

Practices of Learning English among the Textile Engineering Students in Bangladesh

By

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requirements for the degree of Master of Arts in English

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Declaration

It is hereby declared that

1. The thesis submitted is my 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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Approval

The thesis titled “Use of Technology in English Language Learning: A Study of Tertiary Level Students in Bangladesh” submitted by Afsana Akter (ID:21263016) of Fall, 2023 has been accepted as satisfactory in partial fulfilment of the requirement for the degree of Master of Arts.

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Ethics Statement

The work in this paper is original, and the ideas mentioned in other journals and articles are cited duly. Additionally, ethical guidelines were followed strictly to gather information from the participants. More details are provided in the methodology chapter.

Abstract

This study examines the practices of learning English among Textile Engineering students in Bangladesh. It explores the various teaching methods used, impacts and challenges faced by students in acquiring English language skills within the context of their engineering education. The research aims to provide insights into the effectiveness of current learning strategies and propose recommendations to enhance language learning outcomes for these students. In the context of the rapid processes of globalization and the increasing demand for English among professionals, the given study focuses on the specific practices of learning English among Textile Engineering students in Bangladesh. Using a mixed-design approach, it draws on survey data from students and interviews with teachers. The described research investigates the impacts, and learning styles, and challenges of Textile Engineering students while studying English. It investigates measures taken in the classroom and at home through formal and informal measures, online self-studies and learning applications, and interaction with peers to determine how they get help and assistance to address the difficulties in their learning. While describing the specific practices, the study identifies common learners' strategies and approaches, for instance, the use of the English language daily apps, participation in an English language club. It also provides detailed information on students' attitudes and perceptions regarding the learning process. Furthermore, it talks about the importance of learning English for a better career for a student. The findings section will give a much clearer picture that how the English learning of textile engineering students can be designed, the curriculum and different approaches. Lastly, in the conclusion part, the study will show how the textile engineering students prefer to learn for a better outcome and also their opinions and experiences which are very important to improve English language learning for them.

Keywords: English language acquisition, learning strategies and outcomes.

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Chapter 1: Introduction

As we all are a part of a globalised world, the importance of learning English is becoming very important day by day. The rapid processes of globalisation and the increasing demand for professionals who possess advanced knowledge of the language, there are numerous studies focused on effective strategies, learning styles, common patterns, and procedures while studying English.. For example, Ellis (2008) had studied second language acquisition strategies and he highlighted the role of motivation and learning environments. Moreover, Krashen's (1982) Input Hypothesis emphasized the significance of comprehensible input in language learning, which is now widely discussed. More recently, Brown (2020) and Richards (2015) have explored the integration of technology and blended learning in English education and investigated its potential for improving student outcomes (Luo, 2024).

My study focuses on the actual practices of learning English among students who major in Textile Engineering. Being of high importance, it centres on the specific needs and requirements of Textile Engineering students in Bangladesh. Largely using the obtained survey data from students and interview outcomes with the teachers, the given investigation describes the students' learning practices used to study English.

Background of the Study

Bangladeshi students who are learning textile provision engineering, they have a high expectation about their future career as they commence their academic route in this rapidly-changing field, they find themselves in the centre of the industrial diversification in this community and the language globalisation. For these students and learners, competent English learning is a passport to international job opportunities, as well as to improving Bangladesh's textile efficiency (Ziad, 2023).

How I Became Interested in This Research

Many of my cousins are in the textile engineering sector and that is the primary reason for my interest in this field. After seeing the role of proper English learning in textile engineering felt very motivated to know about it deeply and to let Bangladeshi textile engineering students know about it. Through this research I have tried to reach the students who have a degree in textile engineering but are still suffering from joblessness. My main target is to interact with the students, reach to them directly and share my knowledge with them so that they can be more serious about their career.

Significance of the Study

By investigating the Bangladeshi textile engineering students' conditions, the challenges they face and by gathering their suggestions and needs, this research tries to make the situation better for them by solving the problems and by taking necessary initiatives. This study also tries to collect the experiences and suggestions of teachers who have already faced all these things and became successful on their journey. Efforts were made to make sure that, the curriculum and instructional strategies are improved that can help the students learn better. The students who want to establish their career in the garment sector, they have no alternatives to be competent enough in English communication. At the same time it represents our country to the whole world and it is the key to their success (Eaton, 2020).

This study will create new knowledge by studying how textile engineering students learn English. On the other hand, the research will integrate findings obtained from the experiences of students and teachers. This knowledge will benefit everyone, educators, institutions of learning, legislators, and the students themselves. The knowledge can be used by teachers to improve the delivery of materials in order to enhance acquisition of their students. Legislators can use the standard instrument to gauge the performance of institutions and students to make policies that

best support efficient acquisition. The students themselves will use their new language learned to boost their academic and career prospects. Moreover, the students will be able to communicate with others in the global community.

Research Gap

There is a high knowledge gap in the textile engineering curriculum in learning and using the English language in Bangladesh. The acquisition of quality English is increasingly becoming an integral field of study but little is known about the techniques, the challenges and ways to overcome those. The research has become the most necessary study in this time when English language proficiency is strongly demanded in the textile engineering discipline.

Research Objectives

The thesis aims to provide an understanding of how textile engineering students from Bangladesh learn the English language. The study will examine factors that underlie the acquisition processes and offer an evaluation of potency of various learning materials and methods. The other key objective is to evaluate how proficiency in the language impacts on academic and career performance prospectuses.

The following research questions are targeted to be addressed by this study:

1. How does the usage of English affect students studying textile engineering academically?
2. How is English used by students studying textile engineering in both their academic and professional lives?
3. How are students studying textile engineering taught the English language, and what difficulties do they encounter?
4. What more assistance is needed for students studying textile engineering to learn English?

This thorough analysis, which takes into account a number of variables pertaining to language

acquisition and proficiency development, gives a general overview of the approaches Bangladeshi textile engineering students utilize to acquire English.

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Structure of the Thesis

The study mainly focuses on the English language acquisition process of Bangladeshi textile engineering students. The paper is divided into six chapters containing various sections with a conclusion. In the first chapter it has the basic introduction part with the ideas of research gap, objectives, significance of the study etc. In the second chapter it has the related articles with reference. In the third chapter, I described the research approach which is used in this research. The fourth chapter has the results that are found and then the analysis and discussion part are also described in this chapter. Finally, the conclusion chapter will discuss the recommendations, limitations of the study, scope for future research and share some concluding remarks.

By looking at different sides and limitations related to English language teaching and

learning of textile engineering education in Bangladesh this study tries to make the acquisition process easier for the students so that they can be competent enough in English and they can achieve it easily. It is expected that through this research these students will be able to get support in their academic progress which will help them to ensure a successful career.

Chapter 2: Literature Review

Bangladesh textile sector is now becoming worldwide known and it has an undeniable contribution to the country's economic development (Islam, 2019). Effective English communication is a must for the majority of employment in today's globalised world, including textile engineering. Having the ability to speak fluently in English adds an extra quality in the job place (Hamid, 2017). This chapter examines how Bangladeshi textile engineering students learn English, with an emphasis on the difficulties they encounter, their reasons for wanting to learn, the institutions that support them, practical projects that might be undertaken, and the viewpoints of their professors.

English Language Learning Practices among Students

Students' and institutions' approaches to teaching English varied, and many tactics are thought to improve student learning outcomes. Adaptive learning systems are necessary since students have different learning styles and aptitudes (Chowdhury, Rahman & Hossain, 2018). These choices include using online resources, peer assessments, self-evaluation, self-study, and formal classroom teaching (Mahmud & Hasan, 2019). Ahmed and Uddin (2019) draw attention to the ways in which engineering and non-engineering students acquire English differently, emphasizing the importance of English communication in the textile industry. According to Khan and Islam (2020), technology can help students studying textile engineering learn more effectively by giving them opportunity to practice using relevant examples and online resources (Ali & Khan, 2018).

Formal Classroom Instruction

One of the mainstays of learning English is still formal classroom training. According to

Brown's (2009) research, instruction that is well-structured and involves students directly with teachers can greatly improve language learning. However, the of instruction and the resources available determine how effective classroom instruction is.

Self-Study and Online Resources

Students are increasingly turning to online resources and self-study as study methods. Benson (2011) claims that independent learning enables students to concentrate on their areas of weakness and study at their own speed. Learning is becoming more flexible and accessible because to online resources like Duolingo and Coursera, which provide courses customized to each student's needs (Godwin-Jones, 2018).

Peer Assessments and Collaborative Learning

Language proficiency can also be improved through peer assessments and collaborative learning. According to studies by Gielen et al. (2010), peer feedback enables students to recognize their errors and advance their language skills. Group conversations and cooperative projects promote a mutually supportive and shared learning environment.

Challenges in Learning English

Bangladeshi students studying textile engineering have many obstacles when it comes to learning English (Rahman, 2016). One major obstacle is the lack of exposure to real materials and settings for English practice (Akhter & Haque, 2018). Effective language acquisition is further hampered by the shortage of instructors who are qualified and appropriately trained. Students frequently have insufficient time to devote to their English studies due to the demanding workload of engineering courses (Akhter & Islam, 2017).

Inadequate Teaching Methods

One of the biggest challenges is using obsolete curricula and ineffective teaching

techniques like rote learning. Interactive and communicative teaching methods are necessary for effective language instruction (Richards, 2006). But a lot of schools continue to use outdated techniques that don't effectively get kids ready for communication in the real world.

Resource Limitations

Learning is further hampered by resource constraints, such as inadequate language labs and out-of-date resources. For language acquisition to be successful, Tomlinson (2011) contends that having access to current, pertinent content is essential. There aren't enough resources in many Bangladeshi institutions to offer top-notch English instruction.

Socio-Economic Factors

Socio-economic factors also play a role in the challenges faced by students. Many come from rural areas with limited access to quality education and resources (Rahman & Pandian, 2018). These targeted students need extra support and help to learn the new things perfectly.

Role of Motivation in Learning English

A crucial factor concerning language learning is the motivation of individuals (Hossain, 2019). Those with higher levels of motivation have greater language proficiency (Rahman, 2018). Career aspirations, hobbies, and the importance of the English language in the textile sector influence motivation (Siddique & Islam, 2017). Institutions should focus on acknowledging and supporting these (Alam, 2020). Immense learning benefits are likely to result from this acknowledgment and support (Akhtar, 2021).

Impacts of Motivation on Learning Outcomes

Intrinsic motivation is preserved when learning corresponds to interests and offers joy, with the longer-lasting form ensuring support by these characteristics (Ryan, 2000). For instance, career opportunities represent a sizable source of extrinsic motivation, particularly given the

character of the textile sector as highly competitive (Deci, 2021). English teachers in institutions can help by finding an optimal balance for how these drivers may motivate learners in these learning environments. Motivation's effects on learning outcomes are vital (Dornyei, 2004).

Institutional Support

Educational establishments in Bangladesh frequently fall short of meeting the needs of their students in terms of developing their English language proficiency (Rahman & Khan, 2018). Employees need to be fluent in English to handle overseas consumers and orders because the textile industry is so important to the economy (Islam & Hasan, 2019). However, poor resources, like language labs and access to real materials, along with inadequate teacher preparation, make it difficult to teach English effectively (Islam & Ahmed, 2020).

Faculty Development Programs

Programs for faculty development are crucial to raising the standard of English instruction. Darling-Hammond (2000) asserts that ongoing professional development keeps educators abreast of emerging technologies and pedagogical approaches. Giving educators the chance to pursue additional training and certification can improve their efficacy.

Infrastructure and Resources

It is essential to upgrade resources and infrastructure. Language labs with access to a variety of real materials and contemporary technologies can greatly improve learning (Tomlinson, 2011). Working with foreign organizations can also yield insightful information and useful resources (Knight, 2004).

Globalization and Industry Demands

English language competency is becoming more crucial than ever for students studying

textile engineering because of the globalization of the textile business (Ahmed & Hasan, 2018). Many graduates want to work for multinational corporations, where they must conduct international business and cooperate with specialists from other countries (Yasmin & Rahman, 2017). By the time of graduation, a solid foundation in English is required (Islam & Amin, 2020).

Communication and Cultural Competence

Soft skills, such as communication and cultural competency, are just as important in the context of globalization as technical abilities (Leask, 2004). Students can be better prepared for the global labor market by including these abilities into the curriculum (Jones, 2013). Being able to communicate effectively across cultural boundaries and grasping cultural quirks are critical in today's worldwide business world.

Industry-Specific Language Skills

Industry-specific language skills are also important. According to Hutchinson and Waters (1987), English for Specific Purposes (ESP) courses tailored to the needs of textile engineering students can enhance their professional communication skills. English vocabulary courses concerning the textile sector incorporated into academic courses succeeded in enhancing learning outcomes.

Government Initiatives

Government's or organisations' attempts to enhance the English language (Khan & Ahmed, 2019). Given the ever-increasing significance for a universal workspace and competition, the Bangladeshi government initiated several programs to facilitate English learning at all levels. This is especially true for students taking textile engineering, as it may enable their integration potential into the global market (Alam & Rahman, 2018).

English in Action Project

Projects such as the English in Action have shown promise in improving English language proficiency as they employ the latest teaching methods and technology tools . Progress can be sustained if these efforts are continued and enhanced (Hamid & Baldauf, 2013).

National Education Policies

National education policies are important as proficiency effort can be enhanced by taking necessary initiatives. As the national education policy promotes the use of English in schools. The policy gives more importance to teacher training and the national education policy promotes English education (Bashar, 2015).

Gender Disparities

Studies have shown that there are differences in the acquisition of the English language (Khan & Ahmed, 2019). Gender socio-cultural challenges affect female learners greatly. To ensure all the students have equal opportunities, the gaps must be addressed (Khan & Yasmin, 2018).

Gender-Sensitive Approaches

The gap can be reduced by employing gender-sensitive approaches by providing safe environments and addressing specific impediments faced by women (Unterhalter, 2005). Encouraging gender parity in the classroom is important for the development of the industry (Tannen, 1990).

Impact of Socio-Cultural Factors

Family responsibilities and social expectations can affect female students' ability to pay attention to their education. Women-focused alternative learning and mentorship program support mechanisms can alleviate this and promote gender equality in education. It is important

to train them regularly as they are more knowledgeable and experienced in ways of helping to get over such challenges when students are grappling with a new English language pillar.

According to one of the teachers, the students know that English is a core pillar and that their students will be working with it both as a qualification piece and as a mode of communication in their working environment in future (Nussbaum, 2000).

Teachers' Perspectives

Teachers of Bangladeshi textile engineering students' are very aware of the difficulties their students face when they learn English (Hasan & Ahmed, 2017). To meet the diverse needs of each student, a range of instructional strategies must be used (Rahman & Ali, 2019). In addition to imparting technical information, educators also aim to instil the collaboration and communication skills that are crucial for the global textile business (Islam & Rahman, 2019).

Teacher Training and Certification

Proficiency in both language and pedagogy are essential for effective language instruction. Language competency and contemporary teaching techniques should be the main priorities of teacher preparation programs (Freeman & Johnson, 1998). Maintaining high educational standards requires that teachers satisfy a standardized level of competency, which certification programs may guarantee (Richards, 2008).

Use of Technology in Teaching

The use of technology in the classroom can greatly improve student learning. Lessons can be made more successful and entertaining by utilizing interactive resources, language learning apps, and internet resources (Godwin-Jones, 2018). In order to fully utilize these technologies, teachers need to be trained.

Professional Development

Mainstream opportunities can exercise an even greater impact by stimulating lifelong learning and by supplying them with access to modern instructional tools (Darling-Hammond, 2000). Students could equally benefit from teachers' insights with regard to the latter's own professional development needs and the challenges experienced in improving themselves (Richards & Farrell, 2005).

Role of Peer Interaction

Peer interaction is very effective in learning languages (Johnson, Johnson & Smith, 1998). Research has shown that peer discussion can be considerably more effective for learning of students. In a lecture based class students always cannot grasp all the things nicely but in a peer if a member of the group understands better, he can make the whole topic easier for his peer which is very much helpful. Also, peer assessments create a more participative and encouraging learning atmosphere because both of the participants can talk and express themselves properly (Vygotsky, 1978).

Language Clubs and Societies

Various language clubs give a very good opportunity to the students to practise English in a less formal context than classrooms. In the university language clubs, mostly they use English, and get to have a good practice. Moreover, they get involved in various activities, programmes and conversations that highly increase their ability to be fluent in English. These things make them competent and at the same time very much confident about their language use (Storch, 2005).

Exchange and Internships Programs

Internship and exchange programs or opportunities are very helpful for students to

understand the use of English at their workplace. In a Bangladeshi context, using English is not natural as everyone tries to adopt and all of them practice but in a foreign internship a Bangladeshi student get the chance to be familiar with the professional use of English in a natural context (Bracht et al., 2006).

Parental and Family Involvement

Involving parents and the family in language learning can extremely help a student to learn and acquire quickly. If a student only get the environment to practice English in his classroom, that is challenging enough to learn it expectedly as students spend most of their times with their parents and family. If the parents can be a part of their children's learning process, the learning will definitely enhance and give better learning outcomes within a short period of time (Epstein, 2001).

Community Language Learning Programs

The first type of initiative is community language learning initiatives that could be characterised by involving locals in teaching the language. They involve facilitating the use of English in the community such as community language exchange functions or community reading (Savignon, 2002).

Psychological Factors in Language Learning

Comprehension of these factors is crucial to the success of the learning initiative. Language acquisition is hugely predicated by psychological factors such as anxiety, attitude, and confidence . Therefore, they could be improved by developing teaching strategies that could help manage these characteristics and also generate a positive learning environment (Krashen, 1982).

Language Anxiety

Anxiety resulting from a particular language endeavours could lead to language learning

hiccups. On the other hand, if accepted, the student will be more than willing to learn the language. One way of reducing student's anxiety in the classroom is by offering a supportive atmosphere. For example, in such an atmosphere students' errors are viewed as learning opportunities and not failure. Students' confidence can also be improved by eliciting a growth attitude and applying positive reinforcement (Horwitz, 2001).

Self-Confidence and Attitudes

If students have to learn a language, they have to have confidence (Gardner & Lambert, 1972). In this case, from the teacher, one could predict the achievement path by the establishment of realistic goals, offering constructive criticism, and also nurturing students for even their smallest achievements. Also, students' performance and motivation can be increased by establishing a supportive and stimulating learning atmosphere and also developing positive attitudes to learning (Bandura, 1997).

Future Research Directions

To be able to understand how different teaching strategies and supportive programs could assist textile engineering students to learn to be more proficient in English, more research is required. Some researchers have suggested that a longitudinal design study could do wonders such that students could be followed for years. This could provide an insight on the viability of a given strategy in the long-term (Mackey & Gass, 2015).

Impact of Technology on Language Learning

The other type of initiative impacts the technology on language learning. A study could be conducted to see how new technologies such as artificial intelligence would impact learning (Estrada & Freeman, 2015). It is necessary to conduct research on the ways in which these

technologies might be used into the curriculum and how they can work in various learning environments.

Conclusion

In conclusion, it should be noted that language acquisition can open the ways to new opportunities and methods to improve the language learning process. This accounts for research that concludes the following. Regarding multimedia and mobile technologies, research should explore the ways and ease of integration and their effectiveness in various academic settings. Cross-cultural studies should continue exploring practices and policies delivery adjusted to local student populations, thus enabling them to meet the competency requirements.

The following research questions will be addressed by this study: Ways in which emerging technologies influence EFL/ESL How technological use in EFL/ESL classrooms differ cross-culturally relative effect on utilisation of differing long term facilities and support on Bangladeshi textile engineering students' English acquisition and learning

There are many future research possibilities associated with the impact of emerging technologies on language learning. For instance, as was previously mentioned, while emerging, virtual and mixed reality are still largely underused even though early research asserts its particularly high motivational levels. Most of the technologies employed in the classrooms today, such as smart boards, are largely limited to task completion and assessment and to more was not found to give any advantages in foreign language teaching. Broadly speaking, while the same “old” pedagogical strategies are being used now with the help of virtual or mixed reality, unique sensory experiences and increased agency allow for the previously unattainable levels of students' engagement.

Emerging technologies significantly impact English learning for Bangladeshi textile engineering students, enhancing engagement and proficiency. Integrating tools like apps and online platforms in education transforms traditional methods, fostering improved language skills. Future research could focus on comparative impacts, long-term benefits, and teachers' perceptions of these technologies.

Chapter 3: Research Methodology

This chapter describes the overall procedure of the research that was followed while conducting the research. I have chosen qualitative research for teachers because it provides a thorough investigation of their perspectives, experiences, and insights about the difficulties and approaches of teaching English language training. Teachers can give rich, in-depth narratives that capture the nuances of their instructional techniques and the contextual factors influencing English language learning through semi-structured interviews. This method is excellent to reveal detailed nuances and get a deep insight into the peculiarities of teaching textile engineering students, also pointing out, in particular, the learning capabilities and obstacles faced by students in textile engineering. I applied a quantitative research method for the students and required that they reflect on their learning capacities, obstacles, and outcomes using quantitative research.

Having narrow questionnaires, it is possible to collect data of a bigger sample and be able to generalise the findings. There will be no bias, and the data collection will be quantitative, with the possibility to define some regularities and specifics of English learning, as well as the details of the frequency with which certain difficulties are faced and the results of certain tactics are analysed. A quantitative method should be chosen because only in this way, it will be possible to make sure that the results reflect the full variety of responses and learn how to react to these results in the future.

To explore the “English Language Learning Practices of Textile Engineering Students in Bangladesh”, a qualitative research approach was used. The type of research was chosen purposefully, as it allowed us to get a deeper insight into the students’ learning practices and the context that determines these practices. Moreover, the whole research took place in several textile engineering based institutions in Bangladesh, which were chosen due to the corresponding nature of the educational field and importance of the textile industry for Bangladesh. As for the

participants, the target sampling of students and teachers was conducted in order to develop an all-round picture of the learners' and teachers' practices. Semi-structured interviews were used as the most appropriate data collecting instruments, appropriate because they allow identifying the respondent's intentions in a flexible way, whereas the instrument of data collection was uniform and thus convenient for later comparison and analysis. Another instrument of data collection was semi-structured forms, which allowed not only to collect detailed qualitative data but some elements of quantitative data at the same time. As for the data analysing method, it was chosen for its accordance to the type of the research and aimed at thematic data analysis, based on the identification of patterns and themes in the responses. Such an approach aimed to provide a broad and diverse picture of the students' practices and problems of English learning in this case.

Research Site

The research took place in several Bangladeshi Textile Engineering Universities. They all were chosen because of focusing on teaching the English language in the context of textile engineering and the project's aim to get a full insight into students' learning techniques and problems. The participating universities provided a rich environment for the collection of qualitative and some elements of quantitative data, which allowed the researcher to see and compare the learning environment, materials and methods used for English teaching. Such background led to a comprehensive look at the context and impact of institutional factors on Bangladeshi textile engineering students' achievements in learning English.

Participants of the Study

All the participants are from Bangladesh Textile Engineering universities. Some respected teachers have been selected to participate in interviews and some students participated

in surveys. These participants are selected to ensure a representative sample that captures various backgrounds, experiences, and perspectives. Participants of the study included both undergraduate textile engineering students and teachers from different universities in Bangladesh.

I have conducted a survey with 20 textile engineering students who were randomly selected from different universities. The survey questionnaire was made with 20 survey questions related to textile engineering students about their English learning experience. I have talked to each of the participants and described the topic and why I need their opinions. All of them were interested in participating in my study.

I have taken interviews with five teachers from different universities. They all were very supportive and positive about my topic of work. As I'm not allowed to reveal their original names. I'll use participants 1,2,3,4 and 5 to indicate to them.

Participants	Educational background	Profession	Interest in the textile engineering sector
Participant 1	He had studied textile engineering at a public university in Chennai, India.	2005-2010 he worked in the merchandising industry. Since 2009, he has been a teacher of a private university and now works as an assistant professor.	Considering the perspective of our country, he found that we have a very high demand for textiles and that naturally developed his interest in this field.
Participant 2	He has completed his graduation from a National University and also completed his BPhil.	Currently, working as an assistant teacher at renowned University of Textile Engineering.	He thinks that textile engineering is making a significant impact on our country and if he can enter this sector he will be able to directly contribute

			to this field by teaching the students.
Participant 3	She has completed her graduation and post graduation from a private University of Bangladesh and then she completed a second masters degree in fashion designing.	Since 2009, he has been working as a teacher in various universities. Currently she is in a well known textile engineering University.	She has an interesting story behind it. Her father was in the garment sector and since then all her siblings and she developed interest in this field. As this sector holds a special place in our country, she feels very proud to be a part of something that represents the nation globally. With this mindset, she never even felt any desire to move away from the country and move away from a career related to this field.
Participant 4	Completed his graduation from a private university of Bangladesh.	He has spent many years working in garment sectors and then continued as part time teacher at private universities. Currently working as a full-time teacher at a textile engineering university.	After pursuing a degree in the textile engineering sector he had a desire to work in that sector and he did that. After that he realised he had more interest in teaching so he switched on it for his own desire.
Participant 5	She has completed her graduation, postgraduate and PhD from Bangladesh.	She has been in the teaching profession at a popular private university for many years and then she was involved in factories as an executive.	She was interested in both the teaching and textile sector. By combining both of her interests she chose her career as a teacher of textile engineering students.

Data Collection

The practises of Bangladeshi textile engineering students' English-learning are thoroughly examined in this study. To obtain in-depth knowledge of the experiences and approaches of 5 teachers from different universities and semi-structured interviews has been taken. Then the researcher utilized thematic analysis to find recurring ideas and viewpoints. Additionally, in order to present a comprehensive picture of language learning practises, a small amount of quantitative data will be gathered through surveys. 20 students have participated in this survey. Throughout the research process, strict adherence to ethical protocols, including permissions and participant anonymity, is strictly maintained.

The process of gathering data took place in the academic settings of textile engineering departments at several Bangladeshi universities. The study focus was on how students learn languages in different institutions and their overall learning experiences. It also focused on teachers' opinions and their experiences as well.

Sampling

For this study, data was collected through a survey of the students and semi-structured interviews of the teachers.

Survey

Through the distribution of a standardized questionnaire to the chosen students, quantitative data was gathered. Closed-ended inquiries on demographic data, language study habits, and skill levels were included in the survey. Due to this survey, I got the opportunity to see the numerical side of the students' learning the language.

Interviews

For the present research activity, I interviewed five teachers using semi-structured interviews. In those interviews, I focused on the reasons, challenges, and learning techniques of the students' textile engineering, according to teachers' opinions. In these activities, a qualitative method was employed as it can provide proper perception of the teachers' perspectives. These activities' purposes were to gather detailed qualitative data from the participants. Each interview lasted for 30-45 minutes, and interviews were organised on the phone due to comfort techniques and the requirements of these participants. Before each interview, I have received agreement from interlocutors to take recordings to ensure that every word shared by participants' mediums and all was recorded without any issues as their consent. These recordings were used in the transcription process. To be transparent, the system was required for the research while doing the transcription work itself. I group-recorded every interview in one document. All participants' statements and responses received from the interviews were written with detailed responses. These helped not to ignore any parts during transcription. I have transcribed from the recordings every interview I have done in the exact manner. Owing to this technique, subtleties were not lost, and my study had a comprehensive and extensive dataset. The objective of the study was to acquire detailed qualitative data and employ this technique in order to perform analysis accurately and comprehensively while also grasping the participants' perspectives.

Data Analysis

To study the nature of English learning practices of Textile Engineering students in Bangladesh, a structured approach has been implemented to collect, analyse and interpret the data. The research methodology was mainly a survey questionnaire addressed to the students consisting of fifteen questions combination of closed-ended and opinion type of questions with

where 20 samples were collected. The questionnaire involved a wide range of topics and covered general views, personal experiences and opinions. Its purpose was to create a detailed picture of the situation with learning the English language of the students of the textile industry in Bangladesh. In this regard, in the next part the researcher highlights the connections and patterns between several categories on the basis of which it is possible to create the above picture. Subsequent to this stage, we shall be able to generalise on the results of the study of English learning practices and initiate the final research and the conclusion.

The data from questionnaires are shown by pie charts and bars which are explained while addressing the research question. Also, thematic analysis is used to identify recurring themes and patterns in the qualitative interview data. The research was analysed when all of the teacher interviews were finished and all of the student data had been gathered. The researcher made an effort to draw connections between the data gathered from the survey and interview by offering a logical explanation of the experiences of the teacher and students. The article by Taylor-Powell and Renner (2003) was followed to establish the cumulative data from the interview. To fully understand the data, the researcher first "read again and again" and "listened several times" (Taylor-Powell and Renner, 2003). Second, the researcher concentrated on the analysis phase, during which all of the assessment purposes were looked into. The second phase, "Focusing analysis," which comes after this one, was when the researcher assessed "the purpose of the evaluation." Thirdly, the participants and their responses to each question were the main focus (Taylor-Powell and Renner, 2003). The patterns were then found and divided into several parts as the researcher categorised all the data. The researcher then found linkages and trends among several categories by summarising the data in this section.

Ethical Considerations

The research is intended to comply with all ethical standards of safety and protection of the integrity and confidentiality of each study participant. This study informed each load of the rights of their participants, including teachers and students. They were informed about the purpose of this research, the extent of their involvement, and their right at any time to fight against engaging their answers. To preserve the confidentiality of the sources, authorships were not reported and no identification information was essential to reach the required results. This research has been approved by the Institutional Review Board of the host institution, which is supervised by all ethical procedures. The risks to participants were minimal, and any unforeseen inconvenience was promptly corrected. There was no risk to physical or psychological life. The identity, dignity and autonomy of the test subjects were completely reversed in the procedure for completing them.

Chapter 4: Analysis and Findings

This section is created to present the quantitative analysis results which are conducted through a survey. 20 participants participated so that we could explore their English language learning practices, challenges, and strategies in the context of textile engineering education in Bangladesh. By using pie charts and graphs, this section focuses on study habits, levels of their knowledge, learning strategy, etc. The findings aim to give useful insights into the current textile engineering students who are learning English.

Findings of the Quantitative Study

In this section, I will discuss the findings of the analysis of the responses from the surveys. The findings are shown in graph illustrations.

Demographic: Gender Distribution

The chart in Figure 1 shows that 60% of the participants are males who answered the survey on the English language learning process for Textile Engineering students in Bangladesh. The other 40% of the respondents who participated in the survey in this case were female candidates. The probability of this survey getting answers from either sex, in this case, gender is very high and effective. Besides, the different answers and information received regarding this topic means that students in different situations are likely to be biased.

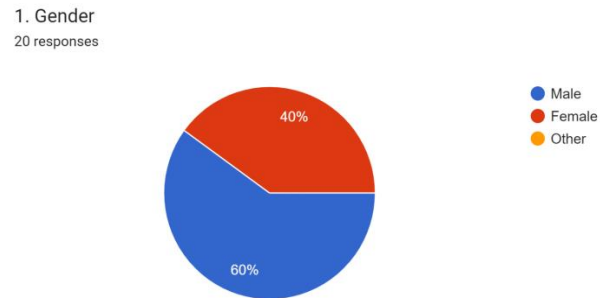


Figure 1: Gender distribution of survey participants

Age

The pie chart in Figure 2 shows 50 percent of the respondents have an age of between 21 to 25 years and are the majority. The second age group with a number of students who participated in the survey was between 26 to 30 years of age.

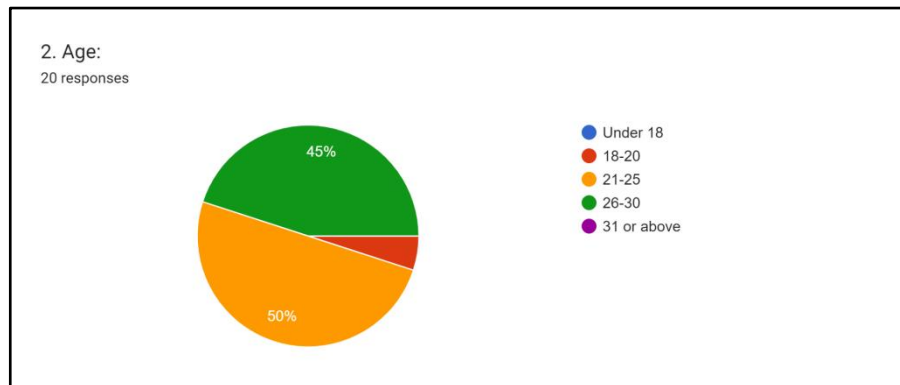


Figure 2: Age range of respondents

Academic Year

The pie chart illustrates that the majority of students, comprising 35%, are enrolled in the fifth year of study, while the remaining 25% are in the fourth year. Additionally, 20% of them are in their second year of study and 15% are in their third year. This suggests that the responses will encompass a diverse array of experiences from individuals at various stages of their textile

engineering education who encounter particular difficulties when communicating in English throughout different academic years

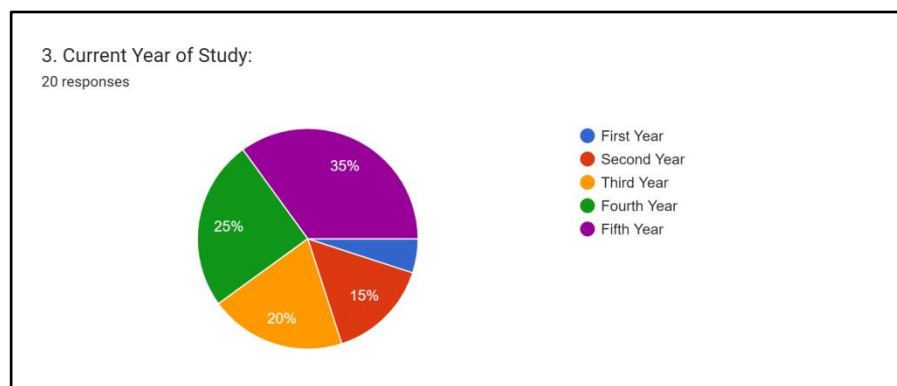


Figure 3: Academic year of survey participants.

Language Study Habits

An almost equal proportion of students (35%) are involved in English study beyond their required coursework, while the remaining 35 percent are actively involved in English study. Conversely, fewer than 30% of students engage in English practice outside of their designated coursework periods. This indicates that the respondents do not devote much time to exercising English and that some of them are not particularly interested in doing so; this demonstrates their lack of motivation to improve their English communication skills.

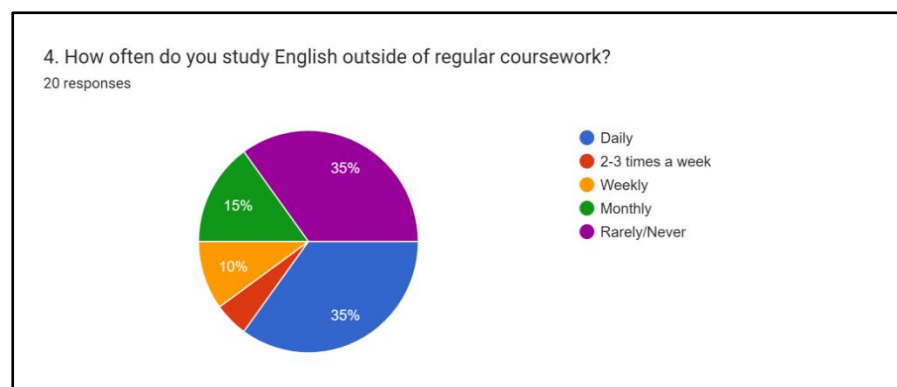


Figure 4: Practicing time dedicated to English language study by participants

Language Learning Resources

As illustrated in the bar graph, a significant proportion of the student population (80%) preferred using textbooks regularly to enhance their English-speaking abilities. Additionally, forty percent of them, which is the second-highest equality, consider language exchange partners to be crucial learning resources for enhancing English-speaking practices among textile engineers to surmount obstacles. However, 30% of them regarded online courses as valuable learning resources that they employed regularly to improve their skills.

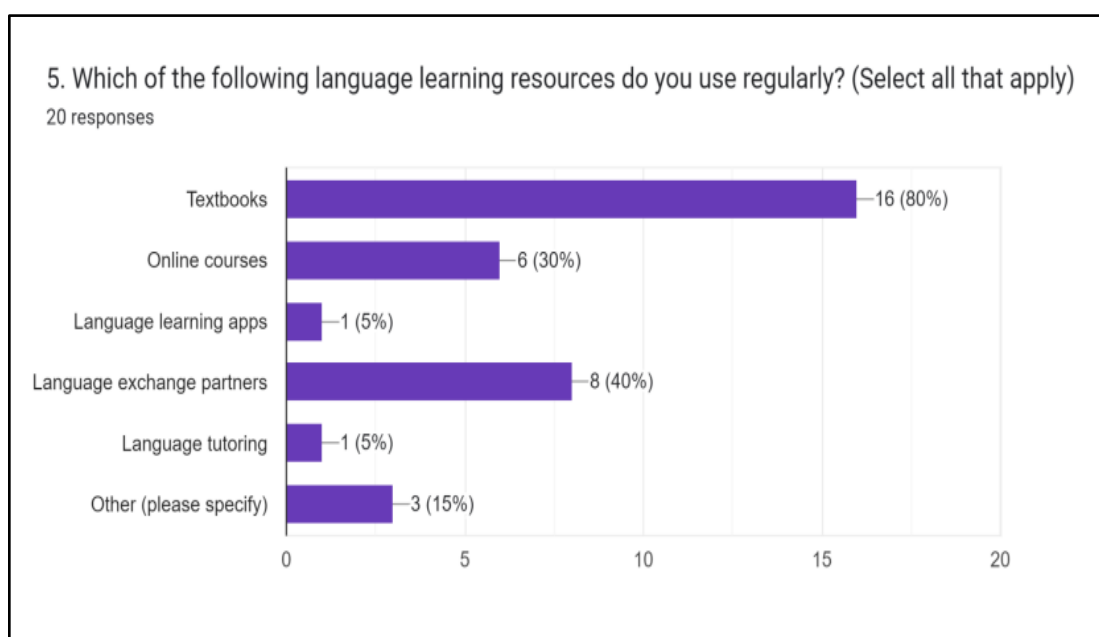


Figure 5: Language Learning Resources

Weekly Time Dedicated to English Language

Most respondents, 90%, dedicate less than one hour per week to English language study and practice, as portrayed in the pie chart. This suggests that a significant number of them lack the commitment necessary to acquire or practice the language or improve their skills in preparation for the course by employing the resources they previously preferred.

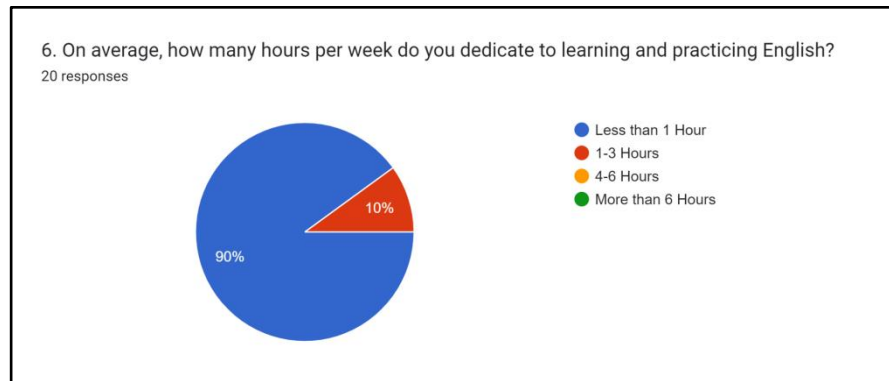


Figure 6: Weekly time dedicated to English language study by participants

Speaking Proficiency Level

The majority of the respondents (50 percent) considered their English proficiency to be average. Conversely, 20% agreed to be outstanding and 20% agreed to be good about their English proficiency. This suggests that students presently enrolled in Textile Engineering may have difficulty speaking English, which could potentially hinder their motivation to improve their proficiency. Additionally, an absence of resources for learning or practicing English could also contribute to this issue.

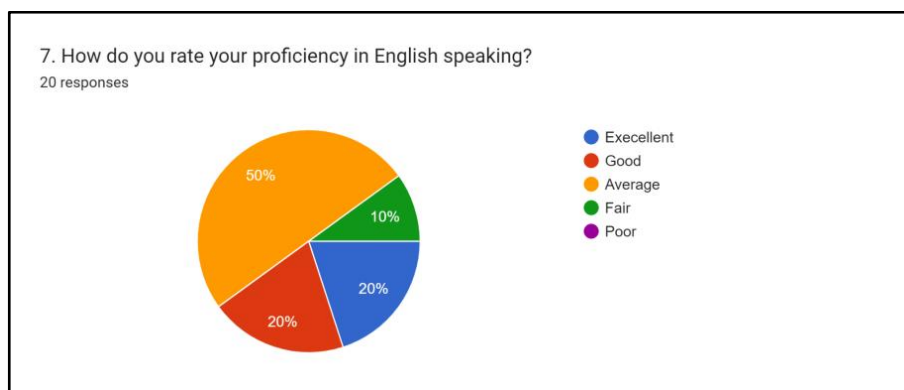


Figure 7: Speaking Proficiency Level of the Participants

Writing Proficiency Level

The pie chart shows that 40% of the students acknowledged that they possessed proficient English writing skills. A considerable proportion of them, 25%, consented to be Average, even though only 25% of them agreed to be Excellent. This suggests that their speaking and writing abilities are interconnected, taking into account certain factors such as their inability to compose complete phrases or articulate their views on a specific subject.

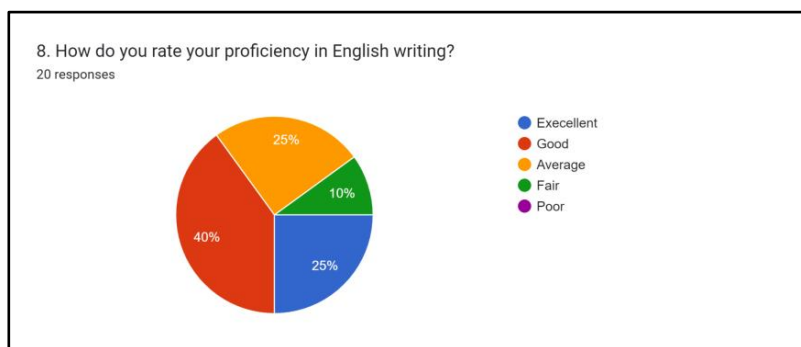


Figure 8: Writing Proficiency Level of the Participants

Reading Proficiency Level

The pie chart indicates that a majority of the participants agreed with the statement "Good" regarding their English reading proficiency. This suggests that while they may lack confidence in their ability to write or speak English, they perceive themselves as versatile in the area of reading English. Also, 20% of them rated their English reading proficiency as outstanding, while 10% rated it as average, and 10% as fair. This suggests that they have the potential to make progress given sufficient resources.

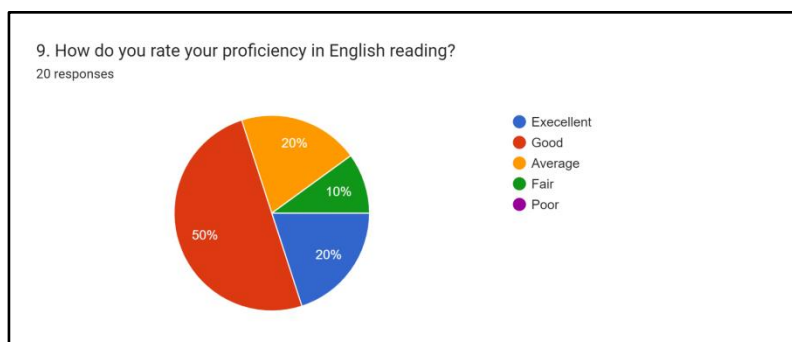


Figure 9: Reading Proficiency Level of the Participants

Listening Proficiency Level

As demonstrated in the pie chart, the majority of respondents (45%) rated their English listening skills as Good. Additionally, 25% of the respondents regarded their English listening skills as average, while 20% agreed that they were excellent. This suggests that their listening abilities require more development than their speaking and writing skills.

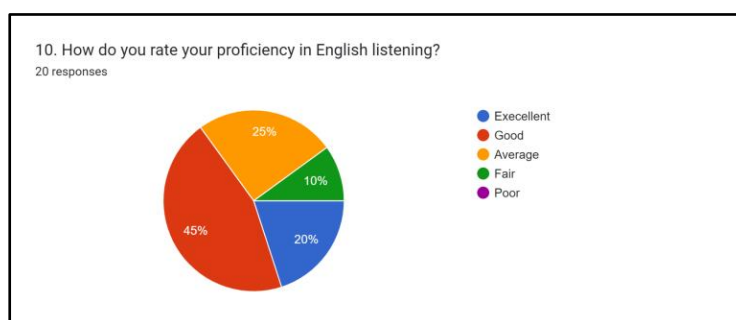


Figure 10: Listening Proficiency Level of the Participants

Language Learning Strategies

The bar graph illustrates that the majority of respondents (85%) recommended watching television programs and movies as the most effective means of improving English speaking abilities. Additionally, 60% and 70% of them, respectively, recommended that they engage in regular group discussions and conversations with native speakers in order to improve their

speaking abilities. In addition, an additional 70% of respondents concurred that practicing English by repeating phrases and sentences improves their proficiency.

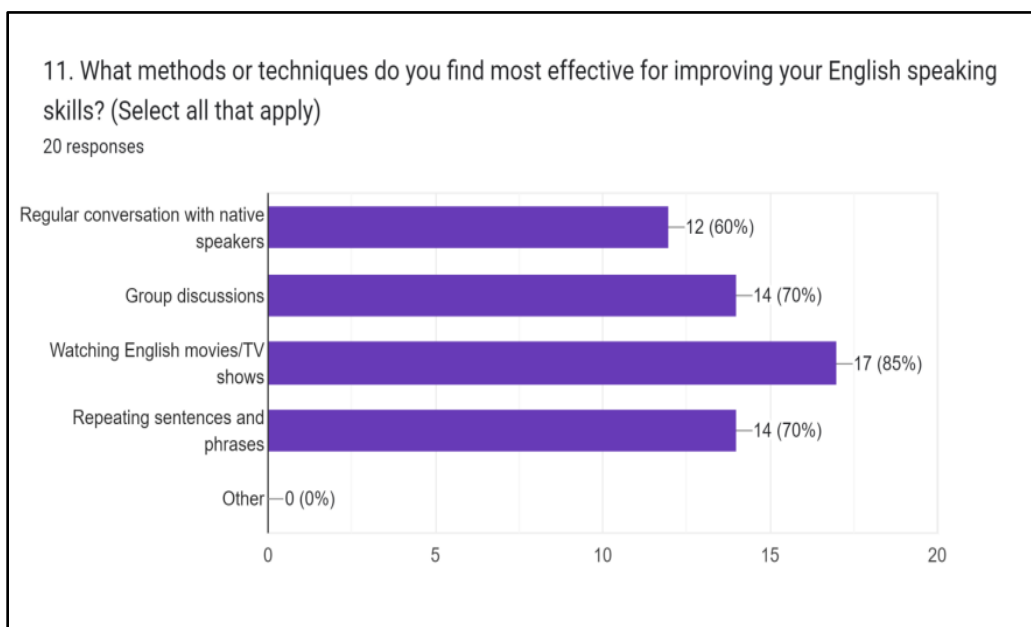


Figure 11: Methods or Techniques Used by Participants

Extracurricular English Learning Activities

As indicated by the pie chart, 55% of the respondents have never engaged in any English language learning-related extracurricular activities, such as language societies, seminars, debates, or debates, while 35% of them participate in these activities infrequently. This suggests that students may be lacking an opportunity to enhance their English communication skills by abstaining from participating in such events in order to conform to the practice-based environment, despite the fact that they are a potential platform.

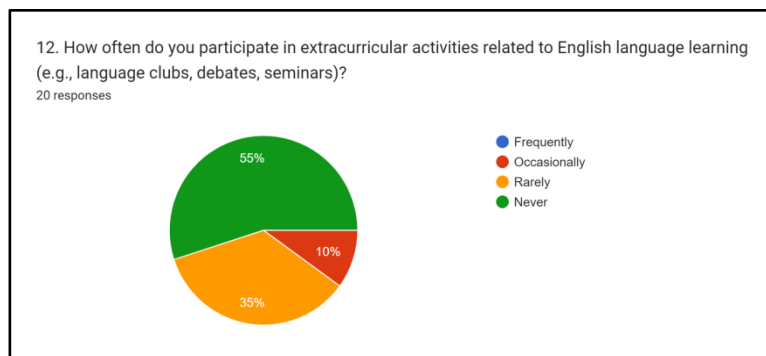


Figure 12: Participation in extracurricular English learning activities

Main Challenges Faced by the Students

As indicated by the pie chart, the majority of students failed to respond to the question. However, a subset of students did so and identified several difficulties they encountered, including difficulties with grammar, sentence construction, vocabulary, and comprehending others when using complex terminology. These difficulties were attributed to the textile engineering department's limited usage of formal English.

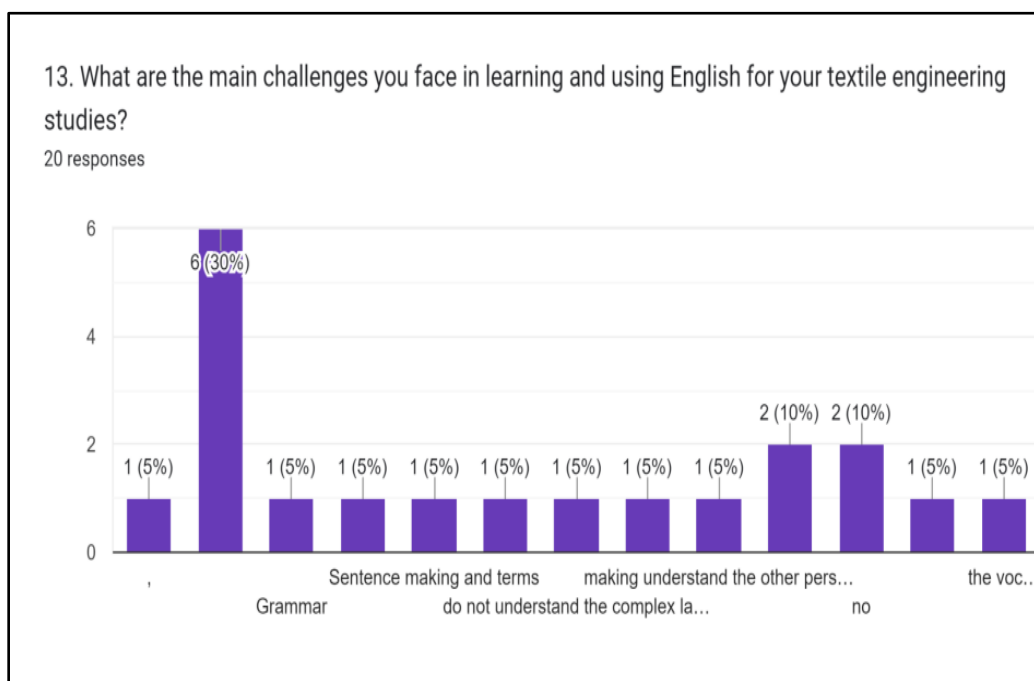
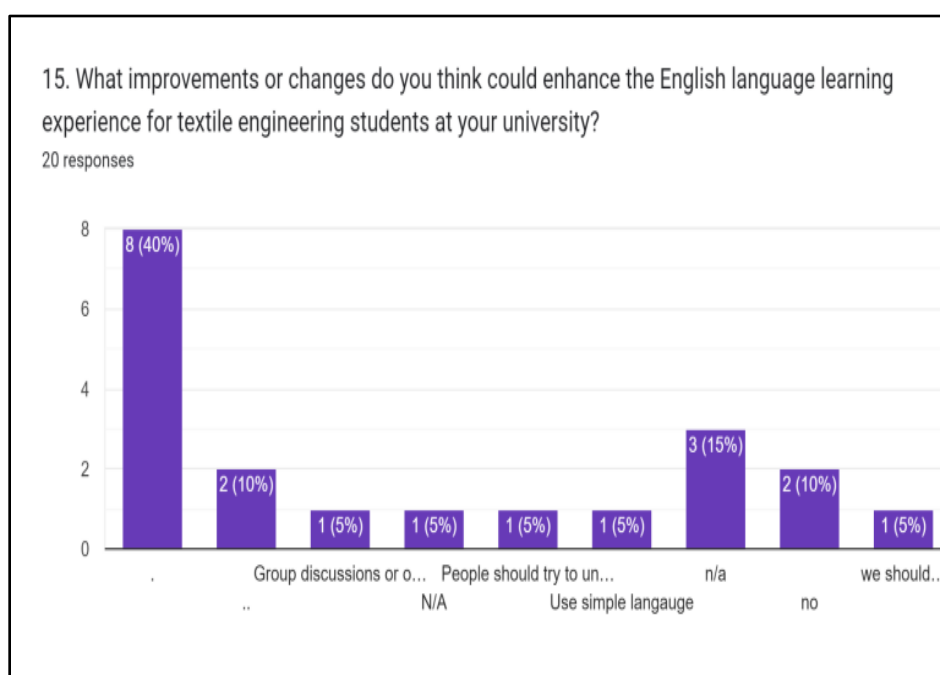


Figure 13: Main Challenges faced by the students

Suggestions for Better Learning

The bar graph illustrates that a limited number of respondents have provided their perspectives on how universities could improve the English language learning experience for textile engineering students. But multiple recommendations put forth by the individuals to enhance their English language learning include engaging in group discussions, employing simple vocabulary, and comprehending the terminology rather than just memorizing it.



Overall Experience

The data shown in the pie chart indicates that a significant proportion of the participants (60%) express satisfaction with the English language resources and support offered by their academic institution. However, 40% of them responded neutrally to the question. This suggests that universities have the opportunity to enhance and develop the English language learning curriculum, specifically for students pursuing textile engineering.

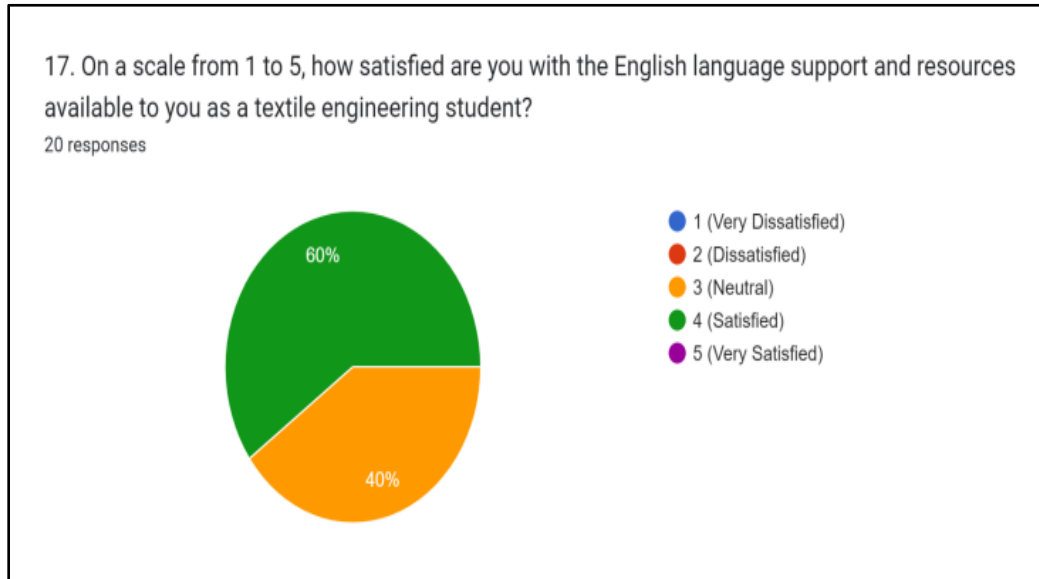


Figure 17: Satisfaction Level of Participants

Improving Skills

The pie chart demonstrates that a significant proportion of the students, 95%, concurred that their English proficiency has enhanced since commencing the textile engineering programme. This suggests that the academic courses or learning environment were responsible for a significant role in fostering the development of their English language skills, which can serve as a valuable asset for universities seeking to improve and expand their reach.



Figure 18: Improving Skills

Recommendations

The response bias in the survey is demonstrated in the pie chart by the fact that 90% of respondents rated no particular English language course or resource as they would recommend it to other textile engineering students.

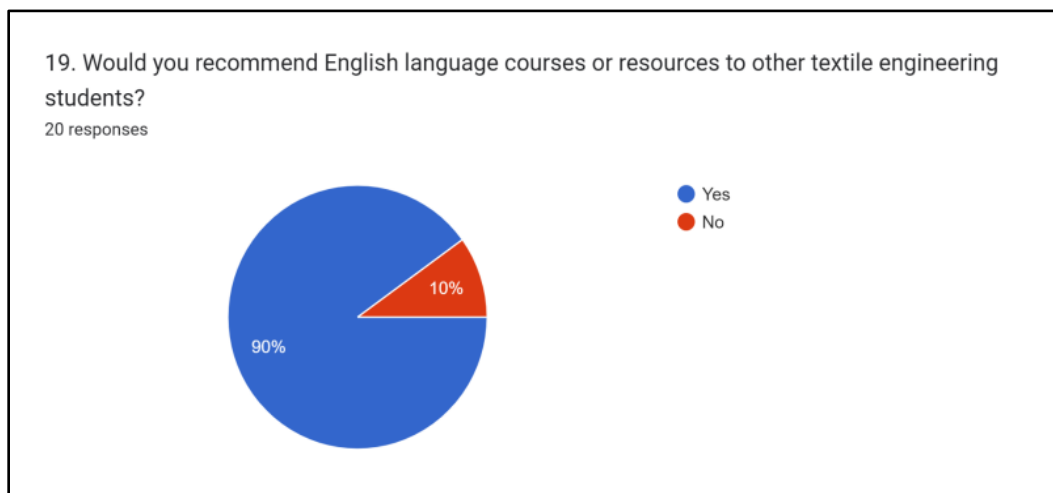


Figure 19: Recommendations

Comments or Suggestions

While the bar graph shows the disparity in responses from the participants, a portion of them (5% majority) recommended reading books as a means to learn English, 5% advised students to employ new vocabulary and phrases, and 5% suggested engaging in conversation with others to improve their proficiency in both speaking and understanding the English language.

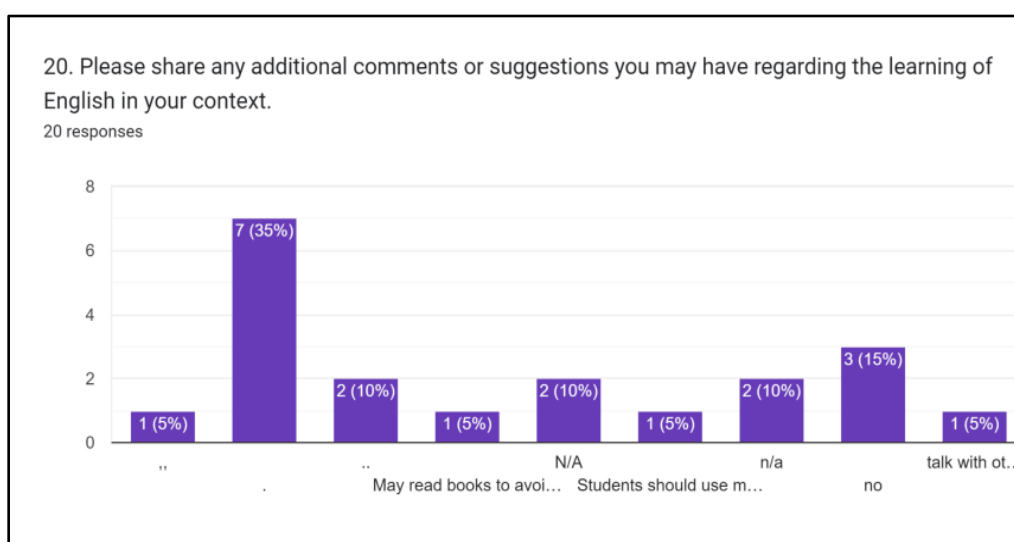


Figure 20: Comments or Suggestions

Findings of the Qualitative Study

In this section of the study, all the obtained data from the interview have been analysed. To address the research objectives, five professors from different textile engineering background, who have various employment experience, and sound industry understanding have been interviewed. After analysing the collected data, the findings brought connections and those findings are linked at the end of the paper in the literature review part.

Research Question 1

In this part of the study, the first research question has been investigated. The first question is, “How does the usage of English affect students studying textile engineering academically?” To answer this question, I have taken interviews of teachers and tried to ask them a few questions by which I can know about their beliefs, teaching styles and methods, their opinions about the effect of English usage in textile engineering students in their academic side. The interview questions were made in a structure which also has a focus to explore the teachers' opinions about their students' challenges in academic performance and impact on understanding core concepts.

Students' Academic Challenges

All the teachers who participated in the interview said that academic challenges are very common among students and their proficiency level has a very important impact on their success on the academic side. Participant 1 said, most of the students struggle in technical subjects as they cannot fully understand the course material and the instructions because all are written in English and the students do not understand English properly. Teachers can understand their proficiency level while they assign any assessment. Students who cannot understand English instructions properly, cannot perform well. Participant 2 has also said that, if the students struggle to understand the language properly, their whole understanding leads to a misinterpretation and they cannot understand the lesson as it is expected to be learned. At the same time, students become inactive and less participating in the classroom activities because they have fear of making mistakes in front of the whole class. Ultimately it makes them less interested in class lesson and day by day their less understanding becomes a major issue that cannot be solved later.

Difficulties in Understanding the Core Concepts

Participant 3 has said that language barriers are a very significant thing. If a student **have** the very basic knowledge and skills most of the time they struggle with understanding certain terms written in English. The most unfortunate thing is most of the students don't even have that very basic knowledge. The understanding problem of students become even worse when they start working in the laboratory where understanding the instructions properly plays a very crucial role. Moreover, participant 4 added that students cannot make their teachers understand about their less understanding and confusion in different topics. If they cannot articulate their confusion it is not possible to teach them in any way. There is always an understanding gap between what the teachers teach them and what they have learned. It creates a bad impact in students' overall learning process and in their academic performance.

Research Question 2

In this part of the study, the second research question has been investigated. The second question is, "How is English used by students studying textile engineering in both their academic and professional lives?" To find an answer to this question, I have taken interviews of teachers and tried to ask them a few questions by which I can know about their beliefs, teaching styles and methods, their opinions about use of English by textile engineering students in both their academic and professional life. The interview questions were made in a structure which also has a focus to explore the teachers' opinions about their students' academic usage of English, professional application of it and the importance of learning English for pursuing further education.

Usage in Academic Purpose

Teachers emphasised on English in academic settings, specially for getting the

accessibility of technical documents such as research papers, journals etc. Participant 2 added that most of the research papers and journals are available only in English. If the students need to take any assistance from those documents or papers, they have no choice except having a very good skill in reading and comprehending. Otherwise, the students may not be able to understand the things properly and that would not be helpful either. Participant 3 also noted that proficiency in English is very important when the students work on a group project as this type of activity requires the students to read, write, speak, interpret and deliver the reading text or the work properly in English. If they are not proficient enough, they would not be able to even read or understand the project theme or subject.

Applications in Professional Sectors

In the textile engineering job sectors, English is the very primary thing to consider as the most important thing to develop or grow in these areas. Participant 5 added that, if a textile engineering student wants to have an internship or get involved into an engineering project or join in any employment, proficiency in English is their first priority to get involved in their company. Again, he noted that being fluent in English communication is mostly considered as a prerequisite for getting chances in international or multinational companies. These kind of companies always arrange their discussions, meetings and other official works in English where knowing the English properly and being able to communicate effectively is a must. It is also known that, a proficient student has a higher chance to be successful in job sectors and showing excellent performance as it requires interactions with international partners and clients.

Necessity for Future Education

Participant 3 noted that many students have a lifetime dream to have a degree from

abroad where English is the only language and only medium of instruction or communication. If the students have enough proficiency in English, they get a better chance to get admission in their dreamed reputed universities with fully funded scholarships. Students who do not have this skill, all the things become very tough for them.

In this part of the study, the third research question has been investigated. The third question is, “How are students studying textile engineering taught the English language, and what difficulties do they encounter?”

To answer this question, I have taken interviews of teachers and tried to ask them a few questions by which I can know about their beliefs, teaching styles and methods, their opinions about the learning system of their textile engineering students and the difficulties that they encounter. The interview questions were made in a structure which also has a focus to explore the teachers' opinions about their teaching methods and strategies, the challenges that they face while teaching and the rate of students involvement, engagement and motivation for learning.

Methods of Teaching and Strategies

The study shows a great variation of methods of teaching and the target is to improve English proficiency of students. Participant 2 stated that, “contextual learning approach and technical vocabulary into English lessons help students in understanding the technical terms in a better way by practising with relevant contexts. It also helps students to remember it.” Participant 3 said that, “students become more confident by using interactive activities like presentation or debate that can enhance and improve their speaking skills.”

Challenges in English Teaching

The teachers stated that they face several challenges in their teaching even after giving

much effort. Participant 4 said that they have a shortage of specialised teaching materials if they want to teach technical English. It makes the whole teaching a complicated thing and providing enough and appropriate instructions also becomes a challenge. He also said that, “Many available resources are too generic and do not address the specific needs of students in specialised fields like textile engineering.” Moreover, participant 5 pointed out that, the teaching process becomes further complicated when the class size is large and the language proficiency levels among students is diverse. He also said, "It's challenging to cater to the varying needs of students in a single classroom, especially when some students require basic language support while others need advanced technical English training."

Engagement and Motivation of Students

Participant 1 had an observation that students get less motivation to improve their English skills. Those who try to learn English in a better way, most of the time they do it by their own determination and dedication. They hardly get any motivation from others and mostly learning English is considered as a secondary thing for them which also affects the learning process. So, my participant suggested, "There needs to be a greater emphasis on the importance of English proficiency for their future careers, which could motivate students to engage more actively in learning."

In this part of the study, the fourth research question has been investigated. The fourth question is, “What more assistance is needed for students studying textile engineering to learn English?” To answer this question, I have taken interviews of teachers and tried to ask them a few questions by which I can know about their beliefs, teaching styles and methods, and their opinions about students' additional assistance that they need to learn English better . The interview questions were made in a structure which also has a focus to explore the teachers'

opinions about their recommended support services for the students, learning resources, teachers' trainings and their development, and additional institutional support who need it.

Recommended Supports

The teachers gave different proposals that can be effective to enhance English language learning and English language support. Participant 1 focused on the specialised English courses and the development of it. Then he focused on technical writing and communication skills. He said, "Such courses could address specific challenges that students face and prepare them for professional communication in a better way." Participant 2 suggested that students should have some opportunity to receive additional help, such as tutoring and workshops. So, establishing language support centres for them is very important.

Enhanced Learning Resources

Participant 3 gave some recommendations about the development of textbooks and bilingual resources to help students in understanding complex technical concepts. He mentioned, "These resources can provide a bridge for students transitioning from learning technical subjects in their native language to mastering them in English." Additionally, Participant 4 suggested involving more multimedia resources, like instructional videos and online modules, which can introduce different learning styles and help students learn challenging content more effectively.

Training of Teachers and their Development

Finally, teachers have a high need of opportunities to develop their professional skills and teaching styles. Participant 5 talked about the importance of knowing the modern and updated language teaching methodologies. He also said, "Teachers need continuous training in effective teaching strategies and access to up-to-date resources to provide the best possible support to their students."

Support from Institutions

Participant 2 focused on the role of institutions in learning English as an English learning friendly environment can play a very important role in learning the language effectively.

He suggested, "Universities should consider integrating more English-language events, such as seminars, workshops, and extracurricular activities, to provide students with additional opportunities to practice and improve their language skills."

Chapter 5: Discussion

In this section of the study, the mixed-methodological approach will be discussed by addressing the predetermined research objectives to highlight the valuable insights gathered from the survey and the interview discussed in the earlier chapter. In the mixed study, we have a deeper understanding of how Bangladeshi textile engineering students are learning English. In the quantitative part, the demographic characteristics, perceptions, and knowledge related to language learning tools, skill levels, study patterns, and students' teaching methods were analysed. The qualitative part focused on how they could be improved from practical use, poor access to geographical learning, and the challenges that students and faculty face. The results of both studies, as well as previous research, show that educational institutions can help these students who learn English in several ways, combining teaching in special fields, additional extracurricular activities, and practical activities. This will improve the English skills of textile engineering students, which in turn will help improve academic and professional performance.

Quantitative Study Findings

With a broad range of experience of 20 participants, the study presents a credible conclusion on a thorough examination of gender, age, academic years and manner in which individuals acquire language skills and the information that these components helped to obtain. In this study, natural factor systems including gender, age, academic year, and goal have been found to influence the process of acquiring the English language. It has, thus, been discovered that this deeper understanding of these factors has provided information on the most successful learning methods as well as the effects of this learning on the different aspects of language learning, which has, thus, helped in ascertaining the effectiveness of these. The realisation that there are challenges that have been identified and that the average competency that has been identified might imply risks in academic and professional aces implies that there could have been

consequences in the provision of individual language assistance. The study is, thus, expected to be a success in reaching its research goals by providing information to the necessary stakeholders, including academicians and the students, regarding the manner in which the students of textile engineering in Bangladesh learn the English language. From the findings, one could, therefore, note that education institutions have the knowledge to improve the assistance they provide to students in learning languages by adjusting their mode of delivery to suit the needs of all their learners.

This in-depth study primarily provides a valuable information regarding the manner in which students of textile engineering in Bangladesh acquire English language skills. Because of the adequate demographic distribution it is possible that it have an significant impact on the findings of the study. This demonstrates how vital it is to thoroughly examine things from a variety of perspectives. The purpose of the study was to obtain a comprehensive picture of the experiences, and one way to accomplish this was by including students who were between the ages of 26 and 30 and who were from a variety of age groups. A wide range of academic years is taken into consideration in this study so that perspectives from various stages of the education process for textile engineering can be included. In spite of this, the fact that the respondents were not interested in studying English outside of their schoolwork makes it a considerable factor how well the leisure language activities that are now available are functioning. It is even more vital to provide individualised language assistance because the average level of competence that has been observed and the challenges that individuals have mentioned could have an impact on the success that they achieve in their academic and professional endeavours. To summarise, the quantitative study achieves its research objectives by examining a wide variety of scenarios,

identifying elements that have the potential to have an impact, and evaluating the efficacy of various approaches to learning.

Qualitative Study Findings

The study targets to find out the impacts of English proficiency in Bangladeshi textile students both in academic and professional side. How they utilize English in their academic and professional life, the effectiveness of their learned English method and also the lackings of learning and the support they need to teach their students better all of these things are in the main focus of this study. The findings bring out different new and unknown views and ideas and the others are connected with existing literature.

Impacts of Proficiency in English on the Academic Side

The study confirms that proficiency in English affects students a lot in their academic success DeKeyser (2007) and Cohen (2011). Teachers have noticed that, students' face a lot of problems in using technical language and comprehending them in their assessments and coursework. Teachers also observed that language barriers can hamper students' understanding in a subject and they may not be able to perform well in their exams (Jones, 2013). To overcome all these difficulties students' need better support from their teachers and that requires more developed trainings for the teachers so that they can support them in a better way (Lupescu & O'Malley, 2013)

Academic and Professional Usage of English

The study highlights the importance of English in academic and professional aspects. English has the most important part in research materials and later on in professional success which we also get from the findings of (Guesh, 2017) and (Bui, 2020). Proficiency in English helps a student to better navigate internships and job markets, particularly in multinational

companies. It enhances the career opportunity of development of a student (Albright & Gordon, 2015).

Methods and Challenges in Teaching

Phillips (2014) and Johnson (2016) said that teaching methods are different from one to another and they are many in numbers. Teachers adopt them differently. All the teachers cannot adopt the methods in the same way and so that their teaching also varies one from another. When the teachers get a large number of students in any class, it becomes tough and challenging for them to teach the students by following specialised class materials. Contextual learning and interactive learning activities are very beneficial in the learning process (Richards and Rodgers, 2014). Brown (2017) also suggested that varied language support and varied language proficiency levels are needed for the larger classrooms.

Recommendations for Advanced Support

The recommendations for further development of specialised courses are, creating a student learning friendly environment, making the students competent enough to at least express their basic queries and most importantly, arranging training programmes for the teachers so that they can give the students better support than before (Ellis, 2008). Additionally, Lee and Wang (2016) have talked about the development of specialised resources of technical courses. Along with that, students must need to have the best support to the students and create a learning friendly environment for them (Walker, 2017).

Implications for Future Research and Practice

The study's findings highlight the level of expectations and how the expectations influence students' academic and professional growth. The positive side of high expectations is it gives motivation and students get themselves more engaged that support them more to learn

English. These are also discussed in previous research by Ryan and Deci (2009). However, there are a few drawbacks as well. It can increase anxiety and pressure, one cannot maintain the balanced expectations level and ultimately they cannot get enough support, as discussed by Elliot and Dweck (2005) and Hulleman and Harackiewicz (2009).

Finally, the research has a big contribution in understanding the effect of English proficiency in textile engineering students, also it focuses on the importance of multipurpose approaches of teaching styles and additional support to make the overall teaching better. By identifying the challenges and taking initiatives to improve those challenges, educational institutions can be a big support to overcome the challenges and take the students to academic and professional success.

Chapter 6: Conclusion and Recommendations

The purpose of this thesis was to investigate how Bangladeshi students studying textile engineering goes about acquiring English. Finding out which teaching techniques were employed, the effects they had on students, the difficulties they encountered, and the efficacy of the available learning resources were the main goals of the study. To give a thorough analysis, the research used a mixed-methods approach that included instructor interviews and student surveys. The findings elucidated how much students depend on classroom instruction, independent learning, language apps and peer interactions—both formal and informal language strategies. Examples of common practices included use of online language resources, participation in language clubs, and requesting help from peers and teachers for the language. However, significant barriers were identified as well, such as not feeling confident enough to use English and lack of quality resources and practice opportunities.

Recommendations

The findings proposed that the following changes may be made in order to enhance the English language skills of Textile Engineering students:

1. Additional language courses that cater to the needs of textile engineering students may be included in the curriculum.
2. Language clubs and workshops may be established in order to facilitate language groups and frequent workshops so that students can practise writing and speaking English in a safe and welcoming atmosphere.
3. Teachers may be provided with the opportunity to grow professionally and make better use of their Foreign Language Teaching capabilities, particularly for students taking technical courses.

4. Training sessions can be implemented so that advanced learners or fluent speakers can practise with other learners and motivate them to learn.
5. English in the field must be taught in a manner to highlight technical terms and communication in the structure. It is important to leverage the benefits of technology-based learning systems and have students use online forums, language-learning, and virtual language exchange platforms.

Limitations of the Study

Although this study has provided valuable input, it is important to acknowledge the limitations:

1. The sample size of the study was restricted, with a total of 20 students and 5 teachers, and may not be representative of a geographical range of the experience of Bangladeshi students engaged in textile engineering studies.
2. Since this study was conducted only at selected universities, the findings may not be generalised to other institutions with different backgrounds and resources.
3. Methods Too much reliance on the self-reporting medium through the use of: surveys, interviews, and questionnaires may result in different forms of biases, such as social desirability.

Scope for Future Research

Future studies can build on this thesis and overcome the limitations by taking larger and more representative sample audiences to survey in order to compare and measure the success, failure, or lack of significant changes in different learning strategies and approaches.

Longitudinal experiments are essential to evaluate the positive outcomes that will monitor the effectiveness of different learning strategies over time and over the students' coursework. Conducting longitudinal research can be very useful in monitoring students' English language competence development over time and evaluating the long-term effects of various teaching methods.

Future studies can be conducted by comparing the English-learning practices and academic results of Textile Engineering students with students of other disciplines.

Concluding Remarks

Working on this thesis has been a life-changing experience that has expanded my knowledge of the subtleties and complexity of English language acquisition among Bangladeshi students studying textile engineering. I now have a better understanding of the difficulties that children encounter as well as the creative methods that teachers use. The importance of English proficiency for students' academic and professional performance in the textile industry has been brought to light by this study.

I think the evidence-based recommendations this research offers to enhance English language instruction within technical disciplines will be helpful to educators, curriculum developers, and legislators. The results can be used to guide the creation of focused interventions and support programmes that address the particular requirements of students studying textile engineering, thereby enhancing their academic performance and preparing them for careers in the international textile sector.

This thesis concludes by highlighting the significance of ongoing initiatives to improve English language instruction in technical colleges. We can provide our children with greater

tools to succeed in a world that is becoming more interconnected by tackling the issues that have been highlighted and utilising practical solutions.

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Appendices

Appendix A: Interview Questions

1. What motivated you to choose textile engineering as your field of study, and how important is English in this field?
2. Can you describe some of the common difficulties or challenges that textile engineering students face when learning English?
3. What strategies or techniques have you observed students using to overcome language barriers in their coursework and studies?
4. Are there any specific language skills (e.g., reading, writing, speaking, listening) that textile engineering students find more challenging to develop in English?
5. How do students typically seek support or resources to improve their English language skills within the context of textile engineering studies?
6. In your experience, what role does English language proficiency play in the academic and professional success of textile engineering students?
7. Are there any specific classroom practices or teaching methods that you believe have been effective in helping students learn and apply English in their textile engineering studies?
8. How do students engage with English outside of the classroom, such as through extracurricular activities or self-directed learning?
9. Can you share any success stories or examples of students who have excelled in textile engineering by improving their English language skills?
10. What recommendations or strategies do you think could enhance the English language learning experience for textile engineering students in Bangladesh?

These questions should provide a good starting point for interviews to gain a deeper understanding of the practices of learning English among textile engineering students in Bangladesh from the perspective of teachers.

Appendix B: Survey Questionnaire

Please fill in the form to best of your knowledge

Demographic Information:

1. Gender:

- Male
- Female
- Other

2. Age:

- Under 18
- 18-20
- 21-25
- 26-30
- 31 or above

3. Current Year of Study:

- First Year
- Second Year
- Third Year
- Fourth Year
- Fifth Year

Language Study Habits:

4. How often do you study English outside of regular coursework?

- Daily
- 2-3 times a week
- Weekly
- Monthly
- Rarely/Never

5. Which of the following language learning resources do you use regularly? (Select all that apply)

- Textbooks
- Online courses
- Language learning apps
- Language exchange partners

- Language tutoring
- Other (please specify)

6. On average, how many hours per week do you dedicate to learning and practicing English?

Skill Levels:

7. How do you rate your proficiency in English speaking?

- Excellent
- Good
- Average
- Fair
- Poor

8. How do you rate your proficiency in English writing?

- Excellent
- Good
- Average
- Fair
- Poor

9. How do you rate your proficiency in English reading?

- Excellent
- Good
- Average
- Fair
- Poor

10. How do you rate your proficiency in English listening?

- Excellent
- Good
- Average
- Fair
- Poor

Language Learning Strategies:

11. What methods or techniques do you find most effective for improving your English speaking skills? (Select all that apply)

- Regular conversation with native speakers
- Group discussions
- Watching English movies/TV shows
- Repeating sentences and phrases
- Other (please specify)

12. How often do you participate in extracurricular activities related to English language learning (e.g., language clubs, debates, seminars)?

- Frequently
- Occasionally
- Rarely
- Never

Challenges:

13. What are the main challenges you face in learning and using English for your textile engineering studies? (Open-ended)

Motivation:

14. What motivates you to learn and improve your English language skills for your academic and future career?

Recommendations:

15. What improvements or changes do you think could enhance the English language learning experience for textile engineering students at your university?

16. Are there any specific language courses or resources you wish were available to support your English language learning needs?

Overall Experience:

17. On a scale from 1 to 5, how satisfied are you with the English language support and resources available to you as a textile engineering student?

- 1 (Very Dissatisfied)
- 2 (Dissatisfied)
- 3 (Neutral)
- 4 (Satisfied)
- 5 (Very Satisfied)

18. Do you feel that your English language skills have improved since you started your textile engineering program?

- Yes

- No

19. Would you recommend English language courses or resources to other textile engineering students?

- Yes

- No

20. Please share any additional comments or suggestions you may have regarding the learning of English in your context. (Open-ended).

Appendix C: Consent Form for Participation in Research Study

Title of Study:

English Language Learning Practices Among Textile Engineering Students in Bangladesh.

Researcher:

[Fairuz Anika Zaman]

[Brac University]

[Contact: 01758786789]

Purpose of the Study:

This study aims to investigate the English language learning practices, challenges, and strategies among textile engineering students to understand their needs and propose effective solutions for improving their skills.

Participation:

Participation in this research is completely voluntary. You may choose to withdraw at any time without any penalty or loss of benefits.

Procedures:

If you agree to participate, you will be asked to:

- Complete a survey containing questions about your English language learning practices and experiences.
- Or, Participate in an interview to provide further insights into your experiences.

Confidentiality

All information collected during the study will remain confidential. Your identity will not be revealed in any publications or presentations resulting from this research. Data will be securely stored and accessed only by the researcher.

Risks and Benefits:

- **Risks:** There are no known risks associated with participating in this study.
- **Benefits:** Your participation will contribute to identifying challenges in English language learning and developing solutions to support students better.

Consent:

By signing this form, you indicate that you:

- Understand the purpose and nature of this study.

- Agree to voluntarily participate.
- Understand your rights, including the right to withdraw at any time.

Participant's Name:

Participant's Signature:

Date:

Thank you for your participation!