

Challenges to Learn English as Second Language for High school students in Dhaka

By

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Master of Arts in TESOL

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Declaration

It is hereby declared that

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

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Ethics Statement

I affirm that the thesis titled “Challenges to Learn English as Second Language for High school students in Dhaka” is submitted in partial accomplishment of the degree MA in TESOL at the BRAC Institute of Languages (BIL), BRAC University. None of the content of this dissertation has been copied or plagiarized from published or unpublished work of other writers, and all materials borrowed or paraphrased from other published or unpublished sources have either been put under quotation or have been properly acknowledged with full reference in the appropriate place. I am fully aware that my participation in the program may be withdrawn if it is discovered that the material in this thesis was not originally developed by me but rather obtained without acknowledgment.

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Definition of Terms

Here, terms are defined theoretically and operationally to better understand the reader. These are frequently used terms in the paper.

ESL: It stands for English as a second language and refers to learners learning the language for social, travel, and study purposes.

L1: L1 refers to the first language and every normal human being has a first language or mother tongue. In Bangladesh, people's first language is Bengali which they learn during childhood.

L2: L2 refers to the second language of a person, also known as a non-native speaker of the language. For example, English is known as a second language in Bangladesh.

Pre-Intermediate level: This is concerned with the learners who understand simple English sentences, and basic expressions and can communicate simply.

Communicative Language Teaching: This affects students' need to communicate outside the classroom. The teaching method reflects this in the language content and choice of teaching materials, with an emphasis on role-playing, pairing, and group work.

Abstract

The study titled ‘Challenges to Learn English as Second Language for High school students in Dhaka’ specifically focused on the challenges faced by high school learners while learning a second language, the reasons behind the challenges, and recommended some educational suggestions for teaching and learning the language. A mixed-method research design was used in the study. Three research questions were developed to find out the problems. This thesis contains six chapters. The first chapter covered the background of the study, the problem statement, the aim of the study, the objective of the study, the research questions, and the rationale of the study's significance, the study limitations, and the definitions of key terms. The second chapter included a review of the theoretical and experimental literature and theoretical framework of the study. Similarly, the third chapter dealt with the research methodology implemented for the study including research design, participants' research site and tools, data collection procedure, data analysis, and ethical consideration of the study. In the same way, adequate data and information were collected from the learners through close-ended questionnaires, classroom observation, and focus-group discussion. The students and the classes from two different colleges in Dhaka city helped to collect the data for the study. Later, the fifth chapter represented the analysis of the findings. Lastly, the study revealed useful reasons to find answers to the problems. The last chapter consisted of recommendations and conclusions derived from the findings. This chapter was also followed by references and appendices.

Keywords: English as a second language, ELT classroom, Teacher-Centered Classroom.

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Chapter 1

Introduction

1.1 Background of the study

Language is the most commonly used tool for communication. Whether we interact privately with our friends or give a speech in front of a crowd, language is necessary because its primary function is to convey ideas and thoughts. Every human being has their own language or mother tongue to interact with their culture and society and it is the first language of every normal human being (Ahmed, 2022).

However, learning a new language or second language (L2) for a person has its difficulties even though it may seem similar to learning something else (Ahmed, 2022). Because learners learn L2 in a conscious mind with the help of language teachers. On the other hand, people learn their L1 subconsciously during childhood (Derakhshan & Karimi, 2015).

In Bangladesh, English is a compulsory subject in Bengali medium schools and colleges but most of the learners are not competent enough in English because they are habituated to using their mother tongue or first language everywhere even in the English language classroom (Rahman, 2013). As a result, when they enter into the tertiary level and apply for higher study, they face a lack of English language proficiency which creates serious challenges as universities conduct their education in English language and for the students who have to sit for English proficiency tests to go abroad for higher education (Kabir, 2014). For this reason, many pre intermediate-level students take breaks from their education to make their English language proficiency strong. While learning English at this level, they face different types of challenges. Farida (2018) counts some factors that are somehow responsible for the challenges of language learners like learners' incompetence in English, lack of vocabulary, crowded classes, and students' attitude towards language, grammar-translation method, and learners' shyness.

English is not one of the official languages in Bangladesh. It is still debated if English in Bangladesh is an ESL (English as a Second Language) or an EFL (English as a Foreign Language). However, English is recognized in Bangladesh as an ESL (Jenkins, 2009). Nevertheless a number of Bangladeshi researchers disagree with this statement. Farooqui

(2007) makes a strong and bold declaration recognizing English as a foreign language in Bangladesh. Even though English is used in Bangladesh in many ways like a second language, Shalahuddin, Khan, and Rahman (2013) noted in their study that Bangladesh is not an ESL country like this. They are supported by Ara (2020), who points out that English does not have an official status as a second language in Bangladesh. Rahman (2005) asserts that there is little probability that English would become the primary dialect in Bangladesh and that it is not used for inter-personal or institutional communication. On the other hand, Siddique (2004) claimed that English is an ESL in Bangladesh after looking at the volume and significance of use. As Hasan (2011) states that Bangladesh's second language is English.

Learning English as a second language in Bangladesh, a lower middle-income country has become a matter of the highest concern to maintain its economic growth and develop a skilled workforce (Rahman et al., 2019). So, currently, the importance of learning English is irrefutable to maintain this growth and development. Recently, it is quite pleasing that government policymakers, teachers, and students have recognized the importance of English and that great efforts have been made at all levels of education to help students learn English (Sultana, 2018).

As English is not our first language, it has become challenging for learners because they cannot use it all the time in all places. Even though textbooks, teachers, administration, and teaching-learning processes seem ineffective for learners. Even English language instructors face issues while teaching a second language to those learners (Hassan, 2018).

1.2 Problem Statement

Learning English as a second language becomes challenging, specifically where English functions for a limited purpose, such as in Bangladesh. Therefore the lack of proficiency in English is affecting the professional and educational careers of many who have studied in Bangla medium schools and colleges (Ahmed, 2022).

Most non-native English language learners are concurrently challenged by linguistic and cultural difficulties (Mohammed, 2018). However, the problem of this study is to show the main problems that intermediate-level learners face while learning English as a second language such as negative transfer, cultural differences, accent, negative attitude, environment,

wrong pronunciation, and lack of grammar and vocabulary knowledge. The study also attempts to analyse the causes of the mentioned problems from different points of view.

1.3 Aim of the study

The study aims to find out the challenges that high school students are facing currently in the 21st-century classroom in Dhaka City, the capital of Bangladesh, and to recommend some possible suggestions.

1.4 Research Questions

- 1) What are the most challenging aspects of learning ESL for high school learners in Dhaka, Bangladesh?
- 2) How do psychological factors affect learners while learning English?
- 3) What are the outcomes of any teaching and learning process in the language classroom?

1.5 The objectives of the study

- To search the level of challenges learners face while learning English.
- To find out students' psychological factors in the language classroom.
- To discover students' views while practicing English (Four skills).

1.6 Rationale of the Study

According to a World Bank report in 2016, Bangladesh identifies as a lower middle-income country and it considers the country's reliable growth in the last period (Rahman, 2018). For this reason, the role of the English language is irrefutable to maintain this developing workforce who are compatible worldwide (Hamid, 2010). Therefore, nowadays improving English language teaching and learning has become a prior concern in Bangladesh. Nevertheless, in Bangladesh teaching and learning English in schools and colleges are not being done the way it should be. Most of the time, the importance has been on learning grammar. Students are taught and learned without understanding textbook content (Haque, 2009).

Researchers have found that teachers follow traditional grammar-translation teaching methods (GTM) to conduct English classes in Bangladesh. Salahuddin, Khan, and Rahman (2013) conducted a survey and wanted to know how teachers teach English in the classroom. The most common finding is that most teachers start their lessons by roll call, proceed to homework checks, proceed to GTM-based lessons, and end with homework. According to the teachers, they do not practice other teaching methods to teach their students. They said that the NCTB book, English for Today (EFT) was the only source for teaching English (Sultana, 2018). This is a common scenario in English language classrooms in Bangladesh. In such a classroom, how much do students benefit from developing communicative proficiency in English?

The degraded standard of English in Bangladesh is a big topic to consider at the moment (Kabir, 2014). Learning English is a challenging stage for anyone. It means introducing difficult new rules, sounds, and ways of thinking. As a result, learners use to face different challenges while learning English as a second language. To successfully learn the English language, it is crucial to understand the difficulties of intermediate-level learners in Bangladesh experience with four language skills. Therefore, this study has attempted to explore the difficulties and analyse the issue as effectively as possible.

1.7 Significance of the study

The significance of the study lies in finding the real challenges of below-intermediate level learners while learning English in a language classroom in Bangladesh. I hope the study will also assist the teachers and curriculum developers in understanding the current status of English language teaching and learning in the classroom. Finally, the outcome would serve as the direction that will encourage second language teachers and learners to develop fundamental English language teaching and learning.

1.8 Limitations of the study

The present study is limited only to adult learners whose English language proficiency is below-intermediate. The study omitted the privileged students, who have access to the English-speaking community in and outside the family and the classroom with the English medium

background. Here, the aim is to concentrate on the learners whose medium of instruction was Bangla.

The main limitation of preparing the thesis paper is the time limit. The researcher has to complete the research within the specified time. The students are randomly selected from two different private colleges in Dhaka, so it is naturally impossible to cover all the colleges in Bangladesh. It is already stated that the research will cover only the beliefs of teachers and learners regarding English language learning challenges. It is limited only to the problems of learning English as a second language. In addition, the researcher will carry out such a study for the first time, so inexperience is another study limitation. Finally, this study may also be limited through the use of questionnaires, classroom observation and focus group discussion as data collection tools.

Chapter 2

Literature Review

Second language learning focuses on the study of how learners acquire a new language after acquiring their native one (Ellis, 2019). It involves learning new letters and structures while overcoming the gaps between two languages, which will be difficult. In the scope of this research, adult Bangladeshi learners find it extremely difficult to learn English as a second language due to a variety of issues, challenges, and difficulties. Children's ESL learning, which depends heavily on interactive activities and eye-catching websites, is significantly different from that of adults, who need their English classes to be enjoyable and fulfilling (Wu et al., 2014). The challenges of adult ESL learners set them apart from young learners.

The following are some research and journals that are somewhat linked to this topic.

2.1 Environmental problem

The environment for learning English in Bangladesh is somewhat unpleasant because it is frequently observed that those who are interested in doing so are frequently made fun of, harshly judged, and treated with ignorance by those around them due to the mistakes they make while making a conscious effort to learn (Alam, 2015). Such severe judgment discourages an English learner from practicing the language, which eventually leads to failure.

2.1.1 Preference is given in the native language to English

Bangla is preferable to English in all aspects of life in Bangladesh. The family members have an impact on the students. So they normally keep clear of it. The students indeed enjoy speaking Bangla with other people. They enjoy reading Bangla as well. Some students who struggle with English often read guidelines written in Bangla whereas the materials chosen for them are entirely in English (Ahmed, 2022). However, they rarely make an effort to comprehend that it is simply a waste of time. Failure comes about as a result of practicing in it.

2.1.2 Lack of materials

There are no good resources for studying English in Bangladesh. The learner has to be given access to high-quality materials that will enable them to begin with a good start to developing their English, as we all know that getting started is half of the problem (Sultana,2018). They are willing to buy low-priced books written by certain poor authors, and copies that are packed with errors and wrong assessments. Sultana (2018) also added that it has been shown that teachers who are actively involved in developing book lists for students are less cautious since they are frequently influenced by a group of bad book entrepreneurs. As a result, the learners lack access to reliable material and guidelines.

2.1.3 Limitation to Practice English

According to Akbas (2016), learners in Bangladesh encounter numerous obstacles as they attempt to learn English. We are aware that in modern times, a classroom is an ideal place where English language learners can practice in a comfortable environment. However, students hardly get the chance to practice it. Here, the teachers would advise them to use English while speaking. But for them, this is insufficient. They must practice their English outside of the classroom if they want to learn it effectively. But in this case, the situation is different since when students leave educational institutions, they have no desire to speak English because they are used to thinking and speaking in their native language (Murugesan, 2019).

2.2 Linguistic problems:

We acquire the first language and learn the second and third languages since we are all aware that learning to speak our first, second, or third language involves a different learning process. When speaking in our mother tongue, we can do so naturally since we pick up the language from our surroundings before learning words and phrases. However, when learning a second language, we need to study vocabulary, phrases, sentences, syntax, and etc. first before attempting to translate the second language into our mother tongue. It is a difficult language. (TEFL certification graduate Ying, 2019).

According to ITTT -International TEFL and TESOL Training (2019), there are some of the most common linguistic problems are given below:

Grammar-

According to the many linguistic systems, grammar might be the hardest challenge for English language learners, and direct interpretations are usually inadequate. Students must be familiar with the formula they use to determine whether an expression is singular or plural. As the English language has many tenses including the singular and plural forms because all of this may not be in the original language, when a student tries to speak English, he occasionally tries to convert his native language into English. At the same time, students should be familiar with the method they use because it takes some time for them to grasp, which results in a fragmented discussion.

Idioms and informal terms-

Idioms are words, phrases, or body language that don't necessarily indicate what people say. Even when students can read, write, and communicate in English, it can still be challenging to grasp what individuals are trying to convey because there are many idioms and informal terms that are rarely found in textbooks or other formal English materials. For these terms, spending several years in a specialized educational language environment is essential because only in this situation can you comprehend their content properly.

Pronunciation-

While some students' reading and writing are excellent and they are familiar with the vocabulary, some students have difficulty understanding the words uttered by native English speakers. The main reason for this is that native speakers tend to speak very fast, and regional dialects may differ greatly from those they are used to hearing in a traditional classroom.

2.3 Psychological problems

The attitudes of anxiety, frustration, or nervousness can affect a student's ability to learn a second or foreign language and can harm their performance. The anxiety that comes with learning a language is considered to be a psychological problem on the part of the learners (Budianto, 2011). It has to do with our neurological system, which has an impact on both our movements and our capacity to acquire a language. Thus, according to Abdel-Al Ibrahim et al.... (2022), anxiety in language acquisition is classified as a specialized anxiety response, with learners only experiencing anxiety in particular environments.

In terms of some characteristics, such as considering differences in thinking styles, learning capacities, and ways of learning, age is important for language anxiety. It is still considered that children, adolescents, and adult learners have different cognitive styles. Although Uddin (2017) asserted that young children and adolescents may suffer from language anxiety similar to what adult learners face. Adults are believed to learn better by following rules, whereas children are supposed to learn better by imitating others.

Abdel-Al Ibrahim et al.... (2022) also mention that adult learners are distinctive from other learners in that they play several roles that allow them to influence the values of society, attitudes, and thinking in more positive ways. In addition, the length of time spent learning English is examined in this study to see whether it is a moderating factor that influences language anxiety. Since they are more habituated to the language learning environment, it is thought that learners who study English for a longer period suffer less language anxiety. However, it is stated that there is no connection between exam anxiety and the amount of time invested in learning the language (Latif, 2015).

Adult language learners are characterized as being more independent and capable of developing their knowledge and experiences in acquiring a second language. Adult learners are formal thinkers who can use specific procedures like cognitive grammar, discourse, and broad general linguistic principles (Lai & Wei, 2019).

Lai and Wei (2019) also state that adults need to be treated with respect because they are independent, self-directed learners who have built a background of life experiences and knowledge. They are also practical and goal-oriented.

Wu et al., (2014) in their studies have discovered that in comparison to younger children, older students are more anxious, and older persons tend to be hesitant to speak, interpret, or write

things in the target language that they are unsure about. According to Hamid (2010), older students typically have more trouble with language grammar and pronunciation. While elderly persons prioritize accuracy more than younger adults.

Goshi (2005) found that Language anxiety considered three characteristics, including nervousness about communication, fear of being judged negatively, and a general sense of anxiousness. There is a connection between students' anxiety levels and their opinions or ideas about language acquisition. According to her research, anxiety can be brought on by a variety of things, including the fear of failing, the fear of looking foolish, the fear of making errors, and the worry of falling short of expectations.

Khan and Zafar (2010) studied the impact of caused anxiety on the performance of three separate groups at pre-, during-, and post-learning. Their findings show that the use of the camera as a recording device in the classroom was followed immediately by the greatest anxiety rating for every experimental group. This shows that when the students realized the camera was recording them, their anxiety levels were heightened, and as a result, their anxiety levels increased. Accordingly, it was discovered that learners' performance was severely hampered at each step for the group of participants whose worry had only recently been raised (Latif, 2015).

2.4 Theoretical Framework

English language learning challenges for adult learners in Bangladesh have been an area of concern for researchers and educators over the past several years. A theoretical framework provides a structured approach to understanding these challenges and their underlying causes.

One theoretical framework that is relevant to adult English language learning in Bangladesh is the Self-Determination Theory (SDT) proposed by Deci and Ryan (1985). According to SDT, motivation is a key factor in language learning and is determined by three innate psychological needs: autonomy, competence, and relatedness. Adult learners in Bangladesh may face challenges in meeting these needs, leading to a lack of motivation to learn English. For example, they may not have autonomy in the learning process due to traditional teaching methods and a lack of choice in the curriculum (Islam, et.al, 2018), and may not feel competent

in the language due to limited resources and opportunities (Khan, et.al, 2016), or may not feel a sense of relatedness to the language or culture (Hossain, et.al, 2018).

Another theoretical framework that is relevant to adult English language learning in Bangladesh is the Cultural Capital Theory (CCT) proposed by Pierre Bourdieu (1986). According to CCT, an individual's cultural capital, or the knowledge and skills that are valued in a particular culture, plays a significant role in their ability to access and succeed in educational opportunities. Adult learners in Bangladesh may have limited cultural capital in the English language and culture (Hossain, et al., 2019), which can impede their ability to access and succeed in English language learning opportunities.

Lastly, the Socio-Cultural Theory (SCT) proposed by Vygotsky (1978) posits that learning is a social activity that takes place within a cultural context. Adult learners in Bangladesh may face challenges in their English language learning due to the lack of opportunities to interact with native speakers of English and the lack of cultural exposure to the language and culture (Molla, et al., 2017).

In conclusion, adult English language learning challenges in Bangladesh can be understood through the lens of theoretical frameworks such as the Self-Determination Theory, Cultural Capital Theory, and Socio-Cultural Theory. These frameworks suggest that factors such as motivation, cultural capital, and social and cultural context play a significant role in adult learners' ability to access and succeed in English language learning opportunities in Bangladesh.

Chapter 3

Research Design

The study methods and procedures are described in this part. It discusses the research design, population, sample, sample design, research tools, primary and secondary data sources, data gathering techniques, and data analysis and interpretation techniques.

3.1 Research Methodology and Design

The design of the study is based on a mixed-method approach. The research technique based on both a qualitative and a quantitative approach is known as a mixed-method design. According to Creswell (2017), a mixed-method research design is an approach for gathering, assessing, and combining both qualitative and quantitative methodologies in a piece of research or several studies to end the problem of the study. Similar to this, it implies that the mixed method research design, which is focused on the concept that the gathering, analysis, and blending of both qualitative and quantitative data will provide a whole overview of information connected to the topic being examined, is one of the most reliable designs.

3.2 Participants

Participants of this study were school students. The participants were chosen from 2 colleges. The colleges were chosen from different parts of Dhaka. The participants did vary in their levels. For example, all the college participants were from their first year and at different levels. The colleges had a co-education system for both boys and girls. However, the total number of these participants was 80. Among them, 40 were from 'X' college and 40 students were from 'Y' college in Dhaka. The participants were selected by using a convenience sampling technique. The researcher depended on convenience sampling because of its ease of availability, speed, and of cost efficiency of the sample. It is better to test a sample that represents the population. The sampling strategy was used to select the area and information as the sample for this research and it will help the researcher to understand the problem and the research question.

Furthermore, I conducted one focus group discussion (FGD) with 7 students from 'X' college. On the other hand, I observed two classes from two colleges to collect the research data. The number of the students in each classroom was different from 70-80. When I observed the classrooms the average attended students were 50 in college 'X' and 40 in 'Y' college.

3.3 Research site

The research was conducted in two well-known high schools: One is “X”, and another one is “Y”. Both of the institutions are located at the Dhaka University campus, one of the developed areas of Dhaka.

3.4 Research Tools

To carry out the study the researcher used primary sources of data. Here, primary data contains a set of questionnaires, classroom observation, and focus group discussions to collect data. Besides, secondary data was collected from external sources.

3.4.1 Students’ Questionnaire

There were 16 close-ended questions in students’ questionnaires and the questions had four options which varied according to the question type. I used the Likert scale to collect and analyse the data, the items in Likert scale the ranges were ‘Always’, ‘Most of the time’, ‘Sometimes little bit’, and ‘Never’ (See Appendix A).

To validate the questionnaire the researcher had to develop a conceptual framework based on a literature review, theoretical framework, other researches, and discussion with the expert. It was an adapted questionnaire which used to gather information from the participants to answer research questions within a short period. The questions were reviewed and phrased in such a way that the participants easily understood the objective of the questions. For this study, the researcher used a questionnaire with closed-ended items to limit the responses of the participants and it also represented the whole population

3.4.2 Focus Group Discussion

To get the qualitative data the researcher conducted one focus group discussion that brought a small group of seven students from college ‘X’ to answer the questions and discuss various topics in a qualified setting. It is a qualitative research method where students were asked about their experiences, beliefs, opinions or ideas, and aims. In addition, participants were free to discuss with other group members. There were seven students from the college whom the researcher selected non-randomly to take part in the discussion. The students who showed interest to participate in the discussion, I took them as my FGD participants. They were guided by me to introduce the topic for discussion and encouraged the group to participate among

themselves in the lively and natural discussion because my attention was dragging the answers to the preselected questions. The number of those questions was 10 (See Appendix B) and I took about 25 minutes to conduct the FGD with the college students. In this case, I had to use our mother tongue to conduct the FGD to make students understood the questions as they were not so good at English.

3.4.3 Classroom Observation

I observed a total of two classes from two colleges. I adapted a classroom observation checklist and the classroom observation protocol was structured. The observation protocol consisted of knowledge, learning environment, personalized learning, and professional outlooks. While observing the classes, I tried to note down the points and typically scored on a Likert scale from 1-4. However, the actual number of students are 80 and 70 while the presented students varied 50 and 40. The duration of the classes was 40 minutes and 50 minutes. Yet, the observation sheet has been included with the appendix page (See Appendix c).

3.5 Data Collection Procedure

The study's research methodology is mixed, it ensured the description and conceptualization of data to inform readers about the many English learning challenges that English language students face in general. Not only that, but there are several potentially successful strategies to address such difficulties among academics, teachers, and students, ensuring the educational future's outstanding success. This study was conducted to collect data without misunderstanding and confusion to ensure the research's generalization quality.

Participants from two high schools were selected for collecting data. Data was collected through questionnaires in Dhaka. The total number of students was 80 who passed their secondary school certificate exam and got admitted to high school.

After that, the researchers selected 6 students for focus group discussion to find out what challenges they experienced to understand, communicate, and write in English inside and outside the classroom. Then a set of questionnaires was developed for the students and each carried sixteen questions with multiple options. The questionnaires were used to identify their views about learning procedures, the challenges, the use of their mother tongue, and their motivation levels.

Later, the researcher observed two classes from two different institutions. The class durations were 40 minutes and 50 minutes. The researcher followed a class observation checklist for the

observation to check teaching style, method, students' cooperation, language skills, the material they use, assessment method, and the challenges students face during English class.

Based on the surveys, focus group discussion, and observation, the researcher has tried to present the challenges of learning English and the consequences students face and the researcher will also try to give some suggestions for it.

3.6 Data Analysis

This research methodology is mixed. Creswell (2018) stated that the method discusses the description of the design and the forms of data collection, data analysis, and combination, interpretation, and validity challenges. Therefore, the research ensured the description and conceptualization of data to inform readers about the many English learning challenges that English language students face in general. Not only that, but there are several potentially successful strategies to address such difficulties among academics, teachers, and students, ensuring the educational future's outstanding success. This study was conducted to collect data without misunderstanding and confusion to ensure the research's generalization quality.

After collecting data from the questionnaire, focus group discussion, and class observation, the researcher started the process of data analysis and interpretation. The researcher transcribed, analyzed, and interpreted everything. She used percentile to analyze the quantitative data (Creswell, 2018). This procedure developed descriptions and themes that carried different perceptions of the participants. For the focus group discussion, the researcher used the questions as a guide for analyzing the data and recorded the whole 25-minute discussion and later she had to listen again and again and transcribed. Finally, while observing classes the researcher kept an eye on the participants and took notes and later she came up with theories that could have explained the behaviors and skills and observation by using a deductive approach.

3.7 Reason behind selecting two institutions

Two institutions from Dhaka named "X" Higher Secondary School and "Y" School and College have been eagerly chosen to discover and show the reality or difficulties of two various institutions in urban areas. The reason behind choosing these institutions was both of them were known to the researcher. A known educational institution can provide researchers with a variety of benefits, including access to resources and experience as well as improved validity

and chances for collaboration. It is crucial to remember that the research project's specific objectives and specifications should guide the choice of the research site. The purpose of the paper is to learn more about the difficulties that both institutions experience while learning English, rather than to draw distinctions between the difficulties that each institution faces.

3.8 Ethical Consideration

While collecting the research data, the researcher followed strong ethics. Research ethics are important for scientific integrity, human rights and dignity, and science-society collaboration. These principles ensure that study participants' involvement is voluntary, informed, and safe. The researcher maintains a balance between seeking essential research aims and employing ethical research methodologies and processes. It is always vital to protect participants against permanent or extreme harm, whether unintended or not. Contrary to research ethics will also reduce the credibility of the research because it is difficult for others to accept data when the techniques are ethically unacceptable. Even if a research hypothesis is helpful to society, it does not justify harming study participants' fundamental rights or dignity (Bhandari, 2022).

Therefore, the researcher assured that the study's participants would not suffer any damage as a result of their participation. Similarly, because the researcher cited the references, this paper was plagiarism-free. The researcher informed the paper was plagiarism-free before obtaining permission from the participants. The information gathered from the participants was only used for analysis. The respondents' names and other identifying characteristics were not revealed. The participants were informed of their right to withdraw from the study as well as participate in it.

Chapter 4

Result

In this chapter, the researcher has discussed the research findings that were gathered during the field visit. The data were collected with a primary focus on the challenges faced by high school students in Dhaka while learning English and their potential causes. The data were obtained through the use of a close-ended questionnaire, focus-group discussion, and classroom observation.

4.1 The findings of the close-ended questions

- **Students' psychological problems**

Learning a new language can be challenging, and students often face psychological problems that hamper their progress. In the context of learning English, three common issues students encounter are nervousness, shyness, and a lack of confidence.

Nervousness is a common psychological obstacle that many students experience while learning English. It establishes anxiety, fear of making mistakes, and fear about public speaking. Nervousness can be caused by various factors, such as fear of judgment or a lack of self-belief. Studies have shown that excessive nervousness can obstruct language acquisition. Gaudart (2021) found that anxious students tend to avoid participating in class discussions or speaking activities, limiting their exposure to English. This anticipation behavior negatively affects their language proficiency development.

Shyness is another psychological problem that prevents students' English language learning. Shy students often struggle to initiate conversations, ask questions, or express their opinions in English. They may fear negative evaluation, rejection, or embarrassment. Research (Li et al., 2022) shows that shyness negatively impacts language acquisition and obstructs the development of oral communication skills. Shy students may have limited opportunities to practice speaking English, which can block their progress.

A lack of confidence is a significant psychological challenge faced by many students learning English. Low self-esteem, past failures, and comparison with others can contribute to this issue. Students lacking confidence often doubt their abilities, hesitate to participate actively and feel discouraged in their language-learning journey. Research (Xu et al., 2023) highlights that students' confidence positively correlates with their language

proficiency. Building confidence is crucial to enhancing speaking, writing, and overall language skills. Encouraging students to set achievable goals, recognizing their progress, and providing constructive feedback are effective ways to boost confidence.

In this research, the researcher investigated the psychological challenges high school students face while learning English. The result of my research is presented below:

Figure 4.1.1

Participants were asked whether they felt nervous or not while speaking English. Their responses were as follows:

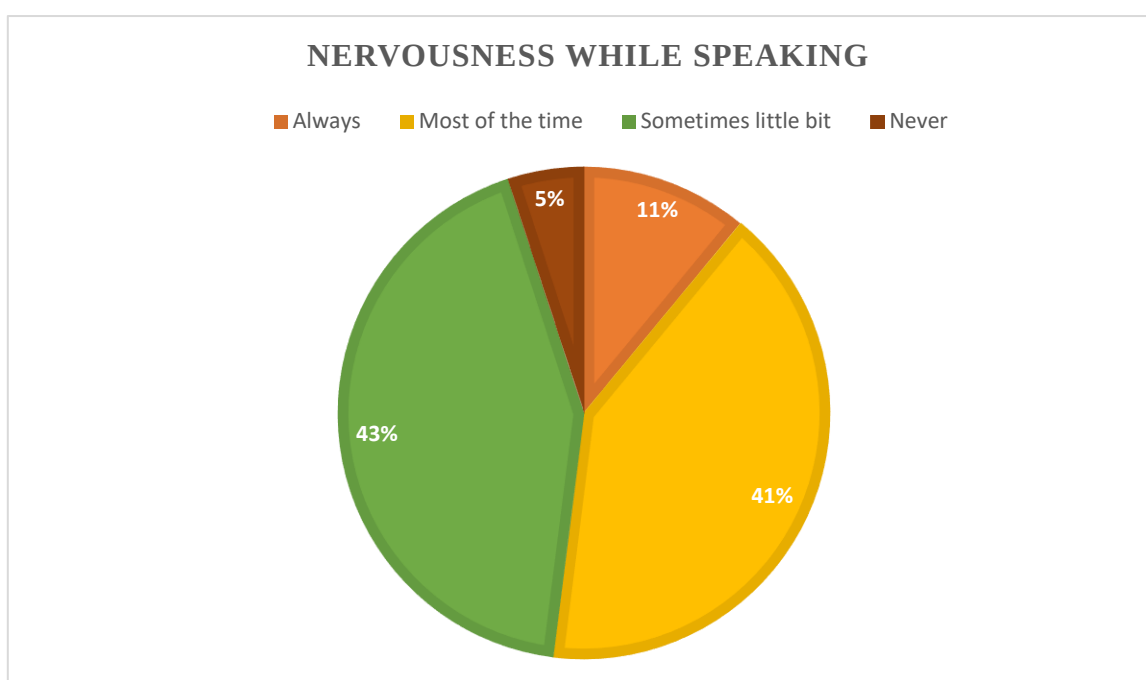
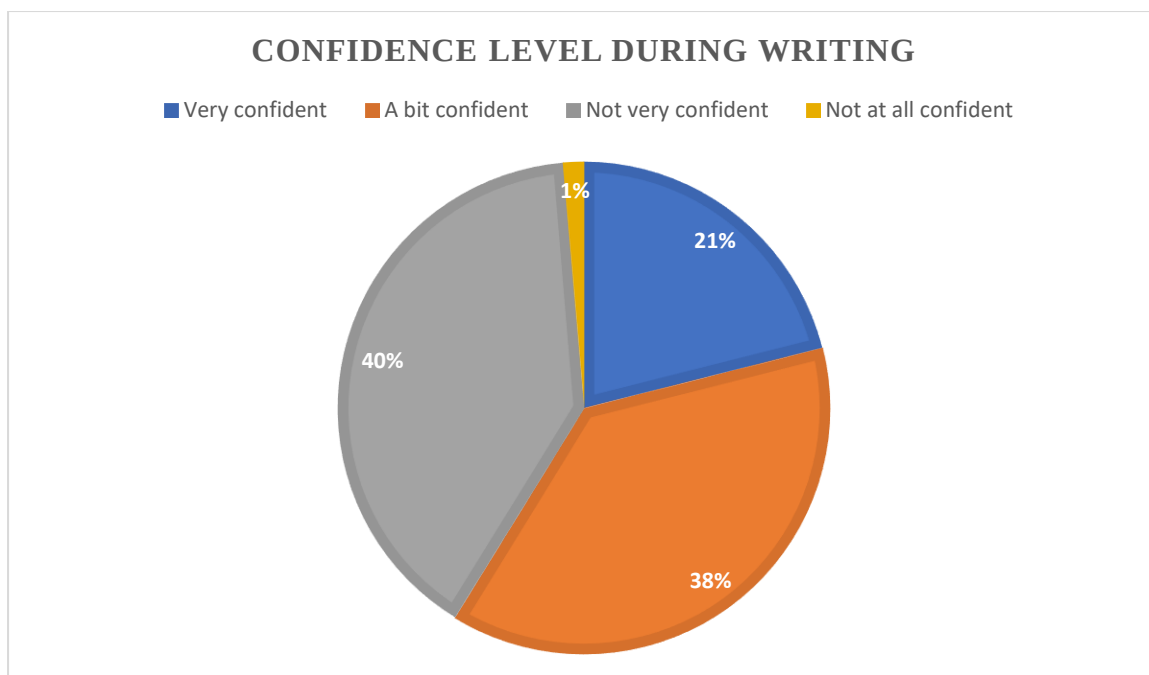


Figure number 1 shows that 43% of students sometimes felt nervous while speaking in English, 41% of students felt nervous most of the time, and only 5% of students never felt this problem. It can be concluded that the majority of the high school students in Dhaka city felt nervous while communicating in a second language.

Figure 4.1.2

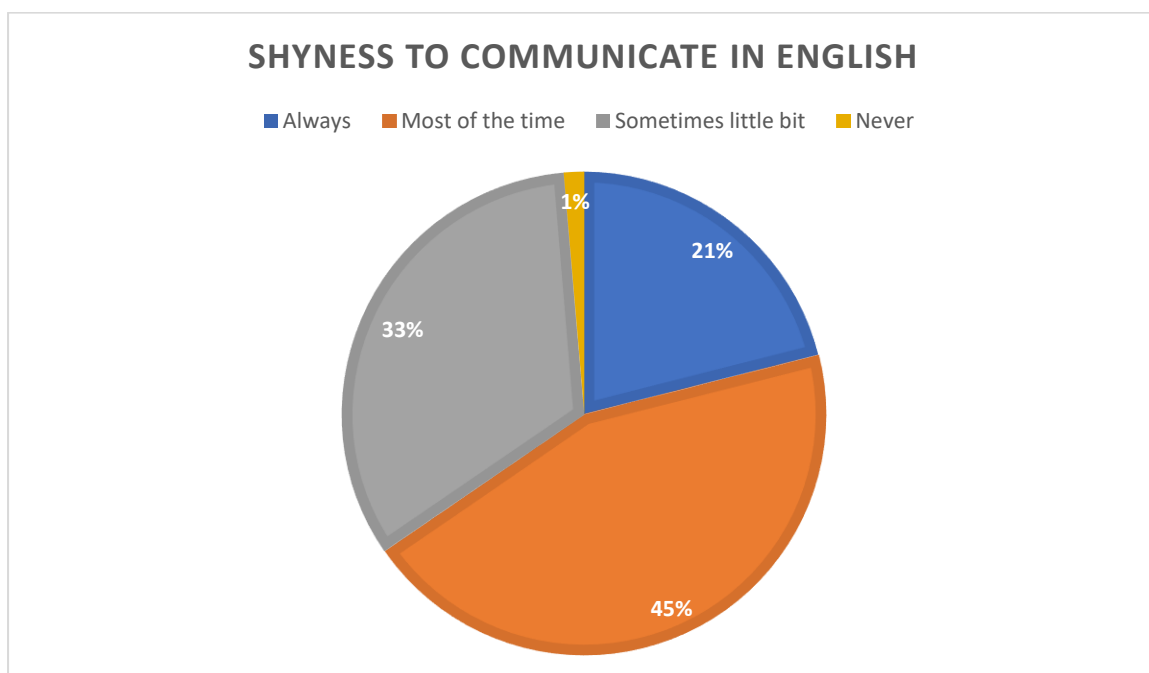
The participants were asked whether they were confident or not while writing in English. Then, their responses were as follows:



From the above figure number 2, it is clear that only 21% of the students were ‘very confident’ about writing something in English, and the majority 40% of students were ‘not very confident’. It means that the majority of the students were not confident during writing and the level of confident students was very low.

Figure 4.1.3

In the same way, students were asked whether they were shy to communicate in English with teachers and peers. Their responses were as below:



From the above figure, it is clear that 45% of the students were shy to communicate in English in the classroom, and only 1% of students were never shy to speak in English. So, it comes to know the majority of the students were too shy to communicate in a second language in front of others.

- **Use of mother tongue in the classroom**

In multilingual classrooms, students often bring their mother tongue into the learning process, which can lead to both positive and negative effects. This research explored the interference of the mother tongue, especially Bangla, in the English language classroom. It examined the possible challenges that arise from this interference.

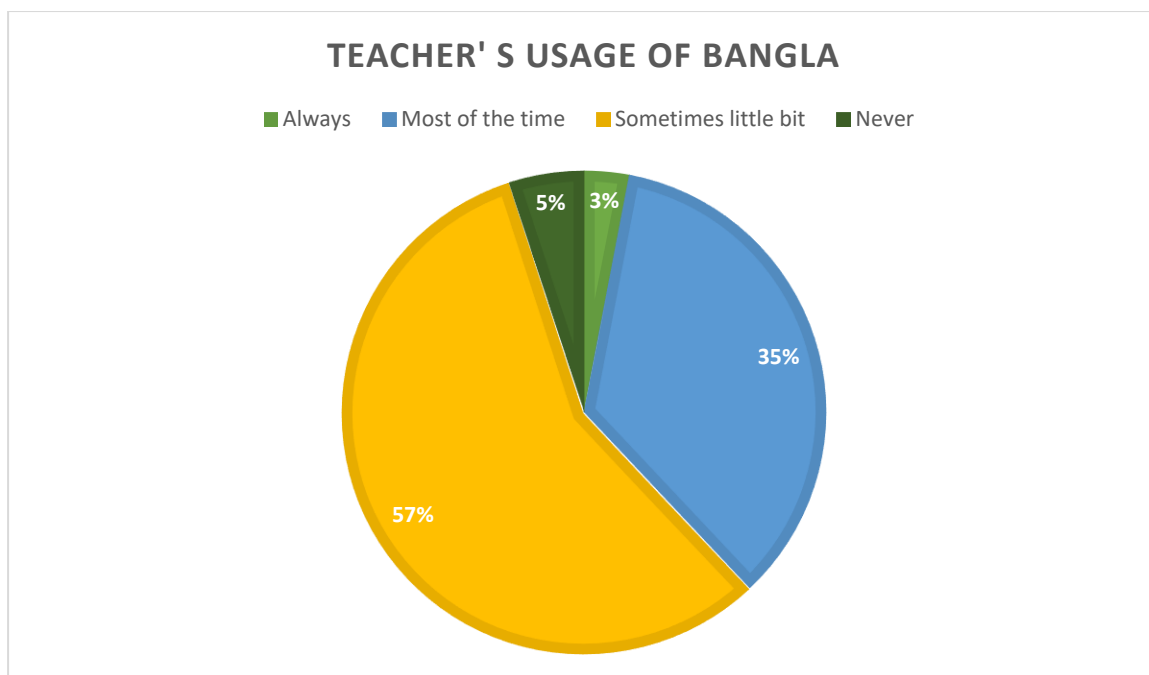
The language structures and phonetic differences between Bangla and English can create challenges for students when acquiring English as a second language (Hamid, 2018). The influence of Bangla can lead to grammatical errors, inappropriate word usage, and pronunciation difficulties. Additionally, the phonetic differences between the two languages can affect students' pronunciation, making it challenging for them to produce exact English sounds.

Another aspect of interference is the effect on vocabulary and native expressions. Bangla and English have different vocabularies and idiomatic terms, which can lead to students using Bangla words or translating idiomatic expressions literally into English. This can result from incorrect usage and impact students' overall language proficiency (Mustari, 2021).

In this paper, I researched how the mother tongue affects English language learning among high school students. The result of my research is presented below:

Figure 4.1.4

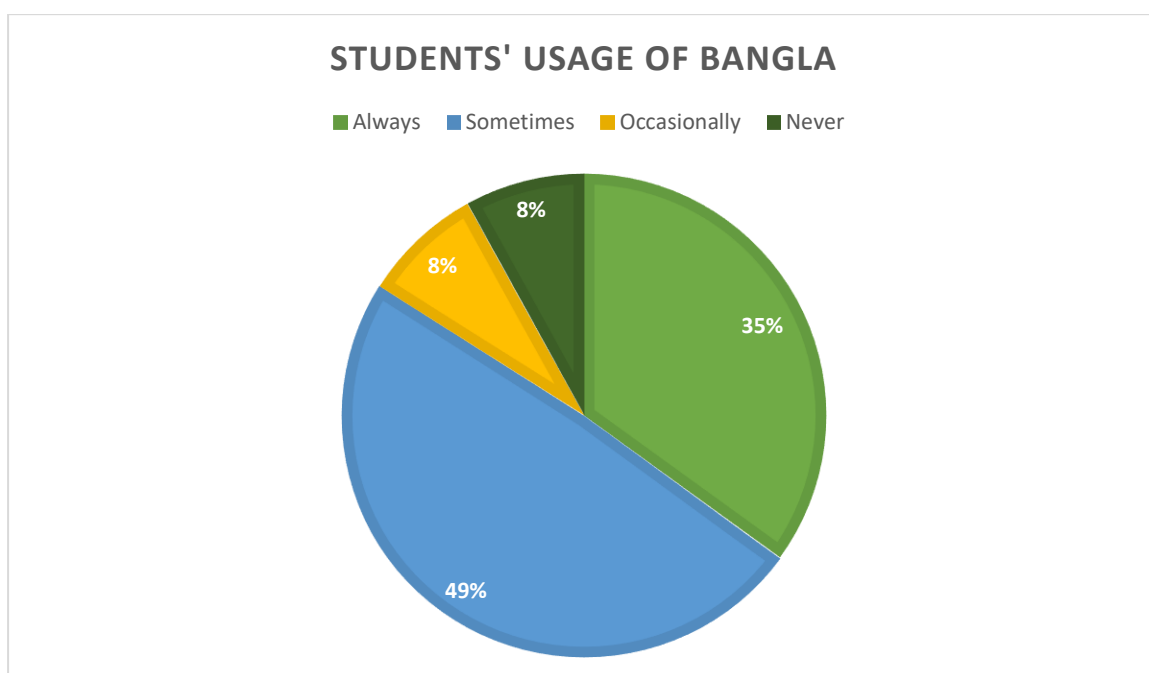
Participants were asked whether the teacher used their mother tongue in the classroom or not. The responses were as below:



From the above figure, it is found out that according to the students, teachers used their mother tongue sometimes a little bit (57%) in the classroom, and only 5% of teachers never used ‘Bangla’ in the classroom. It comes to know that most of the time teachers had to use their mother tongue even in the English classes.

Figure 4.1.5

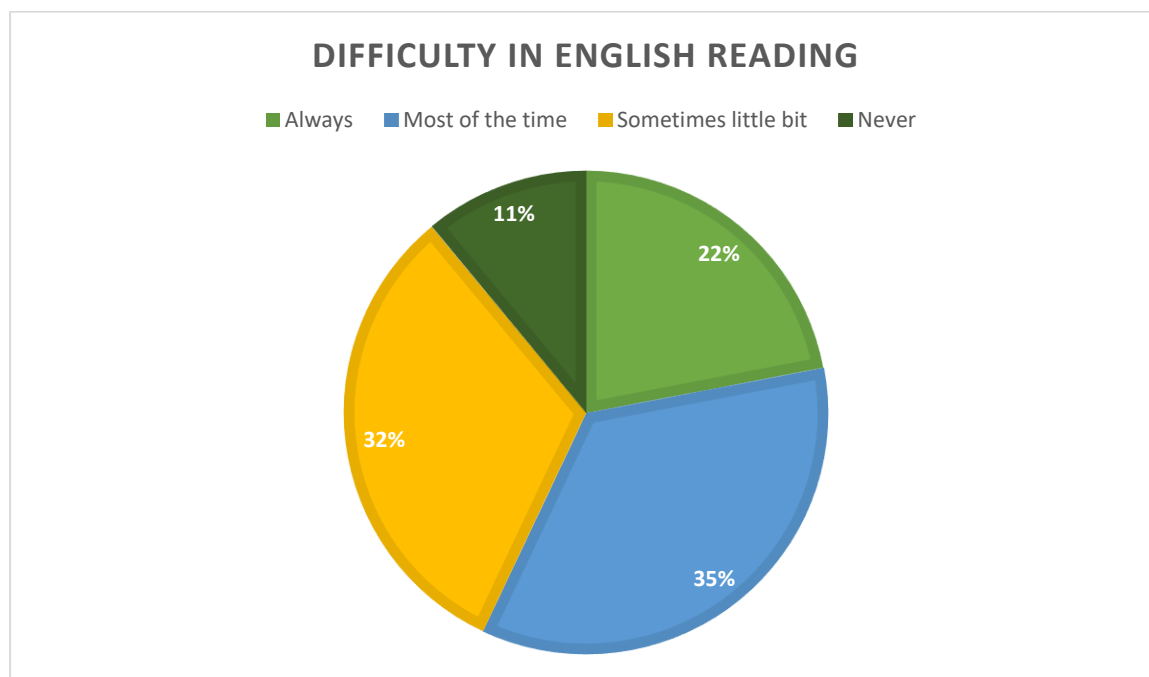
Participants were asked whether they used Bangla in the classroom or not. Their responses were as below:



From Figure number 5, we come to know that 49% of students ‘sometimes’ use Bangla in the classroom, and only 8% of students ‘never’ use Bangla in the classroom. To conclude mother tongue always interfered with while communicating in English.

Figure 4.1.6

Participants were asked whether they faced any difficulty in English reading because of the involvement of their native language. Their responses were as below:



From the table, it is found that 35% of students ‘most of the time’ faced difficulty understanding reading comprehension, and only 11% of students ‘never’ faced any difficulty in English reading comprehension. Majority of the high school students face problems while reading English comprehension.

▪ **Communication problem**

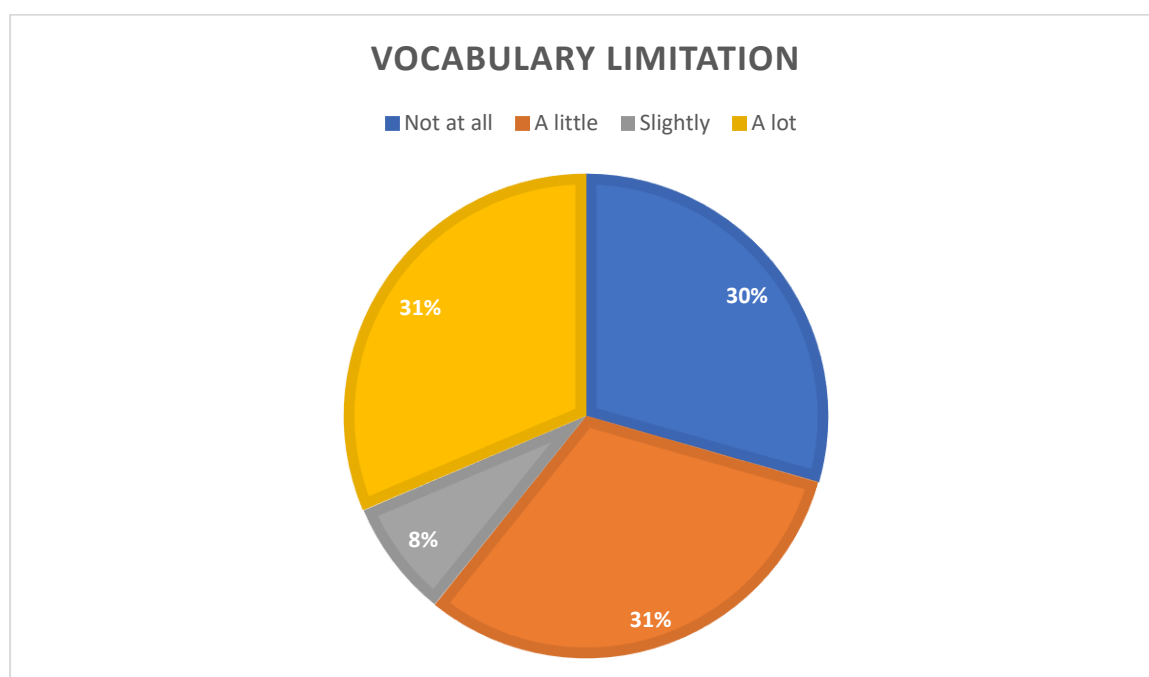
When learning English as a second language, learners often face several communication problems, such as vocabulary limitation, lack of English proficiency, low confidence, and difficulty in grammar.

Sometimes students struggle with a limited vocabulary in the classroom, which can hamper their ability to express themselves effectively. They may find it challenging to find the right words or use appropriate synonyms to express their thoughts accurately (Ahmed, 2018). In

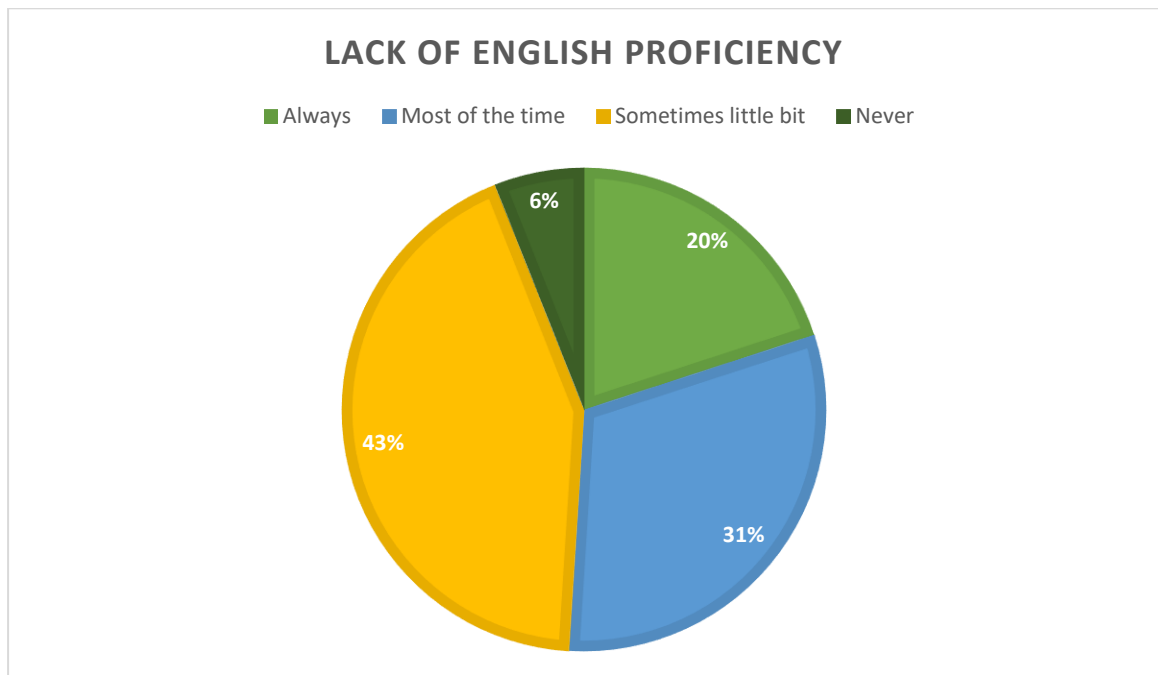
addition, limited knowledge of grammar, syntax, and sentence structure can make it difficult for learners to build comprehensible sentences. They may struggle with basic grammar rules, verb tenses, and word order, leading to misunderstandings and difficulty in sharing their ideas. However, many learners lack confidence while speaking English due to fear of making errors or being judged by others. Ahmed (2018) also added that this lack of confidence can prevent them from actively participating in conversations or engaging with native speakers and obstructing their language development. Lastly, English grammar can be complex, and learners often encounter difficulties with its rules and exceptions. They may struggle with verb conjugation, prepositions, articles, and sentence construction.

So, these challenges can lead to errors and miscommunication.

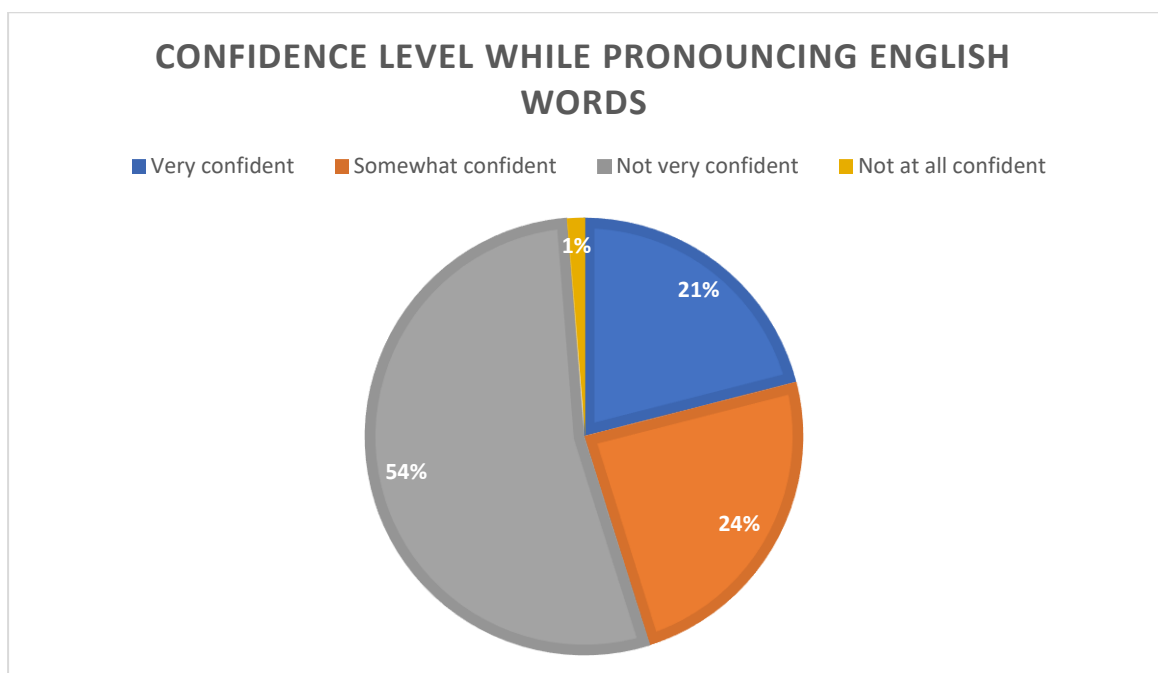
Figure 4.1.7



From the figure, 30% of students did not face the problem of vocabulary limitation, but the rest of the students like 31% and 8% students ‘a lot’, ‘slightly’ and ‘a little’ faced this problem in communicating in English. As a result, most of the students could not communicate in English properly with the teachers because of vocabulary limitations.

Figure 4.1.8

This figure shows that 43% of students felt that ‘sometimes a little bit’, 31% of students ‘most of the time’ and 20% of students ‘always’ faced a lack of English language proficiency, and only 6% of students ‘never’ faced this language proficiency problem. To conclude, most of the students somehow felt that they had a lack of English language proficiency which had held them back in school and other areas of life.

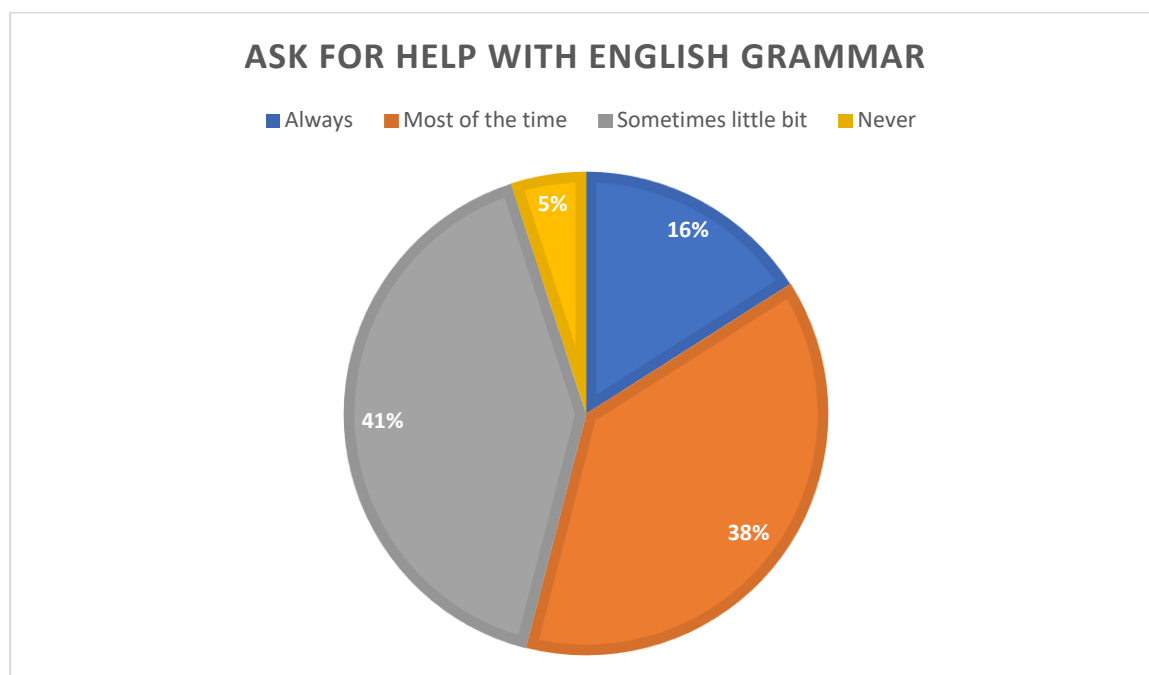
Figure 4.1.9

From the above figure, only 21% of students were ‘very confident’ in pronouncing English words, the majority 54% of students were ‘not very confident’, 24% of students

were 'somewhat confident' and 1% were 'not at all confident' in pronouncing words. As a consequence, most of the participants cannot communicate in English with their friends and teachers without hesitation.

Figure 4.1.10

Participants were asked whether they had to ask for help or not with English grammar. The participants responded as follows:



The figure represents that 41% of students had to ask for help 'sometimes a little bit', 38% of students 'most of the time', 16% of students 'always', and only 5% of students had 'never' asked for any help with English grammar. To sum up, students were dependent on help with English grammar.

▪ **Limitation and support to practicing English**

English language learning relies on various features that affect an individual's proficiency development. Support from peers and teachers plays a significant role in these factors. This research tries to explore the limitations and support that learners come across while practicing English with their peers and teachers.

Limitations in Peer Support:

One limitation of practicing English with peers is the existence of changeable proficiency levels within the group. Learners with advanced language proficiency might find it challenging

to engage in meaningful conversations with those at lower levels. This limitation can obstruct the progress of both advanced and beginner learners, as the earlier may not have sufficient opportunities to practice complex language structures, while the second may struggle to keep up with more progressive conversations (Philp et al., 2013).

Another limitation is the limited vocabulary range of peers. Conversations may become monotonous, and learners might not be exposed to new words and expressions. This can impede the growth of vocabulary and limit the distance of language practice (Mohammed, 2018). Moreover, learners may rely on informal language use, emphasizing errors instead of improving accuracy.

Support in Peer Learning:

Collaborative Learning: Peer support permits cooperative learning, which can improve language proficiency. Learners can be involved in group discussions, debates, and presentations, to provide opportunities to practice skills like speaking, listening, and critical thinking skills (Wessel, 2015). Collaborative activities nurture a supportive environment where learners can receive positive feedback and learn from their peers' strengths.

Limitations in Teacher Support:

Teachers often face time limitations due to the demanding curriculum and class sizes. As a consequence, individual attention and personalized feedback might be limited. This can hold back the development of specific language skills and the documentation of learners' unique needs (Bijami et al., 2013).

The classroom environment can also present limitations. Large class sizes and limited speaking time can limit the opportunities for students to engage in genuine conversations with the teacher. Learners may feel hesitant to ask questions or seek clarification, constraining their language practice (Ushioda, 2020).

Support from Teachers:

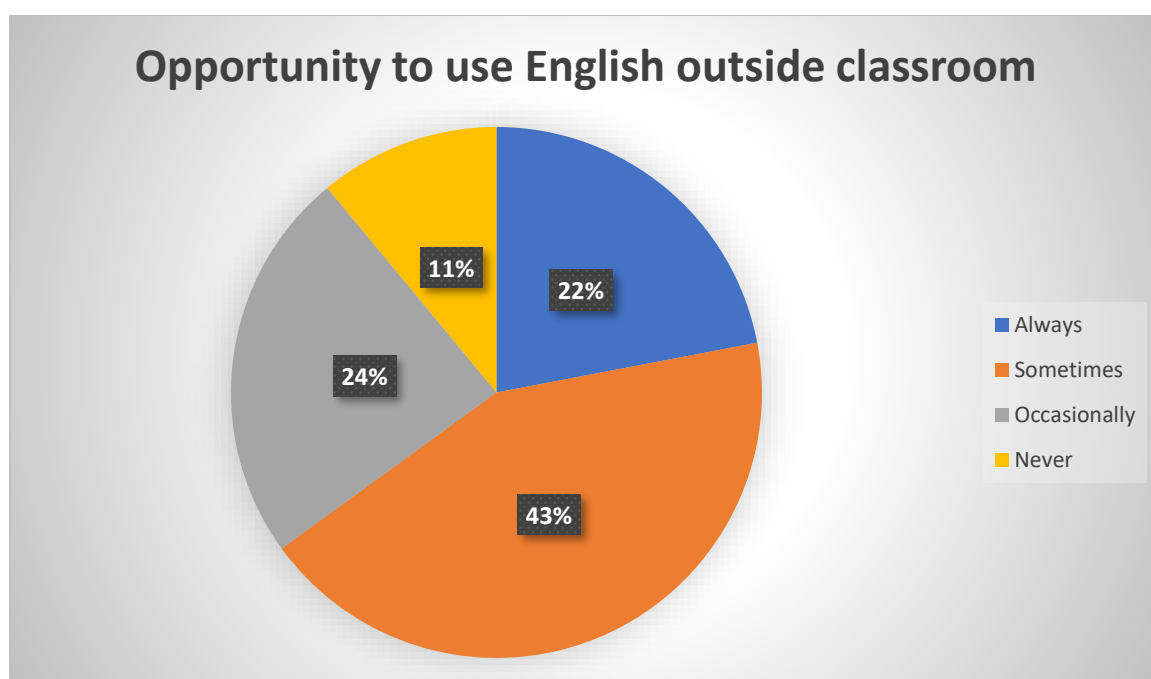
Teachers serve as language models and provide valuable contributions, describing learners to authentic language use and proper pronunciation. Their proficiency and supervision help learners acquire correct grammar structures, expand vocabulary, and improve overall language fluency (Liu & Xu, 2020).

Although time limitations occur, teachers can provide individual feedback to address learners' specific needs. Teachers support learners in overcoming challenges and advancing their language skills by identifying areas for improvement and offering guidance (Wang & Zhang, 2020).

Practicing English with peers and receiving support from teachers can present both limitations and advantages. While varying proficiency levels and limited vocabulary may present challenges, peer learning provides collaborative opportunities. Similarly, time limitations and classroom environment limitations might impact teacher support, but teachers offer valuable language input and individualized feedback. Recognizing these limitations and using the available support can enable learners to direct the language learning journey more effectively.

Figure 4.1.11

The participants were asked whether they got the opportunity to use English or not outside the classroom. They responded as follows:

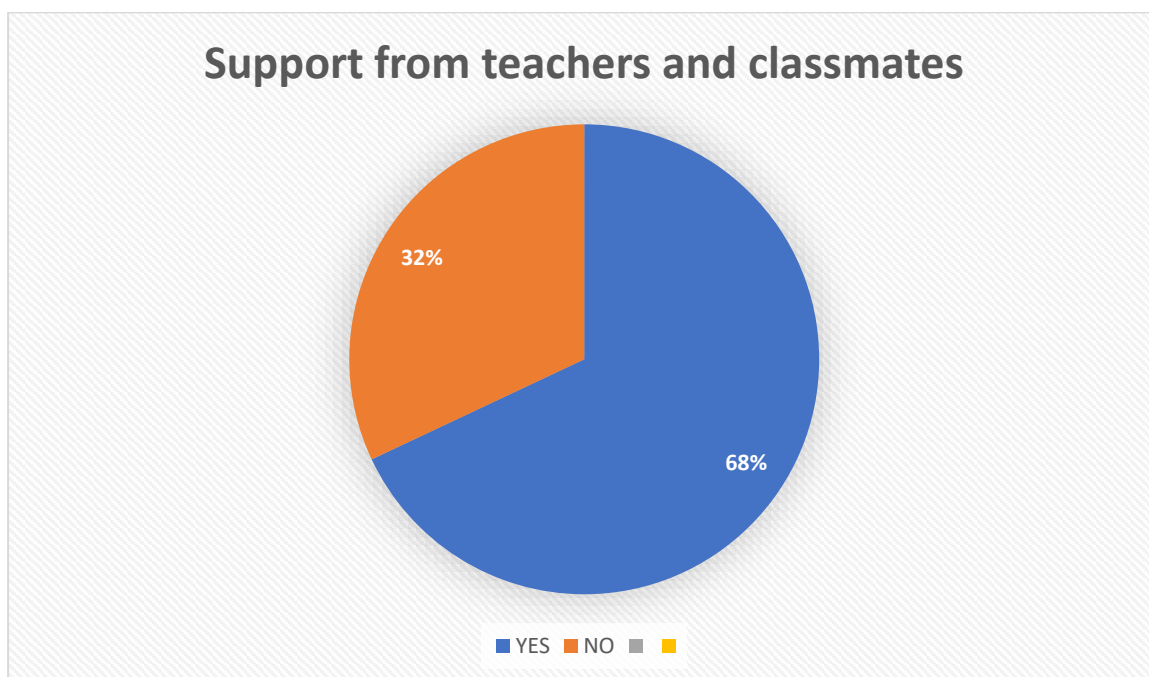


The figure shows that only 22% of students 'always' got the chance to use English at home, others like 43% of students 'sometimes', 24% of students 'occasionally' and 11% of students 'never' got this chance to use English outside the classroom. To sum up, it

could be said that high school students hardly get the opportunity to use English outside the classroom.

Figure 4.1.12

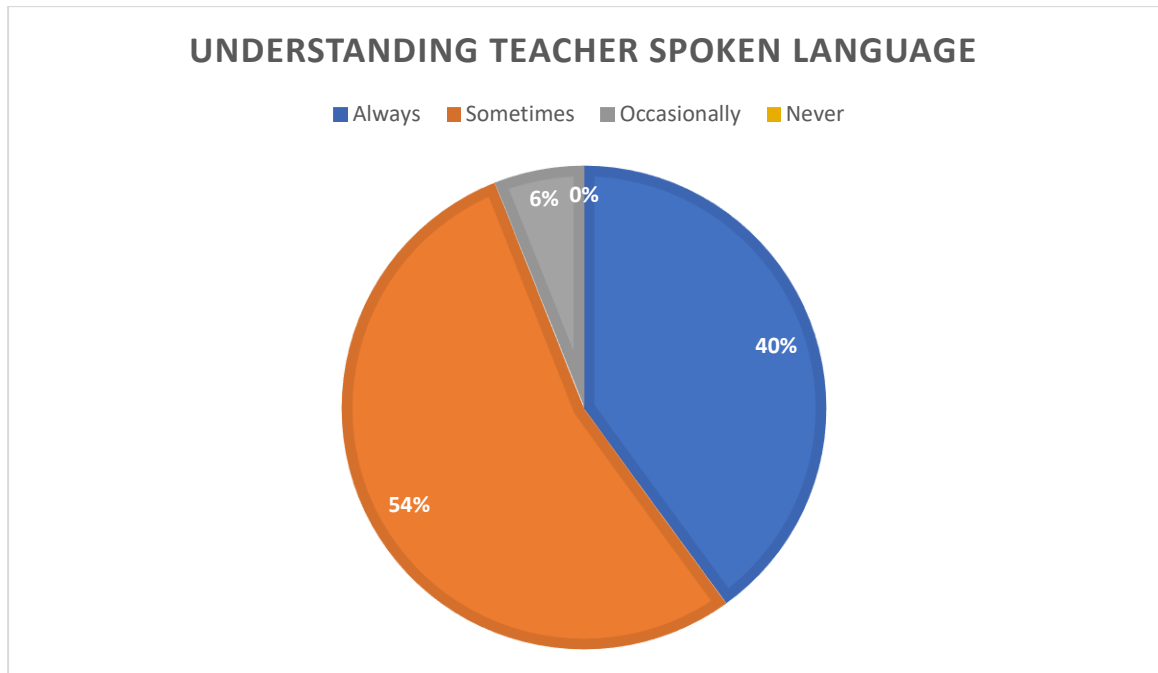
The participants were asked whether they had sufficient support or not from their peers to practice English language skills. The participants' responses are given below:



The figure shows that 68% of students got support from their teachers and classmates to practice language skills, and 32% of students did not get support from their peers. To sum up, the majority of the students have support from their teachers and classmates to practice English language skills.

Figure 4.1.13

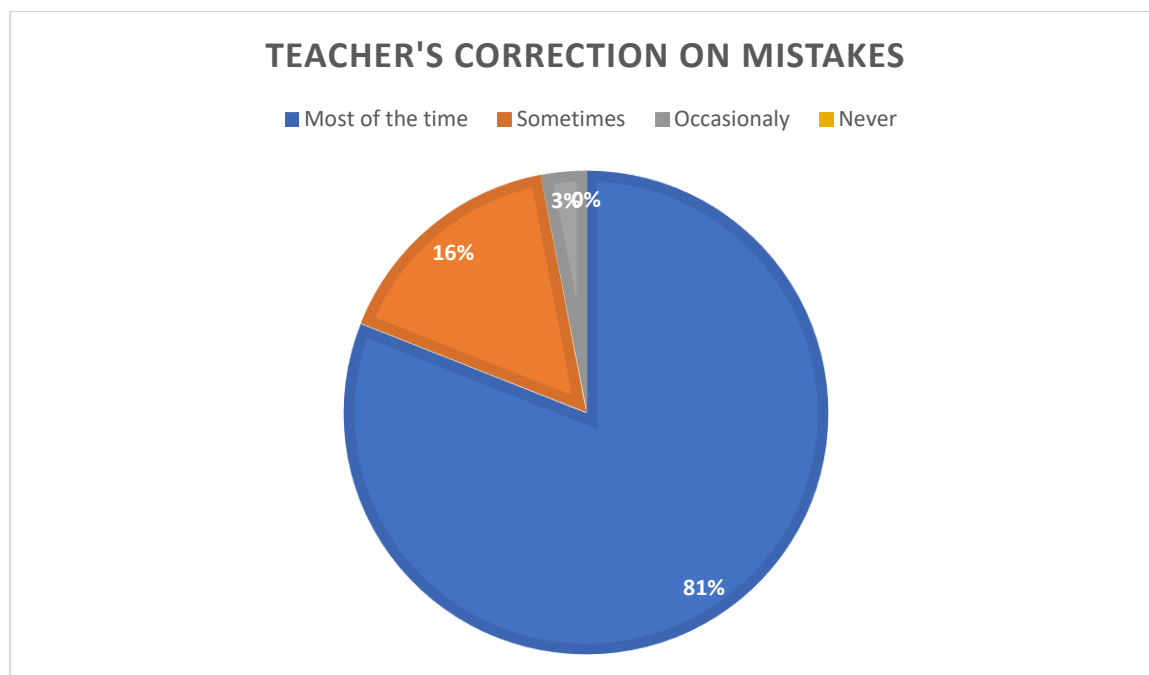
The participants were asked whether they understood the teachers' language or not. Their responses are given below:



The figure shows that 40% of students 'always' understood the teacher's spoken language in the classroom, 54% of students 'sometimes' and only 6% of students 'occasionally' understood the spoken language. The research did not find any participant who 'never' understood the spoken language. To conclude, most of the time students had difficulty understanding the teacher's spoken language in the classroom, and a very limited number of students understood the language all the time.

Figure 4.1.14

The participants were asked whether the teacher corrected them or not when they made grammatical mistakes. The participants responded as follows:



The figure shows 81% of students' grammatical errors were corrected 'most of the time' by the teacher, and only 3% and 16% of students' mistakes were corrected 'occasionally' and 'sometimes'. It can be said that most of the time, teachers monitor grammatical errors in the language classroom.

Figure 4.1.15 Regular class attendance

There are a few, but not many, research where active learning occurs, even though the majority of the data on attendance comes from largely passive classes. According to researchers, learning a second language requires students to participate actively in a class by speaking about a variety of topics, practicing vocabulary, and engaging in some reading and listening. Students engage in conversation with the teacher and one another in language classes. As a result of this, there should not be more than 20 students in a single class. The teacher wants the students to utilize the target language as much as possible during active, engaged classes. Students are required to speak more than the teacher in language classes. Since language acquisition is a sequential process,

instructors keep track of attendance and highlight the value of showing up frequently (Hamamci & Hamamci, 2017).

In this research, participants were asked about their attendance in the language classroom. The participants responded as follows:

YES	NO
95%	5%

The table shows that 95% of students regularly attended English language classes, and only 5% of students did not attend the classes regularly. To conclude, the majority of the students are concerned with English language classes.

4.2 Data obtained through students' Focus Group discussion

In this section, the analysis of the data drawn from the focus group discussion of the high school students is shown. The data was collected by a discussion with a specific number of seven students. The major data presentation, analysis, and interpretation points have been presented here.

4.2.1 Challenges to Use English in the Classroom

Response, almost all the participants who were in the focus group discussion stated that they faced different types of challenges to use English in the classroom. For instance, struggle to make sentences and limited storage of vocabulary. They also added that they got confused while using tense, and they felt that they had less grammatical knowledge to use English while speaking and writing.

4.2.2 Confidence Level to Use English

Some students mentioned that they had low confidence and shyness to speak in English in the classroom and other public places. Others said that they tried but failed to communicate in English because they could not make a full sentence correctly on their own in English. In addition, participants also added that there was more teacher talk time (TTT) in that classroom, students hardly got the opportunity to use the target language and most of the teachers used 'Bangla' in the language classroom. As a result, they had less chance to speak in English.

4.2.3 Use of English outside Classroom and daily life

In this situation, participants stated that they use English informally in their daily lives. They cleared by adding that they use both Bangla and English while speaking with their family members and messaging with friends. However, in official situations, they use formal English such as to write applications and emails.

4.2.4 Supportive Teachers and Classmates

Participants mentioned that they got the least support and motivation from their teachers and peers to improve their English language skills. Nevertheless, when learners made mistakes in grammar and writing, teachers always scolded them for the errors and corrected them instantly.

4.2.5 Support from Shadow Education

The majority of the students took extra help and support from shadow education for language learning. Private education through informal education institutions or informal tutoring by individual teachers or outsiders from schools is referred to as "shadow education." Private supplemental tutoring is sometimes misunderstood as "shadow education" (Bray & Silova, 2006). Few students added they considered English as a common subject of the curriculum, so they did self-learning at home without taking any kind of support.

4.2.6 Satisfaction with Current English Language Proficiency

All the participants thought that their current English language proficiency level was not enough to achieve personal and academic goals. They felt that they had to improve the basics of the English language and needed the ability to communicate in English.

4.2.7 Impact of technology

Students shared positive views on the impacts of technology on learning English. They said it made their learning easy and flexible. They used to watch TV, videos, and series. They were motivated to learn English through different applications like Facebook and YouTube. They added technology to help them learn different phrases, vocabulary and use the dictionary, and do virtual language learning courses. They believed smartphone and their applications could improve their English language learning.

4.2.8 Usage of Materials in the Classroom

Here the participants stated that there was no use of technology in the classroom. They affirmed that they did not have any kind of activity in the classroom like group work, pair work, or any other activity but sometimes they participated in a speaking activity where they had to talk to each other and share ideas. At the same time, they mentioned that they sometimes did free writing in the classroom.

4.2.9 Suggestions were given by students

Participants were given some suggestions on how to improve their English language skills. They believed that learners should practice the language more and more whenever they get the opportunity, it will be helpful to gain confidence. They added that learners should use different sources to practice English like reading magazines and story books, writing new words in the notebook, and communicating in English.

4.3 The Findings of Classroom Observation

The researcher observed two classes in two colleges in Dhaka city in Bangladesh. The students were high school students, class eleven; their age was 16-17. The total number of students was 148 and the total number of present students was 80. The rest of the students were irregular in the English class. Among two classes, one teacher took the class by following 'English for Today (EFT)' and another was on grammar.

These observations aimed to analyze the English language learning challenges faced by students in a classroom in Dhaka. The purpose was to identify common obstacles that obstruct language acquisition.

First of all, the majority of students in the observed classroom presented limited English proficiency. This was evident in their struggles with basic grammar, vocabulary, pronunciation, and sentence structure. Many students struggled with correct pronunciation due to the effect of their first language. Students often relied on their native language for communication, resulting in limited English practice. The lack of categorical focus on phonetics and pronunciation practice prevented them from developing accurate pronunciation skills. This could affect their overall speaking and listening comprehension abilities.

Secondly, the classroom environment mainly focused on traditional teacher-centered instruction, where the teacher delivered lectures and students were passive listeners. There were limited opportunities for students to engage in speaking activities, such as discussions or role-plays. This lack of practice overly involved their speaking skills development. Interactive learning activities, such as group work, pair work, or collaborative projects, were markedly absent from the observed classroom. The students were deprived of the opportunities to interact with their peers and use English in real-life contexts. As a result, their ability to communicate effectively in English was negotiated.

Besides, the classroom lacked sufficient English language resources, including textbooks, supplementary materials, and multimedia resources. The absence of relevant learning materials limited students' experience with reliable English usage and various vocabulary, impeding their language acquisition.

Lastly, students faced challenges in understanding and applying English grammar rules. Their written work often displayed errors in sentence structure, verb tense usage, and word order. The lack of explicit grammar instruction and practice slowed down their ability to express themselves accurately in written English. For example, in grammar class a student was asked to complete a sentence with a phrase or clause and the student got confused. The good side of these classes was the teachers, they were helpful and supportive towards the students.

Chapter 5

Descriptive Analysis of Findings

The descriptive analysis observes the challenges faced by learners in Dhaka while gaining proficiency in the English language. The study highlights various issues that obstruct target language learning, such as lack of resources, limited experience, and native language preference, linguistic and psychological problems. Data were collected through questionnaires, focus group discussions, and classroom observation for the analysis, which were investigated to provide a descriptive overview of the challenges that learners came across in their pursuit of English language proficiency in Dhaka.

From the result of the quantitative part, the researcher found that high school language learners faced some psychological problems while using a second language inside the classroom such as 44% of students were shy most of the time, 43% of students sometimes felt nervous, 40% students were not confident. Only 5% of students were never nervous, only 21% were very confident and only 1% were never shy to use English in the classroom (See Figure 4.1.1 to 4.1.3). Therefore, it is said that these psychological factors might be obstacles to fluency in English. Learners face these problems when they have language learning anxiety. The factors are defined by low self-esteem and anxiety about the way one will perform in social situations (Crozier, 2004). Despite having a strong knowledge of the language's fundamental components, introverted students are often shy. It is happening as a result of their lack of practice in primary and secondary school. The main source of language anxiety for the majority of learners was the fear of making mistakes and subsequent nervousness among their classmates (Sadiq, 2017). Language learners are anxious because they worry about the consequences as unprepared for their peers. The barrier to speaking and using a foreign language in a classroom context is the fear of making mistakes, which can occasionally equal a paralyzing terror. According to Hakim (2019), students' fear of making mistakes and their desire to preserve a positive image in front of their teachers and peers are strongly correlated to the relationship between language acquisition and perfectionism.

Another factor found in the analysis was the interference of the native language or mother tongue while teaching and learning English. For example, Figures 4.1.4 and 4.1.5 showed that only 5% of teachers never used the native language but other teachers sometimes or most of the time used 'Bangla' in the classroom. On the other hand, only 8% of students never used

their native language in the classroom. Besides, 11% of learners responded that they never faced difficulty in English reading because of the involvement of the mother tongue, but the rest of the students had difficulty (Figure 4.1.6). Interference usually happens in any circumstance when someone has a weak knowledge of a second language, though it is most frequently mentioned in the context of teaching and learning English as a Second Language. Students who attempt to use their native language structures to fill up "gaps" in the target language (English) experience interference. Additionally, we saw that there were more examples of negative interference than positive. However, there might be conscious or unconscious language transfer. Because learners have not yet learned or have forgotten how to properly utilize a second language, learners may unintentionally make assumptions when generating words or sentences in the target language. They can be unaware of the differences in the grammatical structures and internal rules between the two languages (Zambrano & Merly, 2010). They may also be aware of the internal rules and structures but lack the necessary proficiency to use them properly, in which case they frequently return to their native tongue.

The researcher has also highlighted another significant element, for instance, environmental factors, Bangladesh is not considered to be English language friendly which does not assist in the use of English in daily language communication, and it causes a lack of language proficiency (Hashim et al., 2020). Figure 4.1.8 shows that merely 6% of students in the classroom never faced a lack of language proficiency, but other students always, most of the time and sometimes a little bit met this challenge. In addition, figure 4.1.11 showed that only 22% of students always got the opportunity to use English outside the classroom and figure 4.1.12 described 68% of students meant the majority got support from teachers and peers to practice English inside the classroom. Besides, students in the discussion got the least support and motivation to use the target language in the classroom and they used both English and Bangla outside the classroom. Thus the learners still lack motivation to use the second language because there is still a lack of information regarding the use of the daily English language program. One of the challenges that arises from human resources of the institution, such as students, teachers, employees, servants, etc. is that everyday language program is not applied successfully among them (Haque, 2017). They have various educational backgrounds, which makes it challenging for them especially students who utilize a second language daily.

In FGD students shared that they faced difficulty in constructing sentences. Students must learn how to construct a proper sentence in writing and discussion. It is consistent with Heaton's (1978) claim that learners are capable of changing the structure and identifying between proper

and incorrect grammatical usage. The unity of grammar teaches students the proper method to become fluent in a language both orally and in writing. On the other hand, students also added in the discussion and questionnaire (See Figure 4.1.7) that their vocabulary was limited. One cannot conduct communication effectively or express their ideas both orally and in written form if they do not have sufficient vocabulary. So, vocabulary means the appropriate diction that is used in communication (Harmer, 2015). The lack of fluency in English is a lack of knowledge of the language, particularly in vocabulary and grammar. Even learners often also face understanding the English spoken language. For instance, figure 4.1.13 pointed out that only 40% of students in that classroom always understood the teacher's spoken language, 54% of students sometimes, and 6% of students occasionally understood the language. In classroom observation the researcher also observed the majority of the students were facing difficulty in understanding the teacher's spoken English language. So, the teacher had to apply the Grammar Translation method (GTM). The Grammar Translation Method (GTM) is a teaching strategy that teaches students about the grammatical structures of the target language. The goal of grammar instruction in GTM classes is typically to educate students on how to use the target language primarily in their mother tongue. Students eventually learn grammatical principles and examples in class as they learn how to shift between their native language and the target language (Larsen-Freeman, 2000). It is believed that making comparisons between two languages can assist students in understanding concepts like sentences and grammar.

Figure 4.1.9 shows that in the classroom only 21% of students felt very confident to pronounce English words and the rest of the students had problems with pronunciation. Students can talk more clearly by pronouncing their words when they speak. It focuses on the phonological process, which is the part of grammar that consists of the components and rules that define how sounds change and develop in a language. However, I found in the observation that students were too shy to pronounce English words freely. We usually pronounce words by noticing and understanding rules and patterns like vocabulary and grammar (Hancock, 2018).

Furthermore, a typical classroom in Dhaka city is disorganized. The majority of schools do not have enough teaching aids. The lack of appropriate teaching materials and audio-visual tools such as video, sound system, and other things, make English instruction insignificant. Teachers also struggle to make language classes interesting and interactive (Thapa, 2021). In FGD the researcher asked the students about usage of materials and technology in the classroom. Students stated that the teachers did not use any materials except the academic book. Even in the classroom observation, the researcher observed that the classroom did not look like a 21st-

century language classroom which should have been the use of different materials and technology. Their only material was two books such as “English for Today” and ‘English Grammar and Composition by Chowdhury and Hossain’. Along with the teachers’ disinterest, ESL students face a lack of institutional support. Their educational institutions do not have enough resources to help teachers stay current in the English teaching field (Sultana, 2018). As a result, Bangladeshi students face the problem of insufficient learning materials in class. As they only have EFT books to learn English. There is no computer, multimedia projector, or other teaching device to support English language learning competence.

Teachers play a crucial part in teaching. Teachers can be liberal or authoritarian at different times. In classrooms where language is taught, teachers are expected to fulfill a variety of roles. Harmer (2007) asserts that to identify the problems of the students, a teacher must be able to switch between the roles of the controller, prompter, participant, resource, tutor, and feedback provider in the language learning classroom. This is done by closely implementing the situation as much as possible. When it is acceptable to use one of these roles over another, the instructor must put it into practice. On the other hand, there are also other obvious issues. The components of communicative activities in the classroom are unknown to the teachers. Additionally, various limitations make communicative language teaching (CLT) useless in Bangladesh. These include a lack of vocabulary knowledge, hesitation to use English outside of the classroom, student disobedience, financial limitations, classroom size, administrative setup, structural limitations, and cultural problems. For instance, in class observation, the researcher observed that the classrooms were teacher-centered, with a lot of students in a class which made it difficult for the teacher to monitor everyone, GTM (Grammar Translation method) was followed and there was less student engagement (See class observation 4.3). In addition, teachers rarely offer constructive feedback for proper writing, instead merely highlighting shortcomings and mistakes in the student’s work. Teachers have also generally been more focused on a strong sense of grammatical accuracy than on the growth of ideas. For example, 81% of students’ grammatical errors were corrected immediately but they hardly received any descriptive feedback (See Figure 4.1.14). All these are happening because English is not used as the language of teaching in English classrooms since primary and secondary school teachers are not proficient in the four language skills. They only place focus on grammar rules and fail to encourage group discussions or pair work for their students (Sultana, 2018).

All people in Bangladesh are still dissatisfied with the way English is taught and learned there. All language learners and teachers have long been troubled by the poor quality of English

throughout the nation. Since the establishment of the nation, there has been an impressive economic and educational improvement. Bangladeshis can also do better when it comes to studying and teaching English.

Chapter 6

Conclusion

6.1 Recommendation

Learning a new language can be difficult, but with the appropriate attitude and techniques, learners can successfully overcome these difficulties and advance their English language skills. Here are some suggestions for learners having difficulties acquiring the English language:

- **Teachers' responsibility**

Teachers can play a crucial role in helping students who are having difficulty in learning English. To help students overcome their anxiety about using the target language, teachers must use motivational techniques and foster a good mental attitude regarding the second language (L2). They need to define the students why they need to learn English. Because having specific objectives can encourage them to remain dedicated, whether they may be for academic purposes, professional success, travel, or personal growth.

Besides, instructors need to discover the particular difficulties that each student is having, such as their pronunciation, grammar, vocabulary, or speaking confidence. Teachers can offer focused aid and resources to deal with these issues. For this reason, it is better to create a safe environment and raise a classroom environment where students feel comfortable making errors and can be encouraged to take risks in using English without fear of judgment. This peer interaction can be encouraged because it allows struggling students to learn from their peers and benefit from their strengths.

To accommodate different learning styles and rapidity, teachers can modify their pedagogical approaches. Whereas some students can benefit from visual assistance, others might favor practical exercises or group discussions. Interactive exercises can be used to advance speaking, listening, reading, and writing abilities. Using role plays, debates, discussions, and language games can make learning interesting and entertaining. In addition, scaffolding learning is also a good option for language learners. It means dividing difficult tasks into more manageable pieces for the students (Harmer, 2015). As they gradually grasp each step, this helps them to gain confidence and a sense of success. Visual aids, gestures, and other multisensory techniques can be added to reinforce their understanding and simplify complex notions.

Teachers can also offer additional resources to the students like books websites, podcasts, and videos that support students' interests, and skill levels and encourage independent learning. Teachers can also make use of language learning apps, online resources, and educational websites to deliver supplementary practice and interactive exercises that provide different learning styles.

Language learning can be connected to real-life situations and contexts. This helps students to see the practical value of the language and motivates them to apply what they have learned. Teachers should make sure that all task and other activity directions are clear and precise. They must carry out regular assessments to monitor students' development and highlight areas that require more focus. Based on the findings of the assessment, they may change their teaching methods. Teachers should give students individual feedback on their language use, emphasizing both their language strengths and areas for development. It is important to encourage them to use this feedback in their practice. Together with the students, teachers should establish attainable short- and long-term language goals. Following progress toward these goals offers a sense of achievement. Lastly, language teachers must admit and celebrate students' achievements, no matter how small it is. Positive reinforcement increases their inspiration and confidence.

- **Students' responsibility**

Understanding culture is crucial to learning the language. It is necessary to learn about the regional etiquette, traditions, and customs of English-speaking areas to develop a greater understanding of the language. It takes time to learn a language. Though it might not always be visible, there will be times when learners feel frustrated, they need to remember that things are moving in the right direction.

A tool for interaction is language. It is acceptable to make errors while using a second language. Students will gain confidence when they practice speaking and writing more. For this, understanding basic grammatical concepts is crucial while communicating. Since it will improve the way one expresses the views. So, students need to concentrate on one aspect of grammar simultaneously.

Students should practice the English language regularly because consistency is key. If a student can only dedicate a short amount of time each day, consistent practice will help to reinforce their language skills and make sound progress. Learners should increase their vocabulary. Learning new words every day and trying to use them in

sentences will be helpful for them. For example, consider using flashcards, vocabulary apps, or creating your own word lists.

Students can surround themselves with English as much as possible. Such as watching English movies, and TV shows, listening to English songs and podcasts, reading English books, and following English news websites. There are numerous apps designed to help you learn English, such as Duolingo, Rosetta Stone, HelloTalk, and Memrise. These apps often provide interactive exercises and quizzes to reinforce language learning. This experience will help them to get habituated to the language's rhythms and tones. Language learners can also find language discussion partners or groups to practice speaking and engage in real conversations that will improve their fluency and confidence. Regularly writing journal items, essays, or short stories in English will not only improve their writing skills but also help them to organize their thoughts in the language. If it is possible, learners can enroll themselves in formal language classes or workshops.

Learners must not be afraid to seek feedback from teachers, peers, or native speakers. Positive feedback will help them to identify areas for improvement. A dedicated teacher can provide structured learning and effective feedback.

Every learner must acknowledge and celebrate their achievements, whether it is successfully understanding a complex text, holding a conversation, or using a new word correctly. A positive attitude always goes a long way. Learners should believe in their ability to learn and improve avoid negative self-talk and focus on success.

Everyone's language learning journey is unique. By implementing these recommendations to individual learning styles and needs, teachers can create a positive and effective learning environment and with dedication and effort, students can overcome English language learning challenges and thrive in language acquisition.

6.2 Conclusion

English, as a language, holds an influential standing in this country, Bangladesh. Employment and financial growth of this country depends significantly on the proficiency of this language. However, as far as the quality of classroom practice of English teaching-learning pedagogy is concerned, this has not been up to the mark due to different contextual aspects. For this reason, it is crucial to investigate and understand the issues and challenges in teaching and

learning English in Bangladesh at all levels. Though the difficulties in learning English for high school students are complicated, but they are not difficult. Teachers can enable students to grow in confidence, competence, and effectiveness as English language users by recognizing the complexity of these difficulties and using focused solutions. Innovative methods and an extensive understanding of these difficulties will be essential in developing successful language learners for the 21st century as the world of education continues to change.

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Appendix A

Questionnaire for High School students

- 1. When you try to speak in English, do you feel nervous?**
 - a. Always
 - b. Most of the time
 - c. Sometimes a little bit
 - d. Never
- 2. When you write something in English, how confident do you feel?**
 - a. Very confident
 - b. A bit confident
 - c. Not very confident
 - d. Not at all confident
- 3. Do you feel like giving up when you face difficulty in English reading or listening comprehension tasks?**
 - a. Always
 - b. Most of the time
 - c. Sometimes a little bit
 - d. Never
- 4. Do you feel that your English vocabulary is limited and stops you from expressing yourself fully?**
 - a. Not at all
 - b. A little
 - c. Slightly
 - d. A lot
- 5. Do you feel that your lack of English proficiency has held you back in school or other areas of life?**
 - a. Always
 - b. Most of the time
 - c. Sometimes a little bit
 - d. Never
- 6. How confident do you feel about pronouncing English words correctly?**
 - a. Very confident
 - b. Somewhat confident
 - c. Not very confident
 - d. Not at all confident
- 7. Do you need to ask others for help with English grammar or vocabulary?**
 - a. Always
 - b. Most of the time
 - c. Sometimes a little bit
 - d. Never
- 8. Do you feel shy to communicate in English with teachers and friends?**
 - a. Always
 - b. Most of the time
 - c. Sometimes a little bit

- d. Never
 - 9. **Do you feel that you have sufficient support from your teachers and classmates to improve your English language skills?**
 - a. Yes
 - b. No
 - 10. **Do you understand your teacher's spoken language?**
 - a) Always
 - b) Sometimes
 - c) Occasionally
 - d) Never
 - 11. **Does your teacher use the Bangla language in the class?**
 - a. Always
 - b. Most of the time
 - c. Sometimes a little bit
 - d. Never
 - 12. **Does your teacher allow you to use Bangla in the class?**
 - a) Always
 - b) Sometimes
 - c) Occasionally
 - d) Never
 - 13. **Do you get any chance to use the English language at your home?**
 - a) Always
 - b) Sometimes
 - c) Occasionally
 - d) Never
 - 14. **If you make mistakes while using the English language, does your teacher correct you?**
 - a. Most of the time
 - b. Sometimes
 - c. Occasionally
 - d. Never
 - 15. **Do you attend the English class regularly?**
 - 16. a. YES b.NO
- If not, why?**
- Answer:**

Appendix B

Questions for Focused-Group Discussion

1. What challenges do you face while learning English?
2. How confident do you feel speaking English in class?
3. How do you study and practice English outside of class?
4. How often do you use English in your daily life?
5. Do you feel that you have sufficient support from your teachers and classmates to improve your English language skills? If your answer is 'no', Why?
6. Have you ever wanted extra help for your English language learning (such as coaching)?
7. Do you feel that your current level of English proficiency is enough to achieve your personal and academic goals?
8. Do you think technology, such as language learning apps or online resources, has impacted your English language learning? How?
9. Do you feel that the materials used in your English classes are appropriate for your language level and learning style?
10. What suggestions do you have for improving English language learning support for students like you?

Appendix C

Language Classroom Observation Form

Class: _____ Section: _____

Instructor: _____ # of students: _____

Observer: _____ Date: _____

Rating Scale

4 - *Outstanding*; 3 - *Good*; 2 - *Fair*; 1 - *Poor*

A. PREPARATION

1. The instructor had a visible lesson plan. 4 3 2 1
2. There was an appropriate balance of structured and open-ended/communicative activities.
4 3 2 1
3. The exercises and activities were introduced in context. 4 3 2 1
4. The plan was geared toward real/authentic language use. 4 3 2 1

B. LANGUAGE USE

1. The instructor used the target language in the classroom appropriately and effectively.
4 3 2 1/NA
2. Use of English was appropriate to student needs. 4 3 2 1 / NA

C. LESSON PRESENTATION

1. The lesson was presented effectively and clearly. 4 3 2 1
2. The activities/exercises chosen to achieve the objectives were effective. 4 3 2 1
3. There were smooth transitions between activities. 4 3 2 1

4. The time allotted for activities was appropriate. 4 3 2 1
5. The amount of teacher talk and student talk was appropriate. 4 3 2 1
6. The type and amount of teacher feedback was effective. 4 3 2 1

D. CLASSROOM MANAGEMENT

1. The use of small groups/pair work during each activity was appropriate. 4 3 2 1
2. The seating arrangement facilitated learning. 4 3 2 1
3. The use of audio-visual & tech materials was effective. 4 3 2 1
4. The instructor divided his or her attention among students appropriately. 4 3 2 1
5. Student participation was on task. 4 3 2 1

E. CLASSROOM ATMOSPHERE

1. Student participation was active and lively. 4 3 2 1
2. The class atmosphere was warm, open, and accepting. 4 3 2 1
3. The instructor was sensitive to students' difficulties and abilities. 4 3 2 1

F. USE OF TECHNOLOGY

1. Use of technology (video, audio, web materials) was appropriate given the material being presented. 4 3 2 1
2. Use of technology is limited in the classroom but used appropriately outside the class (e.g. for email, drilling, background, etc. 4 3 2 1