



**English for Employment: Students' Proficiency and Current Demand of
English in the Development Sector of Bangladesh**

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**Submitted in [partial] fulfilment of the requirements for the Degree of
Master of TESOL**

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November 2016

Key words:

English proficiency, employment, tertiary level, skills, prevailing methods and approaches, classroom activities, current demand, job market, language of development sector, challenges.

Abstract

Bangla is the mother tongue of people of Bangladesh. It has also given the status of official language by the constitution of Government of the People's Republic of Bangladesh. In operation, however, English is being used in almost all sectors in various official purposes; one exception is government institutions where all local correspondence is done in Bangla. From primary to tertiary levels, students learn English side by side Bangla. Since 1990s National Curriculum and Textbook Board (NCTB) has been trying to successfully implement Communicative Language Teaching (CLT) approach in primary and secondary levels. After around 12 years of learning English, students enter to degree colleges or universities for bachelor's degree. Both public and private institutions allow students to get admitted into under graduate programme with a presumed proficiency of English. Students learn English along with their major subjects as part of preparing themselves for getting into a professional life. They, however, are not always aware about the skills they would actually need for their future jobs. This study examines students' command and mastery of English at the tertiary level if the command matches the need at workplace, particularly in the development sector in Bangladesh. While focusing on the fact whether students, as new entrants, are capable of communicating and delivering their would-be assigned tasks in English in development organizations, the research includes investigation to find out their current skills, prevailing methods and techniques in learning process, activities in classrooms, personal choices of teachers and students and skills that are given priority as large picture.

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List of Abbreviations

Abbreviations	Expressions
NCTB	National Curriculum and Textbook Board
CLT	Communicative Language Teaching
UNICEF	United Nations International Children's Emergency Fund
EIA	English in Action
NGO	Non-government Organization
MDG	Millennium Development Goals
SDG	Sustainable Development Goals
ICT	Information and Communications Technology
ELF	English as a lingua franca
ENL	English as a native language
EFL	English as a foreign language
ESP	English for Specific Purpose
BAFED	Bangladesh Forum for Educational Development
BU-IED	BRAC University- Institute of Educational Development
NSDC	National Skills Development Corporation
UNESCO	United Nations Educational, Scientific and Cultural Organization
DEST	The Department of Education, Science and Training, Australia
FGD	Focus Group Discussion
IELTS	International English Language Test System

Statement of Original Authorship

The work contained in this dissertation ‘English for employment: students’ proficiency and current demand of English in development sector in Bangladesh’, has not been previously submitted to meet requirements for an award at BRAC University or any other higher education institution. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due reference is made.

Name of the Candidate: _____

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Supervisor

Coordinator, TESOL Programme

Director, BRAC Institute of Languages

Acknowledgements

Firstly, I am thankful to Almighty whose compassion has enabled me to complete this thesis successfully.

I would like to express my sincere gratitude to my supervisor Dr. Sayeedur Rahman, Academic Coordinator, MA in TESOL, BRAC Institute of Language (BIL), for being a continuous support of my study in TESOL and this research, and for his patience, motivation, and knowledge. His guidance helped me in every respect and during the research, as well as in writing this thesis.

I am also very grateful to the students and the honorable teachers of BIL who have cooperated in data collection and provided me with necessary information for completing the research.

Lastly, I offer my wishes and regards and blessings to all of those who have supported me throughout my endeavor.

Chapter One

Introduction

1.1. Area and Topic:

The area of this research is to identify the students' proficiency level of English at the tertiary level in terms of communication and academic activities in comparison with the current requirement and use of English language prevailing at workplaces, particularly in the development sector. Organizations in this sector usually have a wide range of activities, and to support those activities, efficient workforce with various skills is needed. Their activities range from conducting desk work, corresponding with donors, communicating with local and government agencies and providing services to community people in remote rural and urban areas.

1.2. Background and Context:

Learning a second language is a common and leading factor in any society in the world. The reason for learning a second language is to get the benefits of using language as a common means of communication. It has greater significance in the developing countries than in the developed countries. English is considered and recognised to be the most preferred lingua franca in modern world in the field of trade, business and development activities. The current data shows that English is widely spoken and written by some 380 million native speakers worldwide (Injeeli, 2013). In our country, young children start learning other languages differently depending on the locations and type of societies. By location, it means rural, semi-urban and urban areas and by society, it means the socio-economic status of the community.

The Bangladeshi education system provides an equal opportunity of studying an international language from quite an early age. Students study English almost from the time

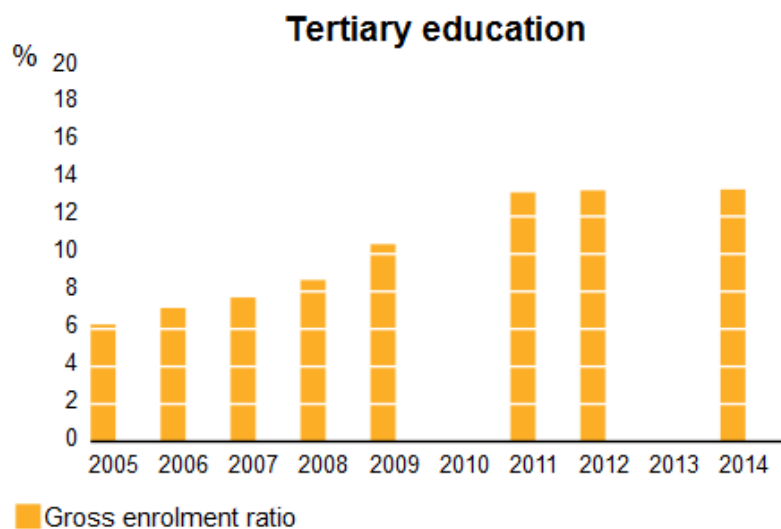
of starting their formal schooling. However, the ways of distributing that education vary in rural and urban areas. The learning period spans from 12 to 16 years in mainstream education. Yet when students prepare themselves for entering the professional arena, they find it difficult to cope with the demands and the nature of their jobs. Apart from the governmental initiatives, scores of private educational institutes support and work to prepare the young workforce to meet the demands. Nevertheless, there exists till now a keen disparity between the demands and what the joint efforts are generating.

1.2.1. English language learning in Bangladesh: A Brief Overview:

Modern English Language Teaching is not new in Bangladesh. It precedes independence of this country. Practically English attained significance from the British colonial period. It was introduced in Bengal, mainly in Calcutta, as early as 1690 (Banu, cited in Choudhury, 2002). The reason was its prominence to the British due to business and commerce. It was the medium of instruction for educated elite class (Imam, 2005). Many references and studies are available where researchers have found that English was the medium of instruction in schools and was given priority in East Pakistan; for instance, Sinha and Idris (2013) clearly demonstrate in their study. Alam (2007) postulated that at that time, “English was the medium of instruction and... Bangla was taught extremely inadequately and rather half-heartedly” According to Sinha and Idris, Bangla gained prominence over English after 1971 in independent Bangladesh out of nationalist zeal. The use of English became limited to English learning in classrooms only. The scope has been better for those who study in English medium schools. Government of Bangladesh has aimed to develop students by adapting objectives to ensure education for all children of school-going age, emphasis on their basic knowledge in a variety of subjects, turn them into skilled manpower and enable them to live better lives in their families, communities, and the world at large (World data on

Education. 6th edition.2006/7). But to meet the target objectives of education, primary and secondary educations have been prioritized.

After Bangladesh had become liberated, the rate of higher education enrolment increased significantly.



Source: UNESCO Institute for Statistics

The Annual Education Survey - 2015 reveals that there were 122 Universities in Bangladesh, 37 (30%) were public and 85 (70%) were private, and the total number of students were 872891. (Bangladesh Education Statistics, 2015). Students have been passing out in larger numbers every year. Still we are not confident to claim that our high educated students meet the requirement of profession life, exclusively when it comes to equip them as efficient workforce for the globalized world. According to publisher Nigel Newton, 'English is now a global language that belongs to all those who speak it.' However, in Bangladesh, a non-English-speaking context, a failure is apparent in terms of using English.

Apart from the efforts of Bangladesh government to reinforce this global language-learning process to prepare the students attain the standard needed for workplaces in real world from the beginning of their education, private education sector and international development agencies are equally supporting to propel the process. For instance, UNICEF supports early education, primary education, government-driven Second Primary Education Development Programme, education for out-of-reach children, life-skills based education for adolescents. (Website of UNICEF Bangladesh). Likewise, UNESCO, SONNE-International, English in Action (EIA) and many other similar organizations are providing substantial support to successfully implement CLT and focus on verbal communication. The joint efforts of government and national-international development organizations are exerting efforts by providing multimedia in primary and secondary schools, teachers' training, and even creating awareness of getting benefits of learning English in modern perspective. Another example can be taken from the website of BRAC, an NGO, which provides information about a two-week residential English course for meritorious adolescents from all over Bangladesh which is a part of its Medha Bikash Project under Education Programme.

Several studies have been conducted in the field of methods and approaches of teaching and learning English in Bangladesh which emphatically imply how students are still struggling with Grammar-Translation Method or why CLT is not succeeding as expected though numerical measures have been taken to establish CLT and to improve the quality of English language used by students. Nevertheless, few researchers have focused on what are the real skills of English required by employers are in current job market. This study has tried to find out the gap and reasons why students are not coming out with expected proficiency and commend in English from universities and degree colleges and as a result, they are lagging behind in their professional lives in terms of corresponding and communicating, particularly in the development sector.

1.2.2. Importance of English in Bangladesh:

Students in Bangladesh learn English in primary schools, secondary schools and to some extent, in the undergraduate level along with their major subjects. Years after years they learn grammar and sometimes read aloud in classrooms which are a typical scenario. Twice a year they appear for written examination by rote memorizing what was being taught in the class. It was never measured how much they actually had learnt. Communication skills of the language have always been neglected in Bangladesh.

Rasheed (2012) illustrated that one of the overarching aim of making English language a compulsory part of the curriculum in both primary and secondary schools is to enable Bangladesh to partake in the global marketplace and citizens of the country may feel ease in working in home and abroad hand-to-hand with global citizens. So, it can be said that patronisation of literacy and development of communicative skills of English are fundamental to national development. The present situation is indicating that over time it is going to become a trend that everybody wants to be a part of global advancement for which a lingua franca is inevitably necessary.

There is this unambiguous question: why has the comparatively solid status of English in the pre-independent era deteriorated so drastically? There are several answers to this. However, one of the forces that could have worked behind the decline of use and proficiency of English is political. Government directed a rule for enforcing the use of Bangla at all government and semi-government institutions and courts (Bangla Implementation Act 1987). Nationalistic zeal and political interests have strived to lower the previous rank of English. Subsequent governments tried to induce several approaches to promote Bangla with much regard to keep the mother tongue being used everywhere as well. As a result, English became a language of a limited population in English medium schools and Bangla gained edge over this foreign language.

In the development sector, however, the necessity of knowing English is evitable. Recently Bangladesh has been declared a lower-middle income country by World Bank as it successfully aligned with Millennium Development Goals (MDG). After the success of MDG, a development process has recently been launched to develop a set of Sustainable Development Goals (SDG) for next 15 years with a promise to advance further. To achieve these goals, government, private and development sectors of Bangladesh must work together and to fulfil this purpose, English, as a means of overall communication, is one of the top essentials for accomplishing the whole range of tasks; from setting objectives and strategies to implement them practically. It is worth mentioning here that since the time of independence of the country in 1971, development sector of Bangladesh has had a significant contribution in fighting poverty and achieving successes vis-a-vis the government. It can be said that this sector will continue to contribute in achieving SDG.

1.2.3. Digital government for pro-poor services:

The government of Bangladesh has been emphasizing digitalizing the country to keep pace with the global development. In recent years a common platform is being used to expand business and trade globally where a common language plays a vital role. English has become essential in the fields of import-export, industrialization, agriculture and most emphatically in IT sector.

The present government is also exercising the authority and function to enforce laws and regulations to serve its citizen. The key objective of 'Digital Government' would be to enhance all sectors of the country technologically advanced, especially all spares of government in terms of ensuring delivery of services to those who are the least privileged and not adequately served. The two key sub-components of this component are e-Citizen Service and e-Administration. It is worth mentioning here that in under developed and developing countries governments are the major service provider for citizens. Bangladesh government is

the hub for services like education, health, agriculture, social safety nets, etc. and public information. (Digital Bangladesh, Concept note)

In delivering information and services, ICT will deal with three broad issues of Digital Bangladesh namely i) access to market, ii) promotion of ICT business to support Digital Bangladesh and iii) ICT as an export oriented sector (Digital Bangladesh, Concept note). ICTs have the powerful influence in various parts of the world to open new opportunities for the businesses. Expanding business opportunities widens the necessity of English, the lingua franca. Digital Bangladesh needs people who can take it forward and thrive in such a country. This people might need to have good command in English language.

1.2.4. Higher Education in Bangladesh:

Article 17 of Bangladesh (World Data on Education. 6th edition, 2010/11), which includes issues related to education system of Bangladesh states that –The State shall adopt effective measures for the purpose of: (a) establishing a uniform, mass-oriented and universal system of education and extending free and compulsory education to all children to such stage as may be determined by law; (b) relating education to the needs of society and producing properly trained and motivated citizens to serve those needs; (c) removing illiteracy within such time as may be determined by law.” Government of Bangladesh has always given priority to education since inception. However, the focus is mostly on primary and secondary levels of education. It is evident because education up to secondary level has been made free to encourage students to complete at least up to this level. The role of higher education is indisputably important in socio-economic development of the country and so has recently given priority. (World Data on Education. 6th edition, 2006/7)

1.3. Statement of Purpose:

There is a vital change and advancement in socio-economic scenario in every country in the world. The change is no more subtle rather it is overpowering in organizations and

corporate which have the prime contribution in upholding the economy of each country. Organizations have diverse purposes and to accomplish those purposes various types of tasks are required. For working in diverse and specific roles, workforces in development organizations need specific skills and competence. Expertise of employees counts for the success of any organization. As mentioned earlier, language plays an important role in this regard. For example, some roles demand communication skills, some need preparing deeds and documents, and some are solely technical for which specific jargons are needed. Some other roles are needed to simply support the functions which need less expertise.

One important fact is that young children, when they are studying in schools; primary and secondary, are more inexact of the knowledge of job objective. They might not have awareness or genuine interest in acculturation with English as a second or international language. That is the reason it is more logical to investigate the attitudinal and motivational level of graduate students, as the issue of psychological maturity comes during this period of time (Rahman, 2005).

In this research, the researcher attempted to explore if there is a good match between English proficiency of students and the expertise that current jobs demand for. The findings explicated the reasons why students learn English, if students' English proficiency enables them to get better jobs and if their proficiency and capability enable them to fulfil the needs of those particular roles once they enter in a profession. In particular, the focus was to find out if the educational institutions are preparing students in an adequate way in terms of English proficiency and enabling them to fulfil the national and global demands.

1.4. Scope of Research:

Learning English is reasonably mandatory as well as highly required in a developing country like Bangladesh. Yet the learning is happening in different rate in different parts of the country. There are schools, colleges and universities where the medium of instruction is

English. Students of those institutes are most opportune and better equipped to cope in modern organizations. Unfortunately those institutions are mostly situated in large cities. Students of rural and suburban areas get less of such facilities and naturally lag behind in workplaces or even get equal opportunities in getting jobs.

This research was designed to collect information of undergraduate students who have probably studied English for more than 12 years both in urban and rural settings. Secondly, the research included current practices of teaching English in comparison with what academia rather prefer in educational instructions. The most important aspect included in this research was practical working practices in development organizations.

1.5. Research Questions:

General:

- To what extent are the prevailing learning practices of English at tertiary level in Bangladesh preparing students to fulfil the growing demand of English in current development organizations?

Specific:

- What are the skills of English that should be given emphasis on the undergraduate level in relation to the requirement of development organizations?
- What are the challenges that new entrants face for verbal and written communication in English in development organizations?

1.6. Significance of the study:

The findings of this study will benefit by gathering relevant information crucial for the members of academia who are engaged in the process of preparing contents, curriculum and syllabus for students of tertiary level countrywide. At the same time, the study puts lights on current demands of organizations which would ultimately provide a platform to students to think about their future career and plan their career path to get edge over others.

1.7. Thesis Outline:

This study examines undergraduate students' current proficiency of English in the line of demand of English in professional life particularly in development sector. The outline of the study is here in brief for the quick overview.

Chapter I is the introduction which deals with the background of the study in terms historical and social contexts of the education system of Bangladesh, as well as the prospect and demand of English worldwide. This section includes purpose, scope and significance of the study along with research questions.

Chapter II is the literature review, an attempt to relate relevant studies done by national and international researchers in the context of learning English, the challenges in learning different English skills, and employability, as well as the role of development organizations in Bangladeshi context. At the end of the chapter, there is an implication that has led to do the research to fulfill the gap where the previous literatures put least emphasis.

Then, *chapter III* is about the information on the research design and research methodologies, including the research tools and instruments, piloting, participants, analysis, ethics and limitation of the research.

Chapter IV is about the results which include all the details of the findings from all three sectors involved in the study; perceptions and information of employers, teachers and students.

Chapter V is the analyses of the results where a connection is made between the findings and the research questions. Results are rendered to answer both specific and general research questions. Some suggestions are also upheld for the future reformers.

The *chapter VI* is the conclusion of the study summarizing the result and the discussion of the study and providing brief recommendation for the improvement of English proficiency level students and address better interest of teachers in the context of Bangladesh.

Chapter Two

Literature Review

This chapter presents a review of related literature on importance of learning English globally, theories and methods of language learning, as well as language for employments and role of language in development sector.

2.1. Studies on language learning in Bangladesh:

There are studies on command of students, skills of English, approaches of language teaching in schools, colleges and universities and also about the necessities in corporate. The preference of this study has been to investigate the existent practices of English both in educational institutions and job market and try to find if there is any gap between supply and demand. There was a similar work which was conducted by Matin, Ali and Wiebe (2003) a few years back. However, they had different point of view and focus mostly on changing patterns of employment in this sector. Their work evidenced a particular organization and showed the transition in relation with recruitment of that organization over the years. They did not specify the requirement of English for recruiting workforce in their study. Hasan (2011) studied English as a corporate language where he emphasized mostly on the problems and solutions for using English in corporate.

In 1990s CLT was introduced in primary and secondary education level of education. CLT is the approach of English teaching-learning in both rural and urban areas since then. Hymes (1972) defined communicative competence as an inherent grammatical competence and most importantly the ability to use grammatical competence in a variety of communicative situations. However, after more than a decade, the use and effectiveness of CLT is still questionable as the students of Bangla medium are still struggling to achieve the expected proficiency in English (Afroze, Kabir & Rahman, 2008). Though for years and for

different purposes English is gradually becoming a part of the socio-cultural system of Bangladesh, there is no possibility that it may become the lingua franca here in terms of interpersonal and inter-institutional communication (Rahman, 2005). With knowledge gathered during their first and second tiers of education, students begin their third tier in universities. One important finding by Rasheed (2012) was vocabulary growth which is vital for second language learners for successful mastery of the language. However, there are many challenges that learners face in using words effectively other than knowing their meaning.

The importance of use English is undeniable. Myriads of English medium schools and coaching courses are offered by private sector in urban areas is the evidence of the importance of this language. It is considered as the language of elite class. In corporate, English is used as official language. It is not announced as second or official language in Bangladesh as it has been given the status in many of the Asian countries. Kachru (1998:91) writes —... English, in one way or another, has indeed a presence in the most vital aspects of Asian lives —our cultures, our languages, our interactional patterns, our discourse, our economies and indeed in our politics.” He considered English in Philippines, Singapore, and India as local pluralistic linguistic heritage. The use of English has expanded to cover a wide range of purposes from the language of international relations to language of science, from the language of international business to the language of tourism and popular culture (Majanen, 2008).

In this chapter the researcher has related the previous studies on English as lingua franca, its methodology of acquisition, societal factors in learning the second language, relation with employability and development sector.

2.2. English as lingua franca:

The base of English was developed in Asia during the colonial period of European expansion. During that time use of English augmented because of need for a common means of communication. Recent studies have showed repeatedly that the number of users who do not have English as their native language or L1 worldwide, now far outnumbered the conventional native speakers of the UK, the US, Australia, etc. (Graddol, 1997).

According to Seidlhofer (2005) English as a lingua franca (ELF) has emerged as a way of referring to communication in English between speakers with different first languages. People have different perceptions towards English regarding accepting it as a lingua franca. However, the shape of English has been determined by the size of its users, both non-native and native speakers.

“... the global spread of English raised not just linguistic, educational and economic issues but also cultural, political and ethical ones..... Its future in Asia is likely to be closely associated with future patterns of globalisation” (Graddol, 2006).

“English has established its position as the global lingua franca beyond any doubt; along with this status, it has become one of the symbols of our time, together with globalisation, networking, economic integration, and the Internet.” (Mauranen & Ranta, 2009). In Asia and Africa English has been adopted as a second language with an assortment of names as outer circle varieties, New Englishes or World Englishes.

According to James (2009) English as Lingua Franca predominates among its kind. Genre of this holds the use of the language for actional purposes and functional communication for getting things done. However, in our context the use of this lingua franca is still optional after more than four decades of its liberation.

2.3. Methodology of acquisition of English as second language worldwide:

As English learners is one of the main focuses of this research, the manner of their language acquisition matters in many ways. Knowledge of language depends on situations of learners as they get engaged in practices.

Research on acquisition of second language expanded enormously over last two decades worldwide. Researches on approaches, methods, models, laws, policies and procedures have had a profound impact on the process of acquisition. Evidences showed that a language acquisition has potential attitudinal gains if the process starts at early age (Dornyei, 2009). Dornyei (2009) discussed the concept of critical, a period of a child's life when L2 learning happens smoothly and almost inevitably, resulting in native-like or near-native-like proficiency.

Another concept in this regard is acculturation of L2 learners. Acculturation Model developed by Schuman (1986) was based on some social and psychological factors. Schumann (1986) suggested that the degree of acculturation determines the level of second language acquisition. His emphasis was on attitude as a social factor along with other variables like size of learning group, motivation as an affective factor alongside cultural shock and so on. His claim was the integration of learners of L2 into the target linguistic community is not a direct cause of second language acquisition rather it is the first in a chain of factors which results in natural acquisition. Unfortunately in Bangladesh there is no such culture or society where learners could get chance for interacting with native English speakers or scope for "assimilation, preservation and adaptation" as favorable conditions to acquire L2.

According to Teske and Nelson (cited in Navas, et. Al. 2005) acculturation included changes in material traits, behavior patterns, norms, institutional changes and values. However, in teaching English the problem lay in the application in classrooms. (Barjesteh &

Vaseghi, 2012). The reason could be the lack of knowledge of teachers about the culture of L2 or how to teach it and more importantly, to present the whole cultural factors to students in classroom environment.

Another construct of second language acquisition from the learners' perspective is interlanguage. Interlanguage concept emphasized on the differences between utterances of native speakers and L2 learners. Selinker (1972) noted that 95% of L2 learners failed to reach the same level of L1 competence. This kind of phenomenon is defined as fossilization. According to him fossilization occurs when speakers would tend to keep some of the aspects of their L1 during the learning to L2, no matter what the age of the learner or the amount of instruction the learner receives in L2. "Fossilization is an inevitable state in and has significance influence on second language acquisition" and thus it was another variable that needed attention (Wei 2008).

2.4. Societal factors in learning second language:

Courses and materials of courses are important for marketable graduates. What they learn ensures the end result of what they become. The fact finding stages mentioned by Swan, Dubin and Olshtain (1986), have focused on all available textbooks and materials in evaluating the true role of English in the school system. The study of facts asks question if students study geography, math and other subjects in the native language or in English. Relative to this fact, another question is asked about the role of English where it is not the medium of instruction. The existence of flourishing schools and courses outside the official educational system makes it obvious that English as means of communication in modern functionally expanding societies is very important. It also indicates how language programmes in mainstream institutions are failing to meet the objectives of learners (Swan, Dubin and Olshtain, 1986).

Among the factors they mentioned, one important factor relates the needs of labor market. This factor is important because it revolves around the issues like technological and scientific advancement, availability of journals and catalogues of machineries in local languages and the degree of dependency on assistance given by foreign experts in that society.

In the spirit of solidarity, Rahman (2005) also mentioned that a second language learning is an extremely complex process and there are several issues which involve the learners and their environment. A single variable cannot measure the rate and success of learning.

English is the first language for a growing number of school children and currently, it is the medium of instruction for all schools in Singapore. The change is put into effect because of the importance of the role language plays in the education of an individual (Chew, 2005).

2.5. Relevant researches in Asia and Bangladesh:

According to Kachru's 'three circles' model (1998), English has been classified in three types. First, English as a native language (ENL), English as a second language (ESL) and English as a foreign language (EFL). In this classification, countries with ENL are where the primary language of the majority of the population is English. People of Australia, Canada, New Zealand, the United States and United Kingdom use English as their native language. Second type is ESL. It is spoken in countries where English is usually an official language, but not the primary language of the country. These countries are typically ex-colonies of the United Kingdom or the United States. Nigeria, India, Malaysia and the Philippines are the examples. The final classification is EFL. EFL occurs in countries where English is not actually used or spoken very much in the normal course of daily life. In these countries, English is typically learned at school. China, Indonesia, Japan and many countries in the Middle East are countries where English is considered as an EFL.

Bangladesh is believed to fall in second circle of Kachru's model. Students who study in English medium schools have better command in English. Later in life, they belong to a

society which commoners consider as Elite class and where English is used more in day-to-day life than other strata of Bangladeshi society. The neighboring country India, on the other hand, now has an English-using speech community equal to the population of the Inner Circle (the USA, the UK, and Canada).

According to Bangladesh Education Journal (2008) published jointly by BAFED and BU-IED with financial assistance from UNESCO, students of Bangla medium schools, though try very little to use English, they are very much hesitant and concern about how people would think if they speak English. This is a serious obstacle for students to motivate themselves in learning English. The journal also pointed out that teachers are not skilled adequately to provide support learning of a foreign language. Their approaches and use of hard English words discourage students to have their own efforts. Haq (2008) marked the history of government-NGO relationship in the field of non-formal education and suggested ways of making it more productive. He hinted that this relationship still characterized by tension and lacked a common ground. For ultimate betterment in educational sector, a real partnership between these two was needed to be materialized.

In response to the needs of students, effective provision to initiate, develop and sustain teachers through an appropriate process of intervention and training is gradually being accepted and became the most significant priorities of educational planning and practice since 1980s. (Bangladesh Education Journal 2008). The journal also provided findings that though teachers of primary and secondary schools were implementing CLT, they are quite skeptical about the method.

A more down to business scenario can be depicted here in light of promoting English as employment. In 2008-09, the Government of India launched the National Skills Development Corporation (NSDC), set up as part of the National Skill Development Policy (2009) to fulfill the growing need in India for skilled manpower across sectors, and to narrow

the existing gap between the demand and supply of skills (For Employability (ESfE) Think Tank). The British Council and the National Skills Development Agency jointly convened a series of Think Tank meetings during which UK and Indian stakeholders would discuss and identify key priorities. The result driven efforts were as well followed up through projects, further discussion and focused roundtable meetings. The assessment to learn about the level of English proficiency of learners went on over next few years. The priorities set by the government and British Council were standards and assessment, curricula and content delivery mechanisms, faculty and assessor development and most importantly business and funding models.

2.6. English as language of employment:

Knowing English can provide students better ability to compete for the hegemony in the sense of employability and better opportunity in their career. Employment English involves communication which ultimately includes official emails and letters, memos, meeting minutes, memorandum of understanding, terms of reference, joint venture agreement, concept note, project proposal, report on project completion etc. Though English language is being learnt in all stages of education by students, how successfully they could apply their knowledge of English in their workplace is questionable. Over last decade, national curriculum has been revised several times. Contents with interactive and communicative aspects have been included in textbooks. ~~In~~ multicultural situations, the various cultures of the interactants interact with and influence encounters, which, in turn, influence the nature of discourse. As discourse then shapes and structures encounters and cultures, the three create a constant, dynamic interactive process” (Salminen, L., Charles, M., Kankaanranta, A. 2005:404). But in Bangladesh there is almost no possibility to interact with other cultures during the time of education or even later.

In global perspective the goal of language learning should be to develop communicative competence. Richards (2001) illustrated language learning as “the ability not only to apply the grammatical rules of a language to form grammatically correct sentences, but also to know when and where to use those sentences and to whom”. Hence, communication skills need to get the highest emphasis in learning any language, especially in non-English-speaking context.

Pattison (1987) postulated that Corporate Language refers to many communication skills used in the workplace, and focuses on the language and skills needed for typical business communication, such as multi-media presentations, negotiations, meetings, small talk, socializing all the written correspondence of emails, letters and report writing. Hasan (2011) tried to explore the problems and come up with some solutions of problems in dealing with corporate English in Bangladesh. He has shown that students could not get job in corporate in the first place. So his recommendations are to use authentic English materials in the class, teachers and people who are involved in the learning process should be trained, materials should be designed in a way that would develop communication skills of students and finally, students’ need analysis should be conducted to learn about the proficiency level and the methods and contents that should be used for students effective learning in different levels.

Khan (2007) described in his study that in situations where language curriculum and course contents are to be designed for the non-native speaking background learners, strategies of communication can be taught for effective use in their real life situation. He also recommended that English teaching materials should include contents which are relevant to the problems occur during teaching-learning process in the classroom. However, his main focus was the pronunciation of teachers that hinders students to have exact pronunciation of vowel and consonant sounds. That makes students to feel shy to speak out in front of people to some extent.

2.6.1. Definition of Employability:

–Employability may be defined as the characteristic of an individual that makes him/her desirable to organizations and firms within a country or across the globe” (Matin, Ali & Wiebe 2003). According to them employees should be flexible and adaptable to meet the current demand of labor market. But students only focus on the curriculum and pedagogy in the Area of Discipline they are studying. They asked question in their research if these university graduates are employable or not. Their research finding includes that employers want their employees to understand differences among relationships, communicate with people of different background and be able to answer their queries. Two most significant findings among all are that the employers in this sector currently are moving away from ascribed and kinship-based network and their tendency is to retain more professional and employable graduates.

The Employability Skills Framework, developed by the Australian Chamber of Commerce and Industry and the Business Council of Australia, which was published in *Employability skills for the future* (DEST 2002). The report noted that “More than ever before universities are being relied upon as a vehicle for the advancement of both the national economy and wider society. They do this through the creation of new knowledge and by preparing graduates with appropriate skills and attributes. It makes sense, then, for them to maintain a focus on keeping graduate capabilities in line with the needs of the economy and society” (DEST 2002: 25). The framework divided employability skills in eight categories are communication, teamwork, problem solving, self-management, planning and organising, technology, life-long learning, and initiative and enterprise – and associated attributes. (Precision Consultancy 2007).

Considering the above mentioned definitions of employability, this study researches on the fact that how much the new university graduates are compatible to assimilate with this

transformation of attitude of organizations and how they are preparing themselves for job market with the support of embedded learning process of educational institutes at tertiary level. In other words to find the gaps between language skills of present graduates and skills required for marketable graduates.

2.7. Language of development sector:

Non-governmental organizations (NGOs) are high-profile performers in the field of global development, both as providers of services to weak and marginalized people and as campaigning policy advocates.

It has long attracted high levels of aid and been a testing ground for development ideas and approaches” (Lewis 2011). Bangladesh has gained international respect for the significant focus on poverty eradication, reduction of child mortality, improved maternal health and primary education.

2.7.1. Importance of language in development sector:

The acronym ‘NGO’ has become the part of everyday language in many countries; Bangladesh is one of the first few. The acronym has entered the vocabulary of professionals and common people nowadays (Lewis & Kanji, 2009). Students target to build a career in this sector as international development organizations have wider network with better working environment and other opportunities. Images and representations of NGOs and their work have also become part of mainstream professionalism.

NGOs are best known for taking the responsibility of two main forms of activities: the delivery of basic services to people in need, especially women and children, and campaigning for changes. At the same time, NGOs have also become active in a wide range of other more specialized roles such as emergency response, democracy building, conflict resolution, human rights work, cultural preservation, environmental activism, policy analysis and research (Lewis & Kanji, 2009). For all these purposes and tasks, one important aspect is

common, which is provision for information. Communication and dissemination of information among the stakeholders is heart of development work. Throughout the chain there are numerous local and international agents are involved. To have transparent and clear communication language is a crucial factor. An established common language determines the success of all development works.

–Knowledge of language alone does not adequately prepare learners for effective and appropriate use of the target language. Learners must acquire the rules and norms governing the appropriate timing and realization of speech acts” (Ma, 2009). Thus the understanding of social norms, perspective and use of language is very important.

International development organizations are publishing magazines and capacity building guides in local languages for people who are either employed or engaged in any kind of activities with grassroots organizations. However, even for publishing such materials they face challenges as contributors tend to write original materials with colloquialisms and idioms that are unique to English (Footitt, Crack and Hayman, 2014). In their study, they suggested that the development of minimum standard of language for translating or interpreting, particularly in terms of monitoring and evaluation, is indispensable. Secondly, they suggested creating a database which will share historical and contemporary case studies of NGOs. Thirdly, to build a network of NGOs’ actors interested in sharing learning and knowledge. Finally, it is important to raise awareness at all levels of organizations and preserve a fund for spending on language which will be universally comprehensible.

2.8. Summary and Implications:

On the whole, it is evident that English is the most used lingua franca in the world and its importance is undeniable. According to the website of Department for General Assembly and Conference Management, English is one of the six languages of United Nations; documents are produced in all six official languages and are issued simultaneously when all the language

versions are available. With globalization and digitalization, Bangladesh is on the verge of a development situation where young generation must have the capability to communicate with outer world and utilize new innovation and modern technologies which might need instructions and manuals and the language of the instructions and manuals might not be in local language. (Swan, Dubin & Olshtain, 1986)

This study, hence, focused on the importance of learning English, particularly as a language of employment in the development field which has not been a major issue in any previous research. The research considered the approaches of English in tertiary education, status of students in terms of language proficiency, the demands of organizations for working in this field and gaps between the language proficiency and the demand.

Chapter Three

Research Design

Hutchinson and Waters (1987) view, –The choice of method will depend on time and resources available and the procedures of each will depend on accessibility”. Considering the scope and purpose of the study both qualitative and quantitative methods have been used to obtain necessary information.

3.1. Methodology and Research Design:

In this research the researcher has used a mixed method for collecting and analyzing the data. One survey questionnaire and two sets of questions for interview were prepared to obtain a complete picture of academic and organizational environment. To learn about the actual concerns of teachers and heads of educational institutions for preparing students for next level of their lives, turn out to be very important and helpful to get the effective results. The interviews were crucial because the information obtained from the interview helped to sketch the current nature of learning English at tertiary level and also the status of proficiency of English that students acquire. Before surveying the students, researcher selected 10 students of different educational institutions of Dhaka for Focus Group Discussion.

3.2. Piloting of questionnaires:

The researcher has piloted the survey questionnaire on ten random students of a renowned university. Students were from different programmes like business, economics, engineering and other faculties. They answered most of the questions without any confusion. But for answering the section four they faced little difficulty as they found the keys used for the likert scale were not appropriate and those created confusion among students. After talking to the students those shortcomings were removed and changes were made for more intelligible questions for the students.

Similarly, a second set of interview questions were piloted on a teacher of a university which enlightened the ideas for questing academia. The information obtained from the interview was suggestive and influential in determining the final set of questions.

3.3. Participants:

The researcher selected tertiary level students of six educational institutions. Two of those were public universities, two private universities and two were public colleges under National Universities in Dhaka city. The numbers of students surveyed are 150. Four teachers of four educational institutions were interviewed to learn the methods and techniques that they apply in classroom for English language teaching. One of them happened to be the principal of a public college outside Dhaka. Rest of the faculties were selected from different departments of three institutions in Dhaka to understand the larger picture.

Finally, HR personnel of four development organizations were interviewed to get the firsthand knowledge about the demand of development organizations. Though the interviews took place at Dhaka, all of the organizations have branch offices and employees are deployed in rural setting as well.

3.4. Focus Group Discussion:

Before surveying the students researcher arranged a Focus Group Discussion (FGD) where the researcher moderated a mixed group of students from a private university, a public university and a government college. The reason researcher intended to gather information through Focus Group Discussion (FGD) at the beginning was because talking to students and getting clear ideas beforehand would ensure a further survey precisely. It is an in-depth interview where she asked open-ended questions to gather information that would fulfil the research objectives.

3.5. Instruments:

Three types of instruments were used in collecting data. Survey questionnaires had been given to students of different institutions. Survey questionnaire turned out to be an effective tool to get a measurable result about students' attitude towards overall learning process and their requirements that they perceive would add value to their professional life.

The second instrument was for interviewing academia. In this case, the researcher filled out the answers herself. The information gathered from these interviews provided the knowledge of learning materials usually being used in universities and degree colleges. Through interviews they shared their views about their preferred materials and techniques in comparison with what they actually get for teaching in classrooms in current situations.

As the role of language skills is important for employment in current commercial and development arena of Bangladesh, the main focus of the study stayed on the proficiency level of English required and what development organizations get in reality. Thus the final and most important data was collected through interviews of HR of development organizations.

3.6. Data Analysis:

Data collected from both interviews and questionnaire surveys were analyzed with a perspective to get an optimistic outcome in the line to determine the purpose and effectiveness of English language learning from the side of academia and the expectation and needs from the side of employers. For institutional heads and teachers, question types were more flexible and interviewer herself took down the responses of interviewees, so that the ease of question forms and mode of conversation would encourage them to answer comprehensively. Their responses were analyzed qualitatively.

Students' responses were analyzed quantitatively. The data collected from students were analyzed on the basis of percentage of responses of public & private university and public college students. In the first three parts, they provided information about current curriculum

and their command on English language. In later part they had the liberty to give their opinion through the open ended questions to describe pros and cons of the teaching - learning approaches in classroom and about their own expectation. This information was necessary for analyzing if students are really aware of the type of real needs in the job market.

3.7. Ethics and Limitations:

The study concentrated on students of tertiary level. Students of this particular level were selected because they are at a stage when it is time to complete their educational part (as often students prefer to join job before starting their master's degree) and enter in professional life. For interviewing HR personnel, development organizations inside Dhaka city were chosen for convenience. Moreover, since Dhaka is the hub of all decision making activities, organizations outside Dhaka might not be as informative as that of Dhaka. It is quite usual that most of the development organizations have their centres at Dhaka. The last sector of investigation is educational institutions and the information of this sector had been collected both from Dhaka and outside Dhaka.

The most impeding limitation of the research had been availability of time. It was difficult to manage time adequately to concentrate in research work, especially conducting the survey or talking to students on weekdays. Another limitation was to go outside Dhaka. Given the usual traffic, it was difficult to move as fast as required and get the job of surveying students of rural and suburban areas done in time.

Chapter Four

Results

The results of this study fall into three major categories; perspective of HR personnel who are involved in recruiting newly graduates in development organizations, approaches of educational institutes which are responsible for facilitating and determining the future career path of students, and what is the learning process of English that under graduate students are practicing in classroom, what are their aspirations and beliefs for developing a career in development sector and most importantly if they could match their learning with their expectation and with the expectation of the employers. The findings have been summarized below:

4.1. Findings of focus Group Discussion (FGD):

The findings from the FGD are as below:

- In public universities, the English course is conducted by proficient teachers with good command in English. The course contents are designed as such that students get opportunity to learn how to write resume, discuss in groups on different topics, and practice phonetics and simple grammar rules. They also present in front of class after discussion. Teachers use multimedia for taking the sessions. However, the use of internet, role play and reading practices are missing in the course curriculum.
- In colleges under National university, on the other hand, students get chance to participate in role-play once or twice during the course. But there is no other speaking or reading practices in the class. They mostly learn grammar and write some selective essays. There is no use of internet or any kind of technology for learning the language. Students believe teachers themselves are proficient in English. The major

problem is that they care less about students' learning in the class as they tutor outside the class for making extra financial benefits.

- Private universities have relatively better facilities for students. Students of all departments come to attend the English course. Students are encouraged to speak in English even outside the classroom, for example, while walking and spending time in the corridor. In class they use multimedia, internet and other technologies helpful for language learning. They practice reading, role-play, group discussion, pair works, different types of writings, presentation, and though little, they sometimes listen to authentic English tracks in the class. They get some ideas of report and proposal writing as well. Despite all these facilities, they believe the authority needs to emphasize more on formal and important writing for business purposes, e.g. formal letters, more details steps of proposals, professional resume writing and professional and business etiquettes in verbal communication.

4.2. Expectation of recruiting agents in development sector:

Researcher interviewed HR personnel of four development organizations. The findings came out in line with their recruitment process and their experience with freshly graduate students who either joined in their organisations or they interviewed for entry level positions but who did not meet their expectation. The results are explained below.

The age of the interviewed HR personnel ranged from 41 to 50. One of the organisations was founded in Bangladesh more than 40 years ago and presently it is one of the largest NGOs in the world. Other three international organisations are operating in Bangladesh for very long time. All four organizations have similar nature and scope of activities. The number of recruitment varies year to year. It depends on project completion, new project inception, inclusion of new positions and change or cessation of existing roles and sometimes on discontinuation of jobs by employees. However, it can be said that the local organisation

recruits a way more than the other three international organizations, which is around 500 per year.

4.2.1. Current demand and process of recruitment:

According to HR personnel, the current demand of educational level of new employees usually varies widely. As the organizations have wide range of works, the works are segregated in different levels and different parts of the country. The types and patterns of activities are also different for different roles. However, at one point all four HR personnel agreed that they need employees with better English proficiency. As for the nature of activities, development organizations have enormous activities in rural and remote areas. Their programmes and projects are for community people there. New entrants recruited at the bottom level in field should be HSC graduates. However, officials from mid level to management level need to have Bachelor's degree, Master's degree or higher educational qualification with extra curriculum like publications and likewise depending on the responsibilities.

One of the investigated personnel mentioned that they have been working in Bangladesh for very long time. A large portion of its employees works in field as Organizers. This is the bottom most position of the organization, but their role is considered as one of the most important roles. One exception that separates this organization from other three organizations is that the reports which need to send to donors of particular areas or projects, the staff of those respective areas would send the reports directly to donors. Donors monitor directly what is happening in the field through the information provided by front-liners. It is not acceptable if the information is being collected from field and compiled centrally and then sent to donors. That is the reason field staff have to have moderate level of English knowledge so that foreign correspondents can communicate with them without involvement of central authority.

Bangla and English, both are used to deal with different benefactors and clients. English is required for effective communication. Speaking and writing skills are mostly required for necessary communication. They use English for speaking to co-workers (very often), communicating with foreigners and writing internal communication such as circular, notice and report. Communicative English skills ensure to get a position with high salary for all four organizations.

At field level, employees are always interacting with community people. So they should have the ability to communicate with them. At the same time they should also have some knowledge of English to communicate with donors and other foreign agents who visit beneficiaries. It is not necessary that those employees should be fluent in correct English. They usually use English like, *“This is Rahim. He is a farmer. He work in other people field and divide the profit.”* Little grammatical mistakes are acceptable for these kinds of roles as native English speakers understand the meaning of the conversation. Their comprehensible speaking skills are given emphasis.

On the other hand, when someone is recruited for managerial level, a better command of English language is required. Then again, there are several roles whose technical efficiency gets the priority over their lack of commend in English language. Relatively a big segment of the workforce is occupied by technical people; for example, staff of Accounts and Finance, ICT, Engineering and Construction. Even though they are holding higher positions, their lack of English proficiency is disregarded most of the time. Organizations sometimes arrange in-house English training for low-mid level employees to improve their language skills after joining. In fact, two of these organizations have very functional training and Learning Divisions through which they provide language and other soft skills training courses time to time to improve skills of employees.

There are some positions which require high proficiency in English as they have to write project proposals, deeds, document and reports, correspond with donors or supervise internal communications. These employees are in better position to negotiate salary and other benefits. Inside the organization, co-workers use Bangla in day-to-day interactions. Apart from communicating with donor, benefactors and international consultants, employees do not speak in English.

4.2.2. Opinion of HR personnel about current status of students and the challenges they face:

- i) **Contents:** According to the HR personnel, students coming out of universities often fail to meet the standard of English as required by the positions as the *English contents* that are taught in tertiary level are not appropriate in relation with the needs in any field. Technical people might study some specific terms of their academic field in English. But they get very little opportunity to practice real life English during their education years. HR personnel assume that if speaking and writing courses are there in addition to all main courses, students would prove themselves more efficient in workplaces from the beginning of their career.
- ii) **Remuneration:** Students would get better offer from employers of development organizations as they indeed look for employees with better writing skills in English who will be able to write concept notes, proposals, progress reports, project completion reports and negotiate on budgets. Capable resources invariably get high compensation and benefits.
- iii) **Communication in English:** In development sector, English is mandatory because their employees need to communicate with donors and other international consultants to bid for fund. Communication and negotiation are some of the major activities. However, there are so many other things they usually do which need English

knowledge to better understand the process of their work and to prepare themselves for further better opportunities.

- iv) **Challenges:** In their opinion, the most apparent challenge for new employees is that they find it difficult to ask questions during conversation. Employees with educational background from rural settings are relatively unenthusiastic to mix with employees accustomed with city life after joining in any. For development organization, it is more likely that majority of staff members might have come from urban environment with better educational opportunities. That could be a common challenge for those who would come from rural setting of education. Secondly, just because their communication skills are not as equal as some of the others in the organization, they avoid interacting much. It takes time for them to come out of that anxious phase.

The current English proficiency level of 50 percent of employees is minimum level of communication. Observing their challenges, officials think employees of all levels should have skills of English speaking and writing to some extent, though fluency and 100% accuracy in both written and verbal communication are required only in some positions who are involved in strategic activities. The personnel shared their experience that a large number of new graduates who are mostly applying for general positions are not compatible. Their English skills are very low and so most of the time they are excluded from being recruited. This makes recruitment process eventually lengthy and expensive. Organizations sometimes suffer from getting competent workforce for mid and high level employments, even though some of the applicants have potentials for those positions.

4.2.3. Suggestions of HR personnel in improving students' English skills:

HR officials of all four organizations have mentioned that new graduates who usually apply for jobs have very little idea about project operations. Lack of practice of both speaking and writing English is the main reason. Courses could be designed comprising of

speaking and writing contents which would be more relevant not only for projects of development organizations, but also for other commercial ventures. At this level of education, it would be more appropriate if English for Specific Purposes (ESP) courses are offered to students. In recent time, NGOs are focusing on social enterprises. This kind of knowledge would help them to cope with their jobs immediately.

By the time they are at tertiary level, students already have the basic of English language, given that they practiced CLT in their primary and secondary educations. Hence, the officials' suggestion for English language courses is that students should be provided with some practical knowledge of what type works they are going to experience shortly after. These language contents and approaches ultimately would help them to wean off book based English and proactively acquire task based English.

4.3. Approaches of educational institutions:

Educational institutes are vital in making young graduates competent and robust in their career at this stage. In this study, both private and public institutions have been considered for interviewing decision makers and teachers.

4.3.1. Existing methods and approaches of teaching English in classrooms:

- i) **Medium of instruction:** In private universities, teachers have mentioned that they use English as a medium of instruction in classroom most of the time but in English departments use of English is mandatory. In other departments they usually blend English and Bangla as means of instruction for better understanding of the students. The reason teachers use Bangla to some extent is because a portion of the students comes from rural areas and the level of English proficiency of most of those students is not same as students of urban areas. On the other hand, in government colleges teachers, as they have mentioned, use one language for all subjects, which is Bangla

as the medium of instruction. English instruction in classrooms is something that no one can imagine in a college outside Dhaka.

- ii) **Textbook, guidebooks and teacher-made materials:** Students of government colleges mostly read guidebooks available in the market. They do well in the examinations as the guidebooks provide them all necessary answers to the questions that usually are given in examinations every year. It is quite obvious that questions will be repeated which have been given over last five to ten years. They memorize grammars, letter, paragraphs and essays without acquiring proper knowledge of the language. Teachers have no authority to prepare any materials. Colleges follow government guideline and select a particular book for teachers to follow. In fact, all institutions follow the curriculum imposed by government; universities follow University Grants Commission (UGC) and colleges follow instructions of Ministry of Education.

Private institutions also follow the guideline of UGC but prepare their own syllabus. Teachers usually work in teams which are led by a Team Leader. Team Leaders prepare the lesson plan and all team members execute that plan in the classrooms. It is obvious that every individual has his or her own style of execution for any given plan. Team members go back with the feedback and suggestion based on what disadvantages they have faced during the class and how it could be done in better ways. Accordingly, they revisit the lesson plan and implement in the classroom. It is important that the opinions of students are also being assessed before revisiting the plan.

- iii) **Language skills and use of technology:** In private universities, teachers use technology for teaching all four skills of English. In English department they have four semesters divided for different skills. During first semester writing is given

emphasis. In second semester speaking gets the priority. The last two semesters are a combination of both listening and speaking.

However, the classrooms of public colleges have different scenario. There, grammar is practiced thoroughly. A little practice of writing also takes place. Approaches of speaking skills are relatively missing. Teachers explain grammatical rules by themselves and very often ask questions which students answer in one or two words. Once or twice few students are asked to involve in role-plays too as part of speaking practices but those are in government colleges in Dhaka city only. Students of government colleges outside Dhaka do get that opportunity.

There is no use of technology in classroom of public colleges (either in Dhaka or outside) nor is any method or technique suggested for students which would encourage them to take aid of technology outside the classroom. Though there is a multimedia in the college, students do not get the opportunity to learn language by using it. It is not possible to move the multimedia from classroom to classroom nor could the students be shifted to computer room because of their huge number in one class or in one section. The end result is execution of typical grammar-translation method in the class. Teachers shared their honest opinion that Bangladesh is not ready yet to use technology at any educational level. Students study only books and guidebooks in the class and teachers traditionally prefer that method.

4.3.2. Importance of English according to teachers:

The researcher found that though English is not used as means of instruction and neither teachers nor students are proficient in English, teachers of government colleges and universities are quite aware of the importance of English during this present state of globalization and digitalization. It is not only important for development sector, it is important for expansion of all kinds of trades and businesses. The development sector in

Bangladesh is on a progression state which is contributing towards the economy of the country. Some of the agents involved in this progression are inevitably from outside Bangladesh. Students, who have good command in communicative English, certainly have better prospect to do good in this field.

However, there are teachers who have different opinions in this context. They shared some experiences where they had found that officials of some organizations wrote formal writings with so many mistakes. They stammered with broken English but managed to make themselves comprehensible. Thus, they voiced that nowadays it is quite satisfactory if someone knows little English as long as the opposite person understands what the other person is saying. Knowing the perfect second language is not as much vital as before.

According to teachers of private universities, English is a must for dealing with programmes and projects in any development organization. Though most of the projects are taken for the development of rural Bangladesh and their activities encompass interaction with community people, a satisfactory level of communicative English should be one of the important criteria the employees should have. For working in this field, listening and speaking skills are necessary along with manageable writing skill.

So, educators expressed that graduate students should have sound listening and speaking skills. In government colleges outside Dhaka, there exists writing and reading practices. Reading practices are not analytical. Students just read for memorizing grammar or literature only. According to them, Policy Makers who issue guidelines for books and syllabuses hardly have knowledge about those particular subjects. When an entitled person at Ministry of Education, who has a background of Political Science, guides English language curriculum, the outcome becomes not as it actually requires. The policies and curriculum should be prepared by specialists who have in-depth knowledge about the subject, what to teach and how to teach. Secondly, there is a lack of coordination between policies and

implementation. There is no monitoring mechanism to check back if the policies and approaches are being executed properly or not. Moreover, there is an inadequate workforce to support the monitoring process. Finally, they believe students only study to pass the exams with good grades. Their effort is to pass not to learn. The change of mind of students is highly recommended in this regard.

4.3.3. Challenges of teaching English in Bangladesh perspective:

Teachers of private universities are quite aware that students who come from rural areas feel shy and a bit hesitant to mix with other students. One of the most difficult challenges private universities are facing is the varied proficiency levels of students. Some students have high proficiency and some have very low. To accommodate all of them in the same class is less workable. The learning process should be highlighted during early years of learning. Grown-up students have more difficulty than students of yearly age. Another factor that teachers considered as a challenge is teachers' willingness. They are not motivated enough to put efforts of their own because of minimum compensation they get. Similarly, teachers should also be motivated to use multimedia provided by government. For that they need adequate training and expertise for using technology. That will make them feel confident and encouraged to use them. The number of computer and multimedia should also be increased.

In public colleges difficulties are graver. The head of institution agreed that English competence of teachers/lecturers of general subjects, other than English teachers/lecturers, is questionable. They are specialized in their own field, e.g. mathematics, science, history and so on. They have very little experience of speaking in English as they hardly have exposure to foreign people or people who have better command in English. So they are equally hesitant to use English in classroom as their students.

4.3.4. Suggestions of teachers for improving learning process:

According to teachers under-graduate students should have sound listening and speaking skills. But at this level there exist grammar and writing practices mostly. Teachers have several suggestions for the improvement of English skills of tertiary level students. Firstly, the examination system should be changed. The system of assessing students at colleges under National University is only once at the end of each year. The questions are same for all students regardless of what background they have and what their proficiency level is. This kind of examination creates dependency on Bangla. Their suggestion is to practice assessment system similar to IELTS.

Second suggestion was to help teachers to change their mind-set which impedes the process of learning a second language. Teachers are still reluctant to accept Communicative Language Teaching and come out of traditional teaching styles. Third suggestion was teachers' willingness which should be addressed and enhanced by providing moderate financial benefits. The interest of students to learn English should also be considered. There should be an established technique nationwide to raise awareness among students about the importance of learning English and motivate them to have their own efforts for acquiring the language.

The most important suggestion is to introduce different English contents for different level of students. Generalized English curriculum for all students, disregarding their levels of proficiency, is producing results which eventually fail the students to meet the standard actually required or demotivate them as those do not meet their expected standard.

4.4. Current English status of tertiary level students:

Learners pave their base during their years in primary and secondary schooling. At under graduation level, students have already learnt English for around 12 years on average. For

better understanding of students' proficiency level of English, this survey was conducted on students of different departments of three different types of educational institutions.

Both four-year honors course and two-year pass (degree) course students were selected for surveying. It is worth mentioning that in both categories, there is an English course with different course duration. Students of pass course complete a full one-year English course. At the end of the year they appear for examination with all other subjects. For honors courses in public universities students of most of the departments, e.g. Political Science, Law, Sociology and the likes, avail a six-month English course (one semester). Private universities are more emphatic about the language learning, so they offer an English course at the beginning of their bachelor degree. The course is for one semester; three months.

To get a clear picture, the findings of academic information and the reason students study English are presented separately for students of private and public institutions.

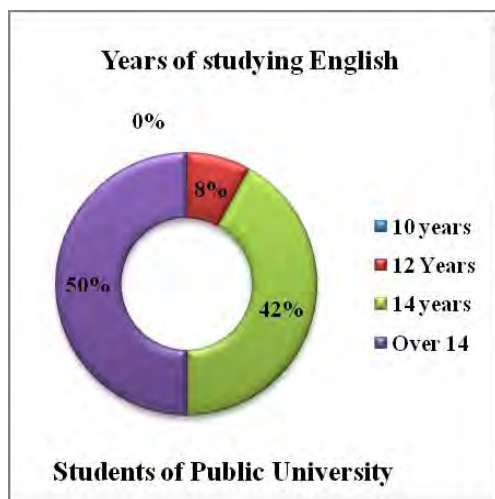


Figure 1: Years of studying English, Public University

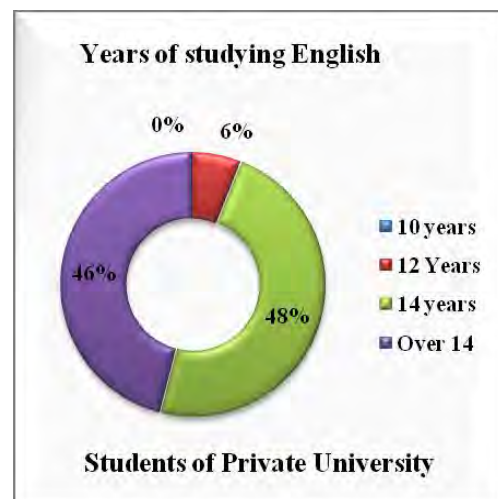


Figure 2: Years of studying English, Private University

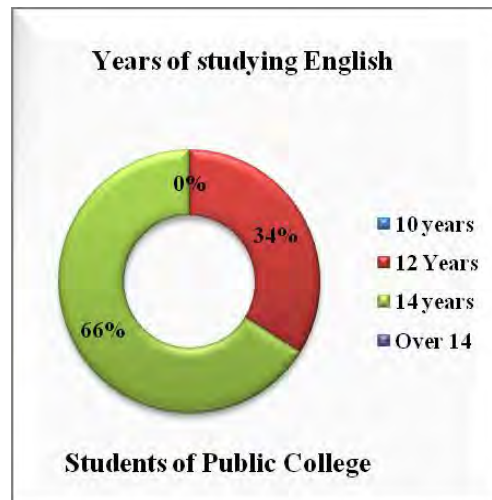


Figure 3: Years of studying English, Public College

All of the charts above provide data that depict a little difference between the years of studying English of students of private and public institutions. Public (50% students studied for more than 14 years and 42% for 14 years) and private (46% students studied for more than 14 years and 48% for 14 years) university students seem to have studied English for more years than public college students (66% for 14 years and 0% for over 14 years).

The tables below show the findings of reasons students learn English and locations of their schools/colleges:

Table 1				
Academic Findings				
Public University				
Reasons of studying English	Study Abroad	Better Job	Teach English	others
Percentage of students	50%	30%	15%	5%
Location of schools/colleges		Rural	Suburb	City
Percentage of students		14%	6%	80%

Table 2				
Academic Findings				
Private University				
Reasons of studying English	Study Abroad	Better Job	Teach English	others
Percentage of students	40%	30%	16%	14%
Location of schools/colleges		Rural	Suburb	City
Percentage of students		20%	6%	74%

Table - 3				
Academic Findings				
Public College				
Reasons of studying English	Study Abroad	Better Job	Teach English	others
Percentage of students	10%	74%	12%	4%
Location of schools/colleges		Rural	Suburb	City
Percentage of students		5%	25%	70%

Only 10% students of public college study English for going abroad for study purpose, whereas 50% of public university and 40% of private university students study English as they have intention to go abroad for higher studies. Public college students are aware that English is required for getting better jobs, so they (74%) study English at this stage, on the other hand 30% students of private universities study English for getting better jobs.

4.4.1. Practices of learning English in classroom:

The second part of the questionnaire is designed to learn about the current learning practices of English in classroom. Herein, for convenience of understanding, three separate tables have been prepared for understanding the real scenarios of all types of institutions.

The table below demonstrates the learning practices of English in classroom in public universities:

Table – 4						
Learning practices of English						
Public University						
Sl.	Practices of English learning in classroom	Strongly Agree	Agree	Neither agree/ disagree	Disagree	Strong Disagree
1	Mostly Grammatical aspects	45%	31%	15%	6%	3%
2	Paragraphs or essays	10%	34%	25%	20%	10%
3	Read loudly	20%	37%	20%	9%	14%
4	Listen to authentic English	18%	12%	30%	35%	5%
5	Use internet & technology	0%	20%	40%	25%	15%
6	Write proposals, reports, agreements	8%	8%	46%	27%	11%
7	Role-play	05%	15%	12%	41%	27%
8	Write letter & email	7%	18%	25%	32%	18%
9	Oral practice	15%	34%	12%	20%	19%
10	Students speak more than teacher	5%	37%	25%	25%	8%

The table below demonstrates the learning practices of English in classroom in public universities:

Table – 5						
Learning practices of English						
Private University						
Sl.	Practices of English learning in classroom	Strongly Agree	Agree	Neither agree/ disagree	Disagree	Strong Disagree
1	Mostly Grammatical aspects	30%	48%	10%	8%	4%
2	Paragraphs or essays	12%	44%	20%	14%	10%
3	Read loudly	30%	40%	16%	10%	4%
4	Listen to authentic English	28%	40%	16%	16%	0
5	Use internet & technology	40%	19%	38%	4%	4%
6	Write proposals, reports, agreements	32%	36%	16%	10%	6%
7	Role-play	60%	20%	14%	6%	0
8	Write letter & email	16%	32%	24%	14%	14%
9	Oral practice	30%	30%	24%	8%	8%
10	Students speak more than teacher	8%	32%	20%	16%	16%

The table below demonstrates the learning practices of English in classroom in colleges under National University:

Table – 6						
Learning practices of English						
Public College						
Sl.	Practices of English learning in classroom	Strongly Agree	Agree	Neither agree/ disagree	Disagree	Strong Disagree
1	Mostly Grammatical aspects	16%	12%	16%	30%	26%
2	Paragraphs or essays	2%	12%	20%	42%	24%
3	Read loudly	6%	12%	14%	36%	32%
4	Listen to authentic English	0%	14%	20%	40%	26%
5	Use internet & technology	0%	2%	6%	52%	42%
6	Write proposals, reports, agreements	0%	0%	2%	64%	34%
7	Role-play	0%	6%	16%	48%	30%
8	Write letter & email	4%	16%	16%	32%	32%
9	Oral practice	14%	22%	16%	20%	32%
10	Students speak more than teacher	0%	26%	4%	32%	34%

The tables above show that there are some differences among three types of institutions in terms of prevailing English teaching-learning practices in Bangladesh. In

public universities, learning practices mostly emphasize on grammatical aspects and paragraph and essay writing. They do not have scope for role-play (0% strongly agree and 15% agree). Classroom practices like internet use in classroom (0% strongly agree and 20% agree), writing reports and proposals (8% strongly agree and 8% agree) and listening to authentic English (18% strongly agree and 12% agree) tracks are less observable.

In private institutions, the curriculum and learning materials provide more emphasis on formal writing skills (32% strongly agree and 36% agree) and role play (60% strongly agree and 20% agree) which improve communication skills both in written and oral forms. Oppositely, in public colleges students get less opportunity to practice formal writing like proposals, reports or agreements. Even practicing formal correspondence in English is not same in these institutions. Almost 60% students of public colleges disagree or strongly disagree that they practice letter and email writing. While around 50% private university students agree or strongly agree that they practice letter and email writing. More than 60% students of private universities agree or strongly agree that they listen to authentic English tracks in class, whereas 18% students of public universities strongly agree and only 12% agree that they practice with authentic English sound tracks in class. Listening practice is less likely in colleges under National University as there is hardly any use of technology there. However, students of all six institutions agreed that in classroom they practice grammatical aspects regularly.

4.4.2. Purpose and use of English at workplace:

Third part of the questionnaire enquired if the students have actual knowledge of the ways of English that is being used in organizations in development sector. The findings illustrated that, students indeed are aware about how this language is being used, what types of tasks are actually being done at workplaces, and how they should make themselves prepared to be employed in these types of organizations.

The following scale was used for analyzing data:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Range	5	4	3	2	1

i) Public University:

Majority of public university students believed that employees of development organizations to some extent speak in English within the organization. At the same time they had conception that everyone needs to be fluent and grammatically sound. According to them, responsibilities of employees of development organizations involve writing proposals, reports and agreements. Most interestingly they think that employees who usually correspond with foreign agents need English only.

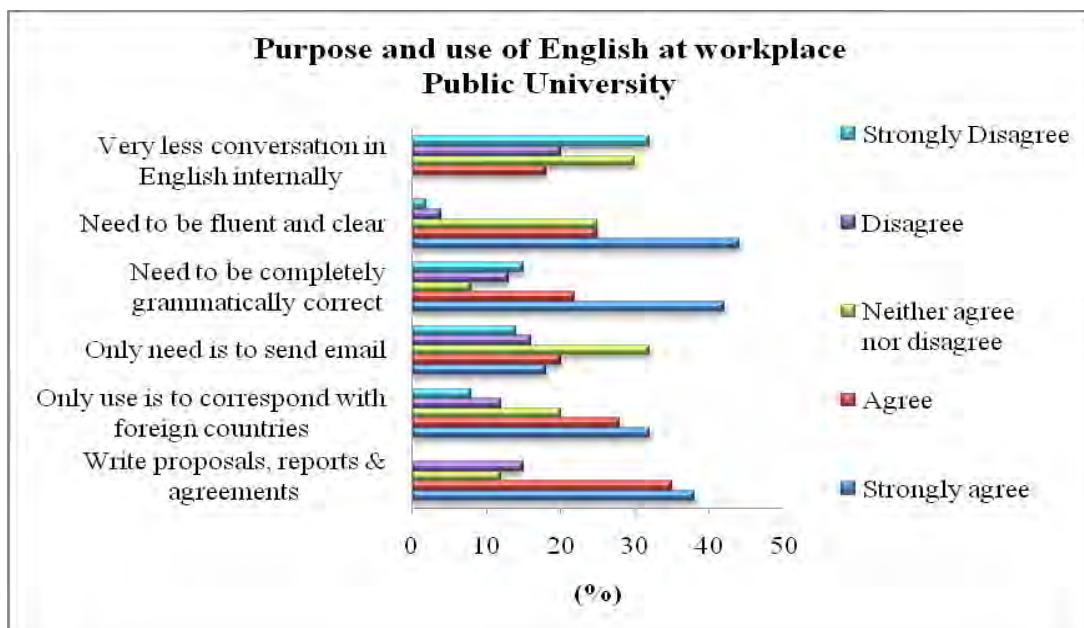


Figure 4: Purpose and use of English at workplace, Public University

ii) Private University:

Almost 50% of private university students strongly agreed that writing proposals, reports and agreements are regular tasks in development organizations. They also agreed that local

employees do not speak in English among themselves. They emphasized more on the fact that one should be more fluent and clear (44% strongly agree and 34% agree) to make any conversation comprehensible than to be grammatically correct while speaking in English. They agreed that English is required for corresponding with foreign countries (30%) but disagree to use it only for sending emails.

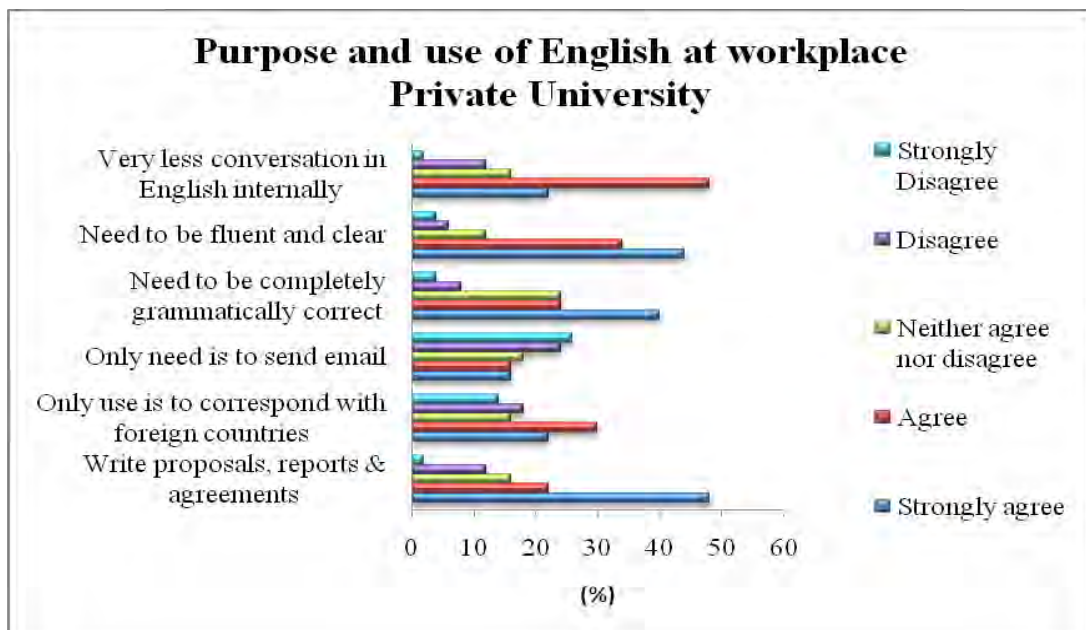


Figure 5: Purpose and use of English at workplace, Private University

iii) Public Colleges:

Students of public colleges also had similar concept of usage of English at workplace. Almost 60% students agreed that English is not being used for sending emails only. Around 55% students believed one should be fluent and clear while speaking in English. And their belief lay on the fact that employees do not communicate among themselves in English in day-to-day working life.

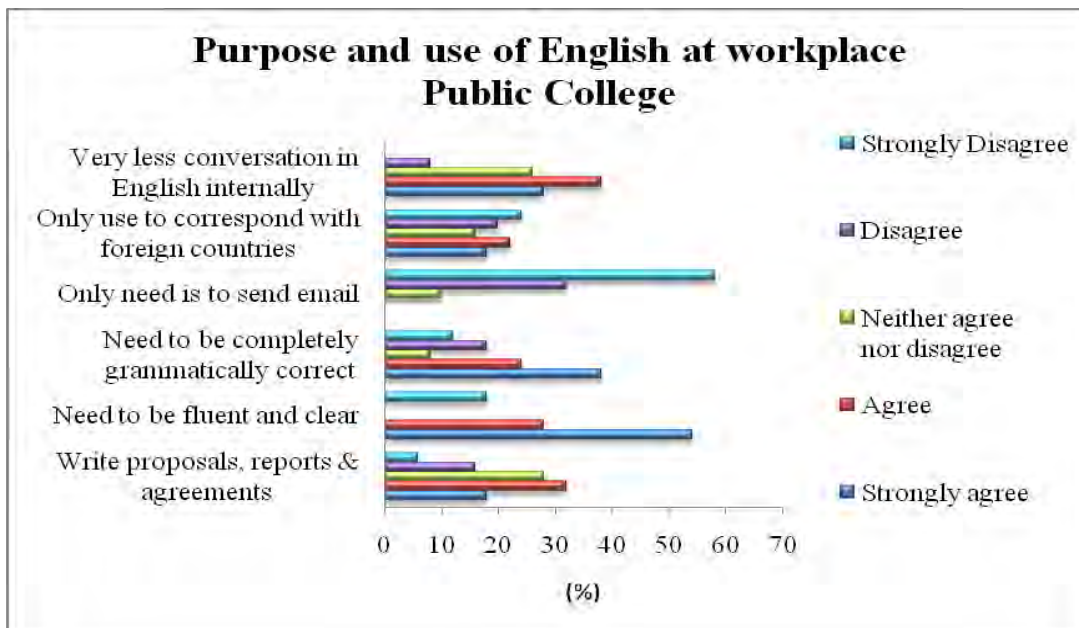


Figure 6: Purpose and use of English at workplace, Public College

However, the percentage of students who believed that in development organizations, employees have to write proposals, reports and agreements is relatively low (18% strongly agree and 32% agree) than public and private universities.

4.4.3. Self-assessment of English proficiency:

The fourth part of questionnaire underpinned the level and skills of English students have at present. They assessed themselves by providing information about their compatibility, in terms of how skilfully they can write, how much they understand while listening authentic English, how much they understand while watching English movies, and how good they speak in English to make people understand them. Rest of the questions allowed them to find out how frequently they use English in their everyday life, in terms of answering examination of all subjects, talking to friends and family, using internet and reading audibly.

From the previous section of analysis, we can see that private university students have better opportunities than students of public universities and government colleges. In this

section, the charts below enlightened that students of both public and private universities are more confident about their own abilities than the students of public colleges in some aspects. However, students are confident to be able to write essays on any topic (public universities: Excellent 18% and very good 44%, private universities: 28% Excellent and 34% very good, and public colleges: 18% Excellent and 36% very good) regardless of types of institutes.

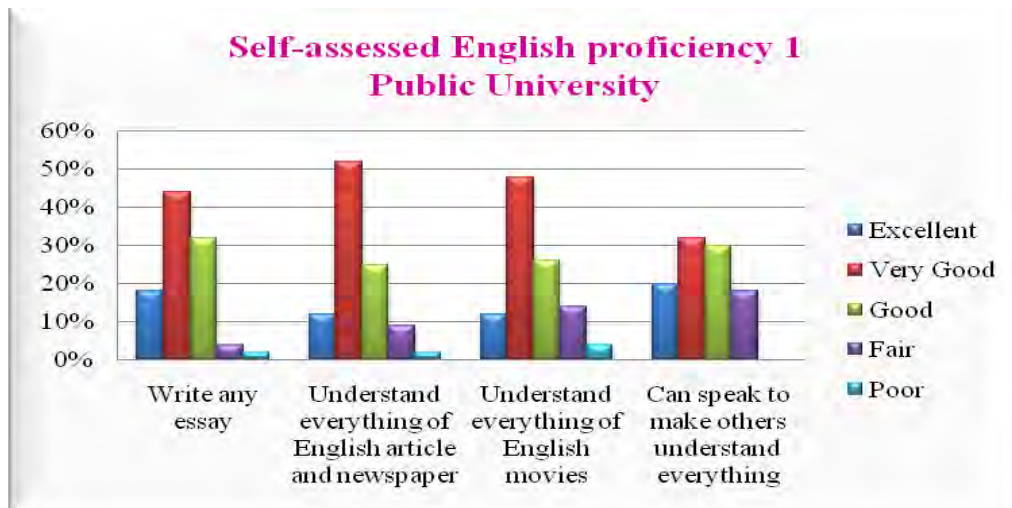


Figure 7: Self-assessed proficiency 1, Public University

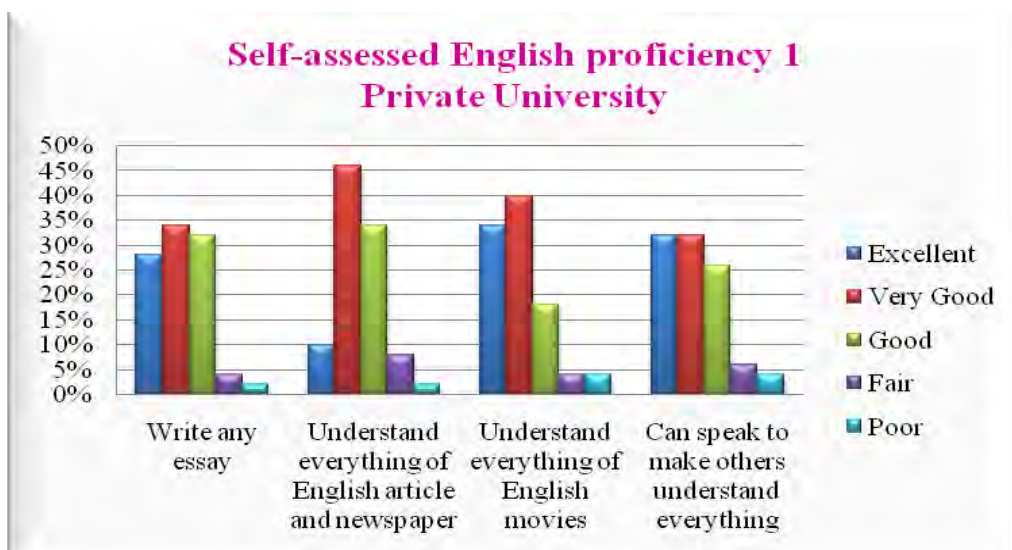


Figure 8: Self-assessed proficiency 1, Private University

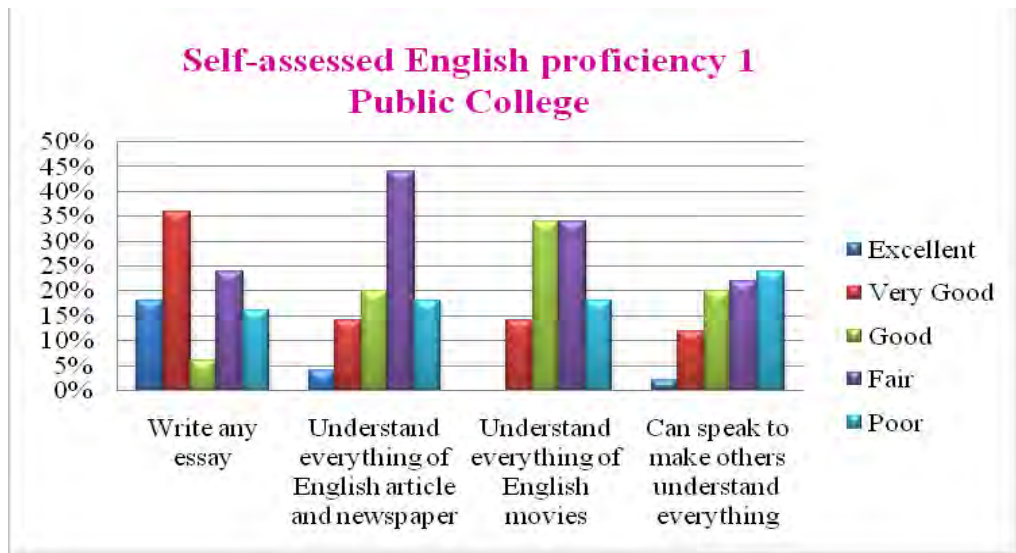


Figure 9: Self-assessed proficiency 1, Public College

The charts above also show that students of public and private universities comparatively have higher proficiency at different skills of English than the students of public colleges. Students understand English articles and newspapers (public university: 12% Excellent and 52% very good and private university: 10% excellent and 46% very good), understand language of English movies (public university: 12% excellent and 48% very good and private university 34% excellent and 40% very good), and make people understand what they are saying in English (public university: 20% excellent and 32% very good and private university 32% excellent and 32% very good). In contrast, the students of public colleges show weaker proficiency in English in terms of understanding English articles and news papers (4% excellent and 14% very good), understanding English movies (0% excellent and 14% very good) and making others understand while speaking in English (2% excellent and 12% very good).

While assessing themselves, private university students showed some difference from students of public university and also public college. Private university students (52% very frequently and 34% frequently) answer in English for examinations of all subjects. The percentage of ‘often’ in talking to friends is the highest which means students use both Bangla and English while talking to friends. Almost 60% of students have mentioned they use English very frequently for using internet. Quite a good percentage of students (18% very frequently and 38 frequently) read aloud for better understanding of any topic.

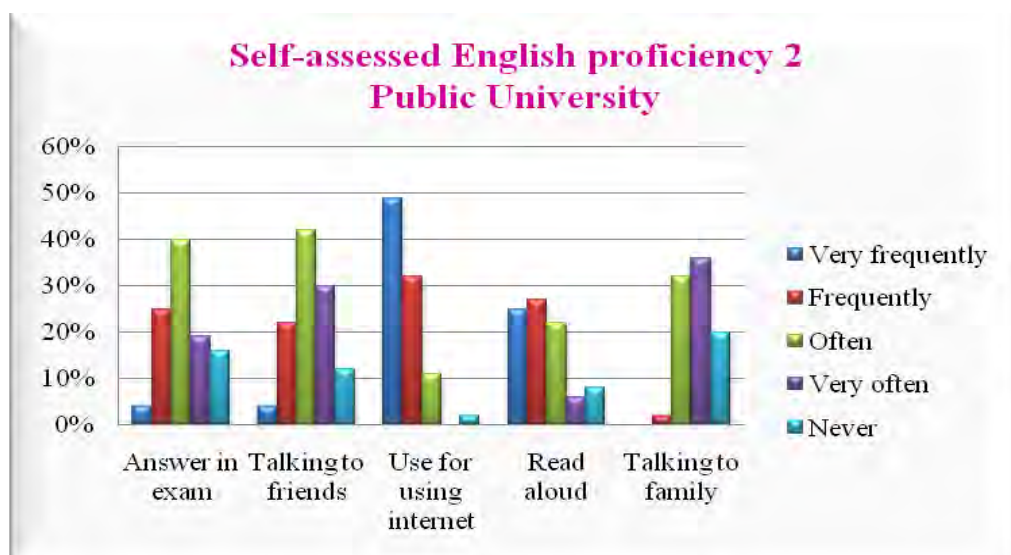


Figure 10: Self-assessed proficiency 2, Public University

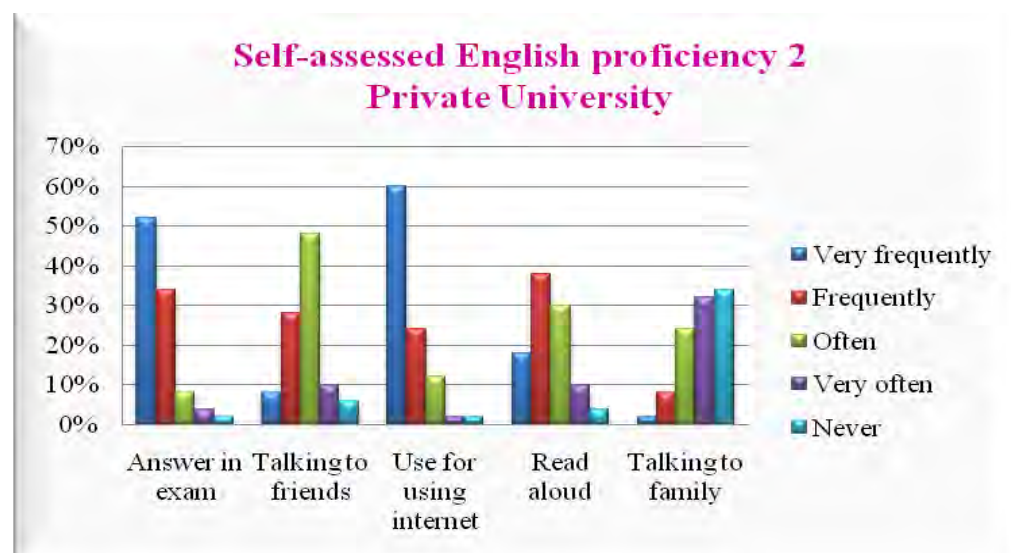


Figure 11: Self-assessed proficiency 2, Private University

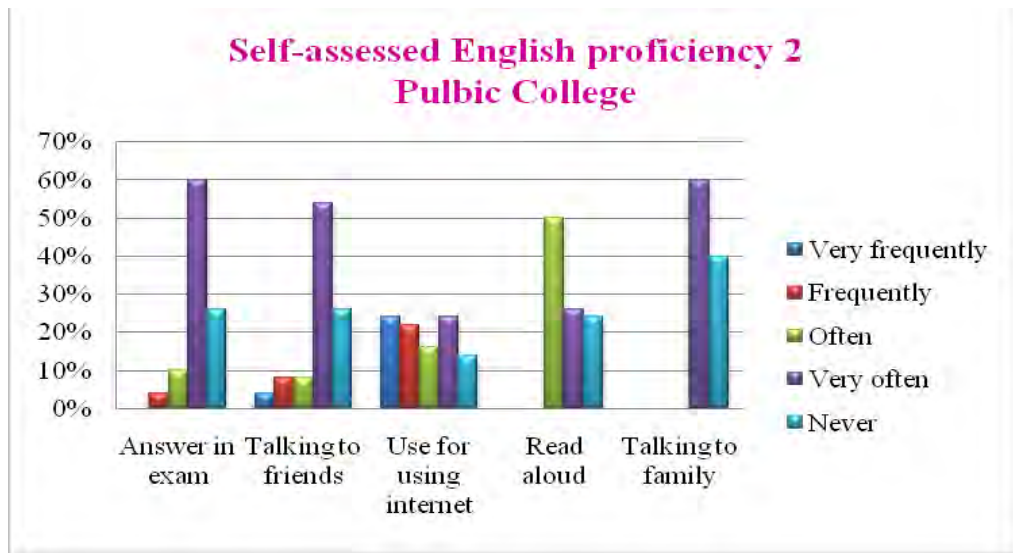


Figure 12: Self-assessed proficiency 2, Public College

A large number of students of public universities agreed (40%) that they often answer in English in the examinations. However, around 30% students either very often or never use English in their examinations. They also mentioned they hardly talk to their friends (42% often, 20% very often and 12% never) and family (32% often, 36% very often and 30% never) in English. Similar to private university students, they agreed to use English for using internet (very frequently 57% and 32% frequently) and read aloud for better understanding (25% very frequently and 28% frequently).

Students of public colleges, on the other hand, have mentioned that they scarcely use English in examinations (60% very often and 26% never), talk to friends (56% very often and 26% never), and talk to family (60% very often and 40% never). Interestingly 0% students agreed to have very frequently or frequently read aloud for better understanding which is quite different than the scenario of public and private universities.

4.4.4. Suggestions of students on methods, curriculum and essentials for improvement:

The questionnaire used for the investigation has provided enough room for students to share their opinion regarding methods, contents and materials and important skills for improving their English language proficiency in line of learning faster and in proper manner.

Followings are their suggestions:

4.4.4.1. Suggested methods and practices of learning in the class by students:

- Deploy more group and pair works
- Practice one to one conversation
- Practice essay and report writing regularly
- Watch videos and documentaries during the course
- Use visual learning technologies
- Allow students to play role
- Show interviews
- Practice in front of mirror
- Taught by foreign teachers
- Workshop in educational institutions
- Encourage students to read more English books, newspapers, and watch English movies
- Encourage students to speak in English regardless of making mistakes
- Arrange frequent occasions for using English
- Create opportunity for students so that they can interact with foreigners
- Arrange speaking contest or debate where students speak on their own without memorizing about any topic.

4.4.4.2. Suggested language skills by students:

- Effortless speaking
- Written correspondence
- Writing real life official papers
- Grammar; for making conversation meaningful.
- Vocabulary which helps students to be confident and fluent in speaking English.
- Communication skills.
- Verbal communication
- Listening; for understanding authentic English and not learning faulty pronunciation

4.4.4.3. Suggested contents and learning materials for language by students:

- Easy to hard contents for English language
- Formal speaking and writing practice materials
- Reports and e-mail writing practice
- Presentation
- Comprehensive summarizing of large articles
- Describe a picture or situation
- Interesting literature
- Prefix and suffix
- Case studies
- Grammar for regular use
- Scientific and other research paper (how to write)
- Phrases
- Dialogue writing
- Pronunciation development

- Current affairs
- English of daily activities

The above mentioned suggestions of students indicate that they have clear idea of the need of their learning English and how to achieve the required proficiency. Their requirement could be fulfilled only with the support of concern quarters.

Chapter Five

Discussion and suggestions

By means of interviews and surveys of this research, some subtle but crucial factors have emerged which are being analyzed and discussed in light of answering the research questions.

5.1. Skills of English that should be given emphasis at undergraduate level in relation to the requirement of development organizations:

Bangladesh, being a developing and non-English-speaking country, has so many impeding factors that are making the English learning process difficult. Development organizations and NGOs have a profound influence over the social change and economic growth of this country. NGOs started working since the inception of this country. A career in this sector has been perceived with respect over the past decades. At present time as the socio-economic situation of Bangladesh is changing and scope of participating in global development is expanding side by side, the sector became progressive and well-accepted. What to add more, students' interest in creating a career in this sector enhanced the prospect of this sector at its heights. The skills of English which are required to ensure a higher position in development organizations are now almost apparent. Thus the question regarding the English skills is important because students should know which aspects of the language are essential and if students are aware of it. The interviews provided with needful answers.

5.1.1. Skills to emphasize:

- Different skills are demanded for different purposes. Though students have mixed responses in consideration of use in official use of English, most of them believe that to be proficient in English, it is required to put more emphasis on speaking and formal writing.

- Personnel of development organizations drew a line between employees of two categories;
 - the employees who particularly need communication skills, both in speaking and writing, as they work directly with target beneficiaries and as well as are responsible to communicate with donors and other foreign delegations
 - the employees who are responsible for strategic planning, programme and project management, fund raising and liaison with benefactors need expertise in official English which can be used in writing proposals, reports and agreements.

5.2. The challenges that new entrants face while doing verbal and written communication in English in development organizations:

As students get very minimal opportunity to get exposure to English or practice it in real life situations all through their lives, they become very hesitant in working environment where they find co-workers with better English proficiency. As a result, their working quality does not meet the standard as required and their productivity decreases when they become a part of such environment. Students might have the basic knowledge of English as they learn English grammar throughout their academic life, but they do not prove themselves efficient for higher and managerial positions because of lack of practice. They ultimately lose their opportunities.

Similar problems occur in the case of writing official documents. As new entrants do not have enough knowledge of formal business writing (according to HR personnel), they either lose opportunities to get higher positions in development organizations or fail to meet the official requirements if recruited by the organizations.

5.3. Prevailing learning practices of English versus growing demand of English in development organizations:

The study dug deeper into the fact in answering to the general research question, if the current learning process at tertiary education could prepare student to meet the growing demand of development sector of the country. The finding shows that measures should be taken to enable students to acquire required skills of this World Language, envisage the upcoming challenges and prepare them to deal with those challenges.

5.3.1. Encourage interactive approaches:

Though CLT was introduced decades ago, it is not yet accepted by the teachers and eventually students are not able to achieve the required proficiency by implementing it. The educational sector is still in need of more time to adopt it and rid of traditional ways of teaching. Before successfully implementing CLT approach, there should be a thorough communication about the benefits and necessities of this approach. Communication is very important in introducing any heresy. In this case, it is more important for removing the negative perspective of teachers toward the approach and for implanting this enormous change of interactive language learning in a non-English-speaking country like Bangladesh.

5.3.2. English teachers need training in English Language Teaching and motivation:

Teachers are central in shaping students' learning attitude. It is necessary to give teachers training of mind-set for accepting the new approach and wean off the traditional grammar-translation methods in classroom. Then comes the most important part; the training to teachers on CLT, especially for tertiary level of education. Training will help teachers to integrate all kinds of interaction and communication in English. Specialized teaching-learning consultants can advocate teachers to have an adoptive mind-set and education programs moderated by the consultants will advance the teachers in English and make them confident to speak up in front of students with appropriate pronunciation and communicative

skills. Through this type of training they can also be encouraged to use technology for better learning of the language. International language learning institutions (IELTS) usually use several programmes specialized for English language. They also use technology to play authentic dialogues of native speakers which helps to develop English skills faster.

5.3.3. Development of contents and teaching materials:

Nunan (1988) comments on syllabus design by stating that: "A traditional syllabus design has been seen as a subsidiary component of the curriculum design. Curriculum is concerned with the planning implementation, evaluation management and administration of education programs, whereas syllabus focuses more narrowly on the selection and grading of context."

A basic step prior to decide contents and design teaching materials is need analysis of students. Knowing exactly what students need and what style they prefer matter in learning process. Generally, a right content can provide students knowledge about the use of language and allow them interact each other. Contents and teaching materials revolve students to decide whether to memorize grammatical rules and some given writings, e.g. paragraphs, essays or letters or to actually learn the use of those rules and how to interact in English.

The effectiveness of a teacher's class will largely depend on how the lessons will be developed. It is important to incorporate all skills; listening, speaking, writing, reading for a better result. More interactive activities, group and pair discussion and presentation need to be blended with use of technology. They should be given options for more speaking and formal writings. Texts, materials or any other supplements that would be presented to them should be attention-grabbing, motivating and which are relevant to current issues.

5.3.4. Reform of present examination system:

As assessment is one of the most important steps in effective learning, the assessment of students should be different depending on students' ability in English at tertiary level. It

can be designed to assess language proficiency of students according to the need and level of them. The assessment should be a continuous process throughout the course, instead of having a one-shot examination at the end of the course. In Bangladesh, it is more important as the majority of students study in government and public institutions where courses are for one year.

Students can be categorized to evaluate their different abilities. Administrative authority should keep in mind that students are coming from different parts of Bangladesh where process of teaching learning varies widely. The outcome, as well, is variation in the students' skills and ability. When students are learning the use of language and preparing themselves for being evaluated simultaneously, they might have better practice to acquire the language rather than simply memorizing for the exam. There can be different assessment for different skills as well.

5.4. Suggestions of researcher:

The researcher found that there could be a sequence of practices of skills in the learning process for achieving better proficiency in English. For achieving an effective result, English course might be comprised with a comprehensive and interactive approach. At the beginning students will start with writing on different interesting topics and gradually practice formal writings such as proposals, reports and other correspondences. At second step they will read some interesting topics and about current affairs, then they will discuss in groups and debate on those topics. This will help students to break their inhibited nature (if anyone has shyness). At third step, they will be involved in one-to-one conversation which will include questioning and answering about everyday matters. Fourth step will provide them the scope to listen authentic English tracks including conversation and songs for better understanding and fluency.

At final step they will learn grammatical rules and compare those rules with the knowledge they will have already been practicing in class. They will continue practicing all four skills until they achieve expected proficiency. This approach would enable students to achieve the required competence in English and with this competence they would eventually have the supremacy to get better positions in job market, especially in development organizations.



Figure 13: Suggested sequence of learning practices

However, the above suggested sequence of learning would only be effective when the students of the tertiary level would have the compatibility to assimilate this learning process. If students with poor skills of English at this level are suddenly put under pressure of this teaching-learning process, it might bring instantaneous results in their future lives. Therefore, the methodologies, syllabuses, materials and teaching-learning policies are recommended to be designed from the time when students' basic is built in primary and secondary levels, keeping in mind the nature and application of the ESP courses at the graduate level. Thus, the students would have the basic to immediately take hold of all the required skills of English at tertiary level and implement that knowledge with expertise in their future jobs. Without proper structuring of the educational continua, the discrepancy between proficiency of English of students and job-related skills of English cannot be diminished.

Chapter Six

Conclusion

This research included three important strata of Bangladeshi society in its investigation to learn about the prevailing lingua franca in Bangladesh, English. The first of these three strata is teachers, who build the future of any society, second is students, who are the future of any nation and the third is personnel of development organizations, who have been working for the betterment of our country since the inception. The researcher is very optimistic about the contributions that these three functional segments are making towards the socio-economic eminence of this country.

This research tried to explore the current needs of national-international development organizations in terms of language practices, not only for internal and external communication but also for the overall functioning of the organizations which suggests bringing the language learning out of traditional frameworks in classroom situations particularly in tertiary education. Language, being the central component of accountability, employees in this field rather need better command in English than any other predominating fields in the job market of Bangladesh.

High performers deserve better benefits from their jobs. Current job natures suggest that command in English is a prerequisite and students need functional materials for developing writing skill, more authentic exposure to listening, and more interaction through group-works in English curriculums for all departments of education. Simultaneously, teachers need soft and technical teaching-learning trainings as well as financial support to become the champion in adopting communicative learning approaches and encouraging students to develop their communicative competence in English for better employability.

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Appendix B

Interview Questions for HR personnel of development organizations:

The purpose of this survey is to gather information of skills of English that are required in job market and the level of skills students acquire in tertiary level education. I guarantee that all the information got from you will be kept secret and used only for this study purpose.

Age group: [Estimated]

30-40 41-50 51-60 Above 60

1. How many employees do you recruit every year (approximately)?
2. What level of education do you prefer for a new staff?
3. What are the languages employees in your organisation need to know? Why?
4. Which skills of English language (speaking, reading, writing, listening) are mostly required for working in here?
5. Is English required for communication purpose on a daily basis?
 - a. Speaking to co-workers/ boss
 - b. Communicating with foreigners working in the organisation
 - c. Writing internal communication; circular/notice/order/other
 - d. Communicating with clients or customers
 - e. Others.....
6. To what extent of English language is required to get better salaried positions in your organisation?
7. What type of problems/difficulties new employees usually face regarding using English?
8. In your opinion, what is the level of English language proficiency for new employee?
Excellent satisfactory communicable unsatisfactory
9. What type of English courses should be offered to the students other than their main courses?
10. What type of contents do you think students should be offered in addition to their major subjects to prepare them for different jobs they would join shortly after graduation?
11. Do you think higher English proficiency level (as required) will benefit organisations like yours? Why do you think so? Does it benefit students as well? Why?
12. What are your suggestions regarding English language particularly for this field?

Thank you for your kind cooperation

Appendix C

Questionnaire for students:

The purpose of this survey is to gather information on skills of English that are required in job market and the level of skills students acquire in tertiary level education. Please answer the questions below. I guarantee that all the information got from you will be kept secret and used only for this research purpose.

Part 1

Academic Information

Please put ✓ in relevant boxes below to provide your academic information:

2. Years of learning English
 10 years 12 years 14 years Over
3. Reasons for studying English
 Study abroad Get better job
 Want to be teacher/lecturer of English Other (specify)
4. Location of your school/s and colleges you studied
 Rural Suburb City

Part 2

Please choose a statement and put ✓ on practices that you follow in classroom for learning English language according to the scale below.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Range	5	4	3	2	1

The scale describes the range from 1 to 5, for example, if you strongly agree on a statement you put ✓ in the box with 5 and oppositely if you strongly disagree you put ✓ in the box with 1:

Practices of English learning in classroom	Scale				
1. In class we learn grammatical aspects of English mostly.	5	4	3	2	1

2. We write paragraphs or essays on a topic every week during the English course.	5	4	3	2	1
3. During English language class we read prose, article, paragraph or essay loudly.	5	4	3	2	1
4. Teachers of English allow us to listen to authentic English materials.	5	4	3	2	1
5. In language class, we learn by using internet and other language programs in computer.	5	4	3	2	1
6. Our English curriculum includes how to write proposal, report and agreement.	5	4	3	2	1
7. Teachers allow us to work in groups for discuss on topics or for playing role.	5	4	3	2	1
8. I practice in class how to communicate with clients or customers through letter or email.	5	4	3	2	1
9. I am afraid that my language teachers always correct every mistake I make during oral practice in class.	5	4	3	2	1
10. We speak more than the teacher describes anything in the class.	5	4	3	2	1

Part 3

Scale:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Range	5	4	3	2	1

Please put ✓ for demonstrating the purposes and uses of English language at work in your opinion:

Purpose and use of English at workplace	Scale				
1. English is hardly used in conversation at workplaces in Bangladesh.	5	4	3	2	1

2. People who correspond with foreign countries only need communicative knowledge of English.	5	4	3	2	1
3. It is only important to know how to send email in English.	5	4	3	2	1
4. One needs to be completely grammatically correct in conversing in English with colleagues and clients.	5	4	3	2	1
5. One has to be fluent and clear in making sense while communicating with others at work.	5	4	3	2	1
6. People use English in writing project proposals, reports and agreement at work.	5	4	3	2	1

Part 4

Please put ✓ for assessing your English language skill [listening, reading, writing and speaking]

Self-assessment of proficiency of English	Excellent	Very Good	Good	Fair	Poor
1. I can write essay about anything if my teacher asks me to.	5	4	3	2	1
2. I understand everything when read English articles or newspapers.	5	4	3	2	1
3. I like to watch English movies and understand everything while watching.	5	4	3	2	1
4. I can make others understand when I speak in English.	5	4	3	2	1
	Very frequently	Frequently	Often	Very often	Never
5. I use English for answering in exams for all subjects.	5	4	3	2	1
6. I use English for talking to friends.	5	4	3	2	1
7. I use English for using internet.	5	4	3	2	1

8. I understand better while I read English write-ups aloud.	5	4	3	2	1
9. I speak in English with my family members.	5	4	3	2	1

Part 5

1. What methods should be applied in class for improving the proficiency of English language?

2. Which skill/s should be emphasized for learning English? Why?

3. In your opinion, what type of contents should be appropriate for this level of education?

4. Is there any suggestions you have that has not discussed in this questionnaire yet that you think is important for learning a foreign language?

Thank you for your cooperation

Appendix D

এই নিরীক্ষার উদ্দেশ্য হল উন্নয়নসংস্থ (NGO) গুলোতে চাকরীর ক্ষেত্রে প্রয়োজনীয় ইংরেজী ভাষার দক্ষতা এবং স্নাতক ছাত্র-ছাত্রীদের বর্তমানে অর্জিত ইংরেজী ভাষার দক্ষতা সম্পর্কে তথ্য সংগ্রহ করা। নিচের নির্দেশ অনুযায়ী প্রশ্ন গুলোর উত্তর দিয়ার জন্য আপনাকে অনুরোধ করা হচ্ছে। আপনার অবগতির জন্য, এই নিরীক্ষা থেকে প্রাপ্ত তথ্য গুলো শুধুমাত্র এই গবেষণার ক্ষেত্রে ব্যবহার করা হবে - অন্য কোথাও প্রকাশ করা হবে না।

প্রথম ভাগঃ

শিক্ষা বিষয়ক তথ্যঃ

নিচের বক্সগুলোতে () দেয়ার মাধ্যমে আপনার শিক্ষা সংক্রান্ত তথ্য প্রদান করার জন্য অনুরোধ করা হচ্ছেঃ

১. আপনি কত বৎসর যাবৎ ইংরেজী পড়ছেন?

১০ বৎসর

১২ বৎসর

১৪ বৎসর

তার বেশী

২. কেন ইংরেজী পড়ছেন?

দেশের বাইরে উচ্চশিক্ষার জন্য ভাল চাকরী পাওয়ার জন্য

ইংরেজী ভাষার শিক্ষক হওয়ার জন্য

অন্যান্য

৩. আপনার স্কুল/কলেজ কোথায় অবস্থিত ছিল?

গ্রামে

উপশহরে

শহরে

দ্বিতীয়ভাগঃ

	দৃঢ় ভাবে সম্মত	অসম্মত	সম্মত-ও না বা অসম্মত-ও না	অসম্মত	দৃঢ়ভাবে অসম্মত
Range / ব্যাপ্তি	৫	৪	৩	২	১

আপনার শিক্ষা প্রতিষ্ঠানে ইংরেজী শিক্ষারযে পস্থাগুলো প্রচলিত আছে তা বিবেচনা করে, নিচের মন্তব্য গুলোর মধ্যে যে টি তে আপনি সবচেয়ে বেশী সম্মত হবেন, সে টি তে ৫ মান নির্ধারণ করে✓দিন। আর যে টি তে সবচেয়ে কম সম্মত হবেন, সে টি তে ১ মান নির্ধারণ করে✓দিন। উপরের স্কেইলটি আপনাকে বুঝতে সাহায্য করবে।

ভাষা শিক্ষার প্রচলিত পস্থা সমূহ	স্কেইল				
ইংরেজীভাষা শিক্ষার ক্ষেত্রে ক্লাসে আমরা বেশীর ভাগ সময়ে ব্যাকরণ শিখি	৫	৪	৩	২	১
ইংরেজী কোর্সে প্রতিলিপিত হলে আমরা যে কোন বিষয়ের উপর অনুচ্ছেদ বা রচনা লেখার অনুশীলন করি	৫	৪	৩	২	১
আমরা ইংরেজী কোর্সে গদ্য, প্রবন্ধ বা রচনা জোড়ে উচ্চারণ করে পড়ি	৫	৪	৩	২	১
শিক্ষকরা ক্লাসে প্রকৃত ইংরেজীভাষীদের কথোপকথন শোনান	৫	৪	৩	২	১

ক্লাসে আমরা ইন্টারনেট এবং কম্পিউটার ব্যবহার করে ইংরেজী শিখি	৫	৪	৩	২	১
আমাদের ইংরেজী কারিকুলামে রয়েছে কিভাবে প্রকল্পপ্রস্তাব, রিপোর্ট এবং চুক্তি ইত্যাদি লিখতে হয়	৫	৪	৩	২	১
শিক্ষকরা আমাদের দলবদ্ধ (Group work) হয়ে বিভিন্ন বিষয়ের উপর আলোচনা বা অভিনয় (Role-play) করতে উদ্বুদ্ধ করেন	৫	৪	৩	২	১
ইংরেজী ক্লাসে আমরা শিখি কিভাবে ক্রেতা বা ভোক্তা দের চিঠি ও ই-মেইল লিখতে হয়	৫	৪	৩	২	১
আমি ভয় পাই কারণ আমাদের ইংরেজী শিক্ষকেরা সবসময় মৌখিক অনুশীলনের সময় ভুল হলে তা শুদ্ধ করতে থাকেন	৫	৪	৩	২	১
ইংরেজী কোর্সে শিক্ষক কোন বিষয়ের উপর যত টুক বর্ণনা করেন, আমরা ছাত্র-ছাত্রীরা তার বেশী সে বিষয়ের আলোচনায় অংশগ্রহণ করি	৫	৪	৩	২	১

তৃতীয়ভাগঃ

উন্নয়ন সংস্থাগুলোতে কি কি কারণে ইংরেজী ভাষা ব্যবহৃত হয় বলে আপনি মনে করেন? উপরের স্কেইল অনুযায়ী
✓ দিনঃ

উন্নয়ন সংস্থাগুলোতে ইংরেজী ভাষার প্রয়োজন ও ব্যবহার	স্কেইল				
বাংলাদেশে কার্যক্ষেত্রে কথা বলার সময় ইংরেজী খুবই কম ব্যবহার করা হয়	৫	৪	৩	২	১
কর্মীরা, যারা বহিঃবিশ্বের সাথে যোগাযোগ করেন, শুধু তাদেরই এই ভাষার জ্ঞানের প্রয়োজন আছে	৫	৪	৩	২	১
ইংরেজী শুধু ই-মেইল করার ক্ষেত্রেই গুরুত্বপূর্ণ	৫	৪	৩	২	১
একজন কর্মীকে ইংরেজী বলার ক্ষেত্রে ব্যাকরণের পুরোপরি সঠিক প্রয়োগ জানতে হয়	৫	৪	৩	২	১
একজন কর্মীকে এমন ভাবে ইংরেজী ব্যবহার করতে হয় যাতে তার ভাষা স্বচ্ছন্দগতিবিশিষ্ট হয় এবং তা অন্যদের কাছে অর্থবহ হয়	৫	৪	৩	২	১
কর্মীদের কর্মক্ষেত্রে ইংরেজীতে প্রকল্প প্রস্তাব, রিপোর্ট এবং চুক্তি ইত্যাদি তৈরী করতে হয়	৫	৪	৩	২	১

চতুর্থ ভাগঃ

আপনার নিজের ইংরেজীভাষার দক্ষতা নির্ধারণ করে ✓ দিন [শোনার ক্ষেত্রে, পড়ার ক্ষেত্রে, লেখার ক্ষেত্রে এবং বলার ক্ষেত্রে] :

ইংরেজী ভাষায় নিজের দক্ষতা নির্ধারণ	শ্রেষ্ঠ	খুব ভাল	ভাল	মোটামুটি	খারাপ
শিক্ষক আমাকে যে কোন বিষয়ে রচনা লিখতে দিলে আমি লিখতে পারি	৫	৪	৩	২	১
আমি যখন কোন বিষয়ের উপর ইংরেজী প্রবন্ধ বা খবরের কাগজ পড়ি, তখন তা সম্পূর্ণ ভাবে বুঝতে পারি	৫	৪	৩	২	১

আমি ইংরেজী ছায়াছবি দেখতে পছন্দ করি এবং দেখার সময় তা পুরোপুরি বুঝতে পারি	৫	৪	৩	২	১
আমি যখন ইংরেজীতে কথা বলি, তখন তা সম্পূর্ণভাবে অন্যকে বোঝাতে সক্ষম হই	৫	৪	৩	২	১
	খুব ঘনঘন	ঘনঘন	প্রায়ই	খুব কম	কখনও না
আমি সব বিষয়ের পরীক্ষায় ইংরেজীতে লিখি	৫	৪	৩	২	১
আমি বন্ধুদের সাথে ইংরেজীতে কথা বলি	৫	৪	৩	২	১
আমি ইন্টারনেট ব্যবহারের সময় ইংরেজী ব্যবহার করি	৫	৪	৩	২	১
যখন আমি জোরে জোরে ইংরেজী পড়ি তখন বেশী ভাল ভাবে বুঝতে পারি	৫	৪	৩	২	১
আমি আমার পরিবারের সদস্যদের সাথে ইংরেজীতে কথা বলি	৫	৪	৩	২	১

পঞ্চমভাগঃ

১. আপনার মতে ইংরেজীর দক্ষতা বাড়ানোর জন্য ক্লাসে কি পদ্ধতি অবলম্বন করা উচিত?

২. ইংরেজী ভাষার কোন দক্ষতার [শব্দ, পড়া, লেখা এবং বলার দক্ষতা] উপর জোর দেয়া উচিত বলে মনে করেন? কেন?

৩. পড়ালেখার এই পর্যায়ে কি ধরনের বিষয়বস্তু ইংরেজী শেখার জন্য প্রয়োজন বলে মনে করেন?

৪. ইংরেজী শেখার ক্ষেত্রে এমন কিছু গুরুত্বপূর্ণ বিষয় কি রয়েছে যা এই নিরীক্ষায় এখনও আলোচনা হয়নি?

আপনার সহযোগিতার জন্য ধন্যবাদ