chowdhury, English is often taught and learned for practical uses in a monolingual country rather than for communication.

The study conducted by Ivan and Jony (2016, p. 89) also draws attention to the function of English in Bangladesh. It is mentioned in their study that although the prime function of a language is to facilitate communication, in secondary-level education in Bangladesh, English is treated as a subject rather than a language. As a result, students fail to think or express themselves in the language despite having an A+ in public exams. Although teachers were not included in the current study, previous studies suggest that teachers do not have the scope to facilitate communication in English due to the assessment structure (Amin & Greenwood, 2018, p. 8).

5.2 The Shift from All-Bangla to All-English

One of the main goals of this study was to find out the students' experiences while using English at the tertiary level. The findings indicate that most of the learners at the tertiary level face challenges while using their SL. However, the types of their challenges vary. Several students reported that they had no prior experience listening and speaking English regularly, and in private universities, the medium of instruction and communication is English. It makes the situation challenging even before teaching and learning have started.

This finding supports the study by Rahman et al. (2017), which implies that the shift from all-Bangla to all-English puts the learners in a confused state. Although Rahman et al. (2017) focused on private universities while speaking of the shift, it is still relevant for the army-administered public university (University Y), where students are supposed to communicate in English in the classroom.

Although University Y has a strict policy to use English in the classroom, teachers often violate it and switch between codes to ensure the students' understanding. Chowdhury (2013) is relevant here, determining that teachers often switch codes, mainly for the betterment of the students. Ibrahim et al.'s study (2013) also supports this phenomenon, saying that the native language is often used to explain complex terms to students.

Student C also mentioned that the overwhelmingly ubiquitous use of English often left her frustrated. It seemed to echo what Rahman et al. (2017) pointed out. They noted that the all-English environments in most private universities could be frustrating for many students. However, it is good to remember that Student C comes from a public university. Thus, it is evident that some public universities also uphold an all-English policy.

5.2.1 English as the Medium of Instruction

English as the Medium of Instruction (EMI) is also a factor in play when it comes to students' experiences regarding English at the tertiary level. Three respondents said that although their teachers were supposed to conduct classes in English, they often switched back and forth between English and Bangla so that the students could understand the class better. As Chowdhury (2013, pp. 43, 44) and Ibrahim et al. (2013, p. 147) note, teachers are likely to switch back and forth between codes to deliver their message clearly and put the students at ease.

One student reported that one of their teachers never allowed Bangla in his classes. As a result, many students never participated in his classes due to the fear of speaking in flawed English. This observation aligns with the studies of Mirza et al. (2012) and Rahman et al. (2018). While Mirza et al. find out that most students do not prefer the exclusive use of EMI in the classroom (2012, pp. 75, 76), Rahman et al. conclude that EMI is not supported by the sociocultural context of Asia (2018, p. 1159).

5.2.2 Difficulties with Listening and Speaking

All the students who participated in the current study reported being unfamiliar with listening or speaking activities before the tertiary level. At the tertiary level, listening and speaking English has become an intertwined part of their lives as they have to receive lectures and deliver their conceptions in English.

Students A, B, and C mentioned that they must translate the speech in their minds before delivering it in English. On the contrary, Student D did not struggle with listening and speaking. He said his knowledge of English from other sources like movies, music, books, and the internet had enriched his speaking and listening skills.

Begum and Hoque (2016, p. 51), Jahan (2008, p. 155), and Farooqui's (2007, p. 105) studies offer several explanations for the poor speaking skills of tertiary-level students. While Begum and Hoque (2016, p. 51) bestow the inefficiency of speaking skills on not being familiar with the International Phonetic Alphabet (IPA), Jahan digs deeper. According to Jahan (2008, p. 155), students are weak in spoken English as the methods and techniques of English teaching are faulty. On the other hand, Farooqui (2007, p. 105) emphasizes the lack of opportunity to practice English speaking for the situation at hand.

5.2.3 Difficulties with Reading and Writing

None of the students I interviewed mentioned significant difficulties with reading. However, this was not the case with the writing skill. Most students face different challenges while writing in English. Student D mentioned that before the tertiary level, they just had to know the grammar rules, and now they have to apply them. Students A and C reported thinking in Bangla and then translating it to English before writing, which consumes much time and affects their exam results. Student B seeks aid from her friends to check her copies for mistakes when possible. Afrin (2016, p. 108) has mentioned that when it comes to writing, tertiary-level students often find it difficult due to a lack of knowledge regarding spelling, vocabulary, and grammar. The write-ups also lack coherence and are often not well-structured. Following Afrin, it is safe to say that poor writing capability results not from a single factor but a multitude of phenomena.

5.3 Teacher's Qualities

It must be considered that students' experiences vary everywhere according to the teacher's role. Sabbah (2018, pp. 1, 20) observes that teachers require proficiency as well as many other qualities to become efficient English teachers at the tertiary level. Her study suggests that tertiary-level students expect their English teacher not only to be proficient in the language but also to be an expert in checking copies and empathetic toward the students.

All the respondents claimed that none of their English course teachers were friendly or empathetic. One respondent said their English teacher only prioritized the more responsive ones, leaving the shy ones back. Two other students reported that their teacher used to mark everyone the same.

The study done by Pettis (1997) is relevant here. According to her, an efficient language teacher is not only proficient, skilled, and knowledgeable; they should also remain committed to their professional growth. The assessment incident connotes that it is often not the case in tertiary-level education in Bangladesh. As Shishavan & Sadeghi (2009, p. 135) mentioned, the students in question also greatly emphasized the teachers' personal qualities, i.e., flexibility, friendliness, and patience.

Rahman et al. (2018) are also relevant here, as according to their study, English language teachers in Bangladesh lack both pedagogical knowledge and the capability to conduct an effective class. Moreover, Hamid (2010, p. 297) points out that most students are not satisfied with the teachers' personal or professional qualities. The respondents' narratives crudely reflect the findings of these prior studies.

5.4 Coping Strategies

Although this study consists of the experiences of only four students, their coping strategies and the effects of those on them nonetheless vary. Most students prefer not to knock their teachers if they have problems or questions; many searches for reading materials in their native language.

Some students seek help from the Internet. Some of them googled to find effective ways to use English more efficiently. It led them to tools like Grammarly and Quillbot. However, this strategy has limitations as it cannot be applied during offline exams.

Some students seek help from their classmates. They request their friends to check their copies for errors. This strategy is not applicable during exams either. One student mentioned

that she started reading English novels to familiarize herself with the language, though she felt it would be an extremely slow and lengthy process.

Three out of four students who participated in this study said that every time they spoke or wrote, they constructed the deliverable in Bangla in their minds. After that, they translated it into English. It must be mentioned that it consumes precious time during a presentation or an exam. All of these coping strategies were informal, and no institutional assistance existed to help the students overcome the language gap.

It is evident from the findings that no single factor contributes to the myriad challenges learners face at the tertiary level. Instead, different factors stemming from the secondary education system have a cumulative effect on English learning. Factors like teacher-centered learning, lack of integration of the four skills, high-stakes public exams, and flawed textbooks contribute to the learners' incompetence at the tertiary level. This incompetence is also manifold: Students face different challenges regarding different skills.

As mentioned earlier, several studies have been conducted about the language gap between the secondary and tertiary levels. Nevertheless, little attention was drawn to the students' coping strategies and the lack of institutional assistance. Although the current study has a small sample size, it illustrates the learners' major coping strategies and the root causes of the challenges they face.

Chapter 6

Conclusion

The English language is a crucial component of the tertiary level of education in Bangladesh, as most of the study materials are not available in Bangla. However, despite the heavy reliance on this foreign language, tertiary-level students face diverse challenges while using English at the tertiary level. Previous researchers have pointed out the varied natures and reasons for this struggle of the students (Akbas, 2016; Ivan & Jony, 2016; Karim et al., 2018; Chowdhury, 2013; Shahed, 2022; Rahman et al., 2017; Afrin, 2016; Farooqui, 2007; Jahan & Jahan, 2011; Ullah & Fatema,

2013; Jahan, 2008; Afrin, 2016; and Uddin, 2014). However, students' coping strategies were often overlooked in previous studies. The previous studies also mostly prioritized teachers' narratives and secondary data, while the current study focuses on students' narratives.

This paper has illustrated the students' opinions on tertiary-level English teaching as well. The English language used at secondary and tertiary-level are different in many aspects. It makes the situation more challenging for the students, hindering their learning and delivery abilities. The students who took part in the interviews also shared their thoughts on teacher quality. It is evident from their experiences that most English teachers do not fulfill their expectations and needs. The teachers lack skills and personal qualities like patience, friendliness, and flexibility. Moreover, they failed to master the art of prioritizing weaker and shy students over the already fluent and proficient ones. Hence, this paper calls attention to tertiary-level English teachers' personal and professional qualities.

6.1 Recommendations for Future Researchers

From the current study's findings, several recommendations could be derived for the researchers yet to conduct studies on this topic.

1. Future studies may contribute to the research regarding students' coping strategies as they are hardly discussed.
2. Another recommendation for future researchers is to focus on the teachers' and other stakeholders' views, while the current study only concerns the students.
3. Studies should also focus on the rural-urban and Bangla medium-English medium dichotomies.
4. While there are studies on teachers' poor professional skills, it is crucial to focus on their personal skills as well. This is because it is examined that students often emphasize teachers' personal qualities more than professional ones (Shishavan & Sadeghi 2009, p. 135).

6.2 Recommendations for Policy Change

Despite the variegated challenges regarding tertiary-level English, none of the three universities under study offered any institutional assistance for overcoming the difficulties. Offering such support in forms like open discussions, special classes, and consultancy hours could be helpful for the students.

Another crucial area to draw attention to is the teachers' qualities. The current study has noted students' overwhelming dissatisfaction with their teachers. While future researchers need to focus on the teachers' personal qualities in their studies, it is also crucial for policymakers to ensure that teachers get adequate training for conducting effective classes and taking care of the students who are the most in need.

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Appendix

Interview questions

1. What was your mode of education till HSC? (Bangla version/ English version/ English medium/ Madrasa)
2. Were classroom instructions given in English at the secondary and higher secondary levels?
3. Did you practice listening and speaking skills before the tertiary level?
4. Is there any variation between the classroom experiences of higher-secondary and tertiary levels?
5. Are all four skills addressed in the English course of the tertiary level? Were all of them addressed at the higher secondary level?
6. Which skill do you find the most challenging to ace at this level of education?
7. Are there any differences between English teaching at higher secondary and tertiary levels?
8. How would you evaluate the teaching strategies?
9. How would you evaluate your teacher's attitude?
10. Are you overall satisfied with the teachers' attitude and proficiency?
11. Is there anything you find challenging regarding the English teaching/ English instructions?
12. How do you address the challenges you mentioned? Can teachers help in any way?
13. Do you think any changes should be made regarding the English teaching/ English instructions?
14. What is your overall opinion regarding English teaching at the tertiary level?