

English Language Learning in English and Bengali Medium Schools of Chittagong

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Abstract

There are two mediums in Bangladesh, English and Bangla mediums, the former is run under British or American boards, and the latter is run by the Bangladesh government. As English has become a part and parcel of Bangladesh in the fields of educational institutions and business, it is necessary everyone to be aware of having good knowledge of English. As the students of Bangla medium schools are lagging behind in English compared to that of English medium schools, questionnaires and interviews are prepared to find out the real reasons why students of Bangla medium schools cannot be equal to the pupils of English medium schools in the field of English. Results of the findings will be the answers of the problems and through these solutions can be drawn.

1.1) Background

Education “is a process of inviting truth and possibility, of encouraging and giving time to discovery.... Education is deliberate. We act with a purpose – to develop understanding and judgment, and enable action. We may do this for ourselves, for example, learning what different road signs mean so that we can get a license to drive; or watching wildlife programmers on television because we are interested in animal behavior. This process is sometimes called self-education or teaching yourself. Often, though, we seek to encourage learning in others.” (Smith, 2015). Education is extremely necessary for us as it is a kind of oxygen that helps us live with knowledge. Without education a person cannot reach to a high state, it shows us path towards a bright future as well as a beautiful life. According to United States Agency for International Development(USAID), (2019), over the last decade, Bangladesh has made notable progress in expanding access to education. In a country of over 18 million primary school students, Bangladesh has achieved near universal net primary enrollment, with over 97.9% of children of primary school age enrolling in school. Bangladesh has also achieved gender parity in access to education, and 50.9% of all enrolled students were girls in 2016 Education in Bangladesh is supervised by the Ministry of Education in Bangladesh. The Ministry of Primary and Mass Education is the ministry, under which the primary education that is from Classes I-V and Mass education in Bangladesh are managed. The Ministry of Education manages

secondary, vocational, and tertiary education in Bangladesh. The division of the main education system is given below:

- Primary level: Class I-V
- Secondary level: Class VI-X or IX-XII at some schools
- Tertiary level

Government sponsored schools which are referred as public schools give priority to Bangla language and the textbooks used are printed in Bangla but recently Bangladesh has opened English version schools where the books supplied under the Bangladesh Board are converted into English. The Bangladesh Technical Educational Board is responsible for handling the technical secondary education throughout the whole country. The technical and vocational education system provides education related to practical areas of science, engineering, computing studies or technologies. The technical training is carried out during secondary level the duration of which is one month to four years.

The Madrasah education system focuses on the Islamic education and the religious studies are taught in Arabic. Cadet colleges in Bangladesh are supervised by the Bangladesh board where military discipline is given utmost importance.

Bangladesh also has English Medium schools that are run under the management of two boards of UK, one is Edexcel, and the other is Cambridge. The textbooks followed in private schools are labeled as GCE or recently named as IGCSE and the subjects are taught in English except the subjects Bangla and Arabic. The two levels of English medium Schools, Ordinary Level (O level) and Advanced Level (A Level) are equivalent to Secondary School Certificate (SSC) and Higher Secondary School Certificate (HSC) respectively. The students can appear exams from any schools after taking registration there or from British Council and the exams under these two boards take place twice a year.

USAID (2019) reports, the quality of education in Bangladesh remains low. The most essential measure of quality in a school system is whether its students are learning the foundational skill for all future learning: reading. In Bangladesh most children are not acquiring basic reading fluency.

1.2) Aims and Significance

It is seen that despite of being the citizens of same country, students of English medium schools and Bangla medium schools adapt the English Language differently. Through the research paper many issues will be discovered that are creating hindrances on the way of learning English for the students of Bangla mediums. The issues perhaps will knock the minds of many people who are turning a blind ear towards the English language learning in Bangla medium schools. The main purpose of the study to show the difference between English language learning in English and Bangla medium schools.

Though Bangladesh has started the curriculum of English version, the students do not respond the same way as the students of private schools are found while learning English. The students at Bangla medium schools take English only as a language for which they have to take tests after completing a particular syllabus. The students do not practice the language as they do their mother tongue. The pupils belonging to Bangla medium “don’t feel comfortable to share his/her reading and speaking skills in front of other students...because they have very little fluency in English and they are concerned about that. The consequence is they ended up learning nothing at all for lack of interest and success.” (Tiba). The different scenario is observed in English medium schools; students are uttering the language with ease like their native language.

The authority of Bangla medium schools does not take any proper initiatives, nor do the teachers feel interested to teach the students English as another important language beside the mother tongue. The students due to lack of practice cannot express themselves freely when they are in any English environment such as English speech competitions, English essay competitions, and so on.

The parents of the students belonging to Bangla medium schools are found sitting idle even after noticing that their children are scared to accept English language as part and parcel of their lives. They like to rely on the school for their children’s development without taking any steps themselves.

1.3) Research Questions

According to Daily Sun, “there is an acute shortage of competent English teachers. Most school teachers are pass graduates. They are hardly qualified to teach English because one gets a pass degree without studying English or securing without qualifying marks on it.” (as cited in Tiba, p:3) Why does the authority of Bangla Medium Schools cannot motivate its students for learning English like the way English medium students are doing? Why parents are covering their eyes with blind clothes despite of seeing that their children are lagging behind in English? These are the questions that can be raised which can lead to answers or solutions to bring improvements in the performance of English language learning of the pupils of public schools.

2. Literature Review

2.1 What is language?

Language is an inseparable part of human beings without which people cannot convey messages, feelings to each other. Language binds people in different relationships and aid them interact between themselves. According to Crystal and Robins, “Language, a system of conventional spoken, manual, or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves. The functions of language include communication, the expression of identity, play, imaginative expression, and emotional release.” In this mother Earth, we get to hear many languages, among which English

is the International language that has spread tremendously in every nook and corner of this green planet. “The ethnicity of 98% of the people of Bangladesh is Bengali, and the national language is Bangla”(Rahman, M.M., Islam, M.S., Karim, A. et al). The people of Bangladesh are well aware that “the general presence of English in Bangladesh and its integration into the academic curricula have their roots in the colonial past. Like many other British colonial countries, English first came in contact with the people of this Indian sub-continent through the British Colony”(Rahman, M.M., Islam, M.S., Karim, A. et al). In spite of getting freedom from British rule, their language has successfully spread among our motherland, Bangladesh. Bangladesh is in such a state that without knowing English a man is considered paralyzed.

2.2 Importance of English language in Bangladesh.

In the present time, the demand of English language has touched the sky. “English language teaching in Bangladesh has become subject to a supreme concern in maintaining economic growth and developing a skilled workforce.” (Rahman, M.M., Islam, M.S., Karim, A. et al). In the field of science, technology, business, English language plays an utmost important role. Right now, Bangladesh has achieved high success in exporting and importing products for which it has become extremely mandatory to be able to communicate in English. This is the only powerful weapon which can lead the country to a higher position in international markets. To maintain a successful partnership with the foreign countries, speaking and writing good English have become very compulsory. Not only that, to achieve higher studies, students from Bangladesh are approaching towards abroad where they feel better educational facilities can be received than Bangladesh. Keeping “the economic interest in mind, improvement in English language teaching and learning has become the prior concern.” (Rahman et al, 2019) Students need to know English to save themselves from language shock, as students who are unaware of speaking the International language fear to express their words as they do not want to be mocked by others in those unfamiliar countries. Apparently, Bangladesh has remained unsuccessful in attaining self-reliance in English language teaching. Although the problem is reported widely in popular opinion and empirical studies, policymakers are often reluctant in admitting the problem (Rahman et al, 2019).

2.3 Major two mediums in Bangladesh.

Earlier Bangladesh had only Bangla medium schools which are run under the supervision of government. Now English medium schools in Bangladesh are growing like mushrooms, that do not follow the traditional syllabus of our government, rather they follow the syllabus of the English and America. Since the books of the curriculums of Edexcel, Cambridge, and Americans are all penned in English, students need to be scholars in the language. Not all the families can afford their children to get them enrolled in English medium schools, only influential families or the big guns can do so as the expenses in English medium schools are too high. English medium schools have to run their expenses without any fund from the government, therefore, they demand high fees from parents to supply the students all the best facilities they can.

2.4 Focus on English language learning in English medium schools

The language used by everyone in English medium schools is English; teachers and students interact with themselves through the language. The institutions take great care that all the students are uttering English. Though everyone does not have the same speaking skill or fluency, every student attempts using English as they hear everyone sharing the same tongue. Learning becomes easy for students when they are surrounded with English words and sounds. Teachers are always delivering lectures in English, the books they read are in English, hence, students are every time hearing and reading the language. The more students hear the more they learn. In English medium schools initiatives are taken to make English language learning possible in classrooms. Students are encouraged to use the language without any hesitation, making them sure that they will not be criticized over any mistakes; rather their mistakes will be rectified by their institutional instructors.

2.5 Main aim: Memorization

Students of Bangla medium schools do learn English but its effect is never seen. What works in their mind is, they have to learn what the teacher is delivering and the next day they have to give the lesson learnt to their teacher. What they are reading, why they are reading English they are not that curious to know. The subject English is used as the product for asking question and giving the answer on the areas taught by teachers. The teachers only encourage them to memorize English questions and answers and also give them texts to translate them into English which makes the situation worse and students lose their interest to learn the language and these techniques degrade their performance. (Tiba, p:7) It is also not possible for teachers to concentrate on every student as the class size of Bangla medium schools are too big.

2.6 Usage of Bangla in Bengali medium schools

The soul of Bengali medium schools is Bangla. Students and teachers happily utter Bangla without the concern that English language learning is a big challenge for them. As there is no rule that English has to be used, “teachers of Bengali medium students don’t grow up with the culture of speaking English” (Ahsan, 2017, p.13). For Bangla medium school teachers, it’s not compulsory for them to have proper competence in English. (Tiba, p.7). As there is lack of English practice in the schools, students cannot have enough stage to express English. All the books they are getting from government are typed in Bangla language; also they are receiving lectures in the classes in Bangla. Though they have English as a subject to be studied, students do not show much interest in talking English in the class of that particular subject.

2.7 Problems faced by students

The students of Bengali mediums are often seen facing problems when they are asked to be present in English based surroundings. Sometimes it is seen that two students of both the mediums have attended a family function; the student belonging to Bengali medium tries to avoid the English curriculum student due to this fear that the former does not know proper English. According to

Ahsan(2017), all of the Bengali medium students strongly believe that English medium students perform better in spoken English classroom because of their background (p.3). The English medium teachers are exercising better teaching practices than the Bangla medium teachers in the classroom in case of using the target language as medium of instruction, encouraging silent reading activities, avoiding translations, and presenting grammar-structures in meaningful contexts (Alam, Hossain, &Milon, 2017, p.125). Language learning becomes hard for the Bengali curriculum students due to the lack of actions taken regarding the practice of English in classrooms. The time has changed but the traditional syllabus and rules in Bengali medium schools have not changed or progressed yet. The way Bangladesh is earning a reputation in foreign countries, it has become necessary to be able to communicate in English. If the condition of Bengali medium schools remains like this there is less possibility that they will not succeed much. Students from Bengali medium try to escape any situation where they feel using or uttering English is most important. The students of English curriculum schools have the confidence to face any situation where English will be used most, but this confidence lacks in the students of other medium. Biswas(2018) says that, “we must not forget that students today will become the responsible workforce tomorrow for our country” (p.1). The way English language is taking over our country, maximum numbers of English medium students will get chances in different companies, office where English language has a high value, but the students of Bengali curriculum cannot be benefitted much due to their lack of English learning and practice. Most of the students in Bangladesh studies in Bengali medium; to make the students capable of uttering English and making themselves successful in future in the field of English they need to learn it in their classrooms.

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Now-a-days, we see students have an ambition to achieve higher studies. They like to taste the achievement of studying abroad for making them perfectly fit in multinational or international companies. In these companies, the capabilities of excellent English speaking and writing are highly valued. Students belonging to English background can smoothly talk with any foreigner or foreign clients due to having strong ground in English. With less or hardly any fear they can communicate with the people those who are not the citizens of our motherland, Bangladesh. But the students of Bangla medium “face problem during their higher studies. In spite of having good result and clear concept they can’t do well in international level. When a Bangla medium student applies for higher study in abroad, they often get rejected as their papers don’t reach up to the level. Moreover, Bangla medium students don’t even do well in IELTS exam which plays crucial role for studying in abroad.” (Tiba, p.8).

The importance of English language in the global market is increasing day by day. As the job market is becoming more competitive, fluency in English language is required for most employees who seek for jobs. In order to keep up with the competitive global market, each and every individual needs to learn English as a foreign or second language (Hussein, 2013, p.1). The two main mediums in Bangladesh are English and Bengali, and the languages focused in both the mediums are English and Bangla respectively. Tiba claims that, “Bangla medium students are not fluent because lack of practicing and lack of English books...” (p.12), whereas, English medium

students do not face much problem in fluency. English language scares the students of Bengali medium, hence, try to escape any situation where they are going to face the language. There is some information which are still not mentioned in the paper, the points will be discussed later in the remaining portions of this draft.

3. Methodology

3.1 Participants:

To complete the research paper, four schools were chosen, two English medium that follow the board Cambridge and two Bangla medium schools. Due to shortage of time two researchers were sent to the chosen Bangla medium schools and one researcher went to the English medium schools. 5 students from each school of both the mediums were chosen and all the students belonged to Class-VIII. 8 teachers were chosen, 4 from English medium and the rest 4 belonging to Bengali medium. 8 parents were also included for the research work, 4 parents belonged to the students of English medium and the rest 4 were the guardians of the students of Bangla medium. At first, it was decided to involve one father and one mother from each school but the fathers disagreed to participate in the questionnaire as well as the interview due to their busy work schedule, for this reason the parents chosen were all mothers. As the topic is related to schools of Chittagong, all the schools were chosen that are situated in the city.

3.2 Research Method:

Though this study used seemingly quantitative method, but it is actually in mixed-method approach by collecting data from both quantitative and qualitative methods

3.3 Instrumentation:

The researchers had supplied questionnaires to all the participants that were chosen for the purpose of my paper. Also they had gone through some interviews by the researchers.

3.4 Data collection procedure:

To conduct this research, the researcher had chosen four schools, two English medium and the rest Bengali medium. For the research process, permission was taken from the authorities of the respective schools. As the researchers were known to the Principals, they did not create much trouble for allowing them to carry out the procedure. The researchers choose randomly five students from each school. All the teachers chosen were the tutors of English subject. After that time and date were fixed so that the participants could prepare themselves and make them comfortable with any kind of question given. The researchers consulted with the parents too to know their suitable time for participating in the question answer episode. All the interview questions and questionnaires were explained to the participants before questioning them and handing over the papers. Questions were prepared in both Bangla and English versions so that no

participants would have problems in understanding the questions as it might be possible some participants were not that comfortable as well as familiar with English.

3.5 Data analysis procedure:

After collecting all the information, the data was scored and then it was shown in a table. The percentages of the answers that were collected from students, parents, and teachers all were present in the document.

4. Findings and Analysis

As mentioned in a previous chapter, questionnaires and interviews were used to find out some answers of the questions in order to reach the real roots of the problems related to the topic and the results of them are given below.

4.1. Findings from the Questionnaire for Students

4.1.1. Results of Question #1

Options	English Medium		Bangla medium		Total
Always	7	35%	2	10%	45%
Never	0	0%	5	25%	25%
Often	3	15%	0	0%	15%
Very Often	0	0%	3	15%	15%

Table 1. Learning English by oneself

In Table 1, we get see, to among 45% students who opted for option Yes, 35% belong to English medium and the rest belong to Bangla medium schools. This shows students of English medium are more interested than the students of Bangla medium to gain knowledge on English by themselves. For the second option No, we total 25% where all the students are from Bangla medium. 15% students put tick mark on the option Often, who all are from English medium, pupils of Bangla medium did not any mark here. 15% students of Bangla medium selected the option Very Often, while, students of English medium did not put any mark here. From this table we find, more numbers of students who are from English medium are more interested in self-learning rather than that of Bangla medium.

4.1.2. Results of Question # 2

Options	English Medium		Bangla medium		Total
Always	10	50%	4	20%	70%
Never	0	0%	1	5%	5%
Often	0	0%	2	10%	10%
Very Often	0	0%	3	15%	15%

Table 2. Rectification of mistakes by teachers.

From the given table we find, all the students from English medium schools admitted that their teachers rectify their mistakes whenever they commit them in their English classroom, whereas, 20% of the students of Bangla medium schools choose the option that their teachers correct any mistakes they have in their English learning. For all other options, students of English medium did not put any tick marks, but in case of the students of Bangla medium it is seen 5% students chose No, 10% Often and 15% Very Often. 15% students choosing the option Very Often and 5% No are quite disappointing as if the students do not know their mistakes they will not learn the correct lesson and they will be considering the mistakes as right for the rest of their lives.

4.1.3. Results of Question # 3

Options	English Medium		Bangla medium		Total
Always	7	35%	0	0%	35%
Never	0	0%	6	30%	30%
Often	3	15%	1	5%	20%
Very Often	0	0%	3	15%	15%

Table 3. New vocabularies/synonyms supplied by teachers.

The table depicts, 7 students of English medium schools which is 35%, admit that their teachers provide them new vocabularies or synonyms whenever they read any book in the classroom. On the other hand, no children responded for **Yes** in Bangla medium schools. For the second option, we get 0% from the side of English medium students and 30% from the students of Bangla medium schools. 15% of the pupils of English medium responded often they are provided with new words by the teachers but from 1 student we get to know often they get new words from teachers. For the fourth option, we cannot see any points on the part labeled English medium, while, 15% Bangla medium pupils chose the last option.

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4.1.4. Results of Question # 4

Options	English Medium		Bangla medium		Total
Always	10	50%	2	10%	60%
Never	0	0%	8	40%	40%
Often	0	0%	0	0%	0%
Very Often	0	0%	0	0%	0%

Table 4. Vocabulary tests conducted by teachers

Here, all the 10 students selected from the two English medium schools picked the option Yes, whereas, only 2 students belonging to Bangla medium schools selected the first option of the table. For all other options of the table, the pupils of English medium schools do not have any choices. But in case of Bangla medium students, they did not select the last two options of the table rather 8 students marked the option No. This table shows the vocabulary knowledge of the students of

Bangla medium is limited to the books, they are not being tested whether they have completely understood the meanings of the words or not.

4.1.5. Results of Question # 5

Options	English Medium		Bangla medium		Total
Always	9	45%	0	0%	45%
Never	0	0%	10	50%	50%
Often	1	5%	0	0%	5%
Very Often	0	0%	0	0%	0%

Table 5. Instant speaking test on random topics conducted by teachers

According to the students' reports, 9 students among all selected English medium students opted the option Yes but there was no response in this section from the side of Bangla medium students. 1 student from English medium school answered often they need to go through speaking test in classroom on any topic given by teachers instant. Though it was not questioned whether they have to deliver speeches during their assembly or not, a student of English medium school this information that every day during assembly teachers select some random students to deliver some words on any given topic. For option No, we see, the response of only 1 student left hand side but on the other side all the 10 students selected this option. For third option, we get the response from only 1 student of English medium and no students from Bangla medium schools picked this option. We have got no responses from both the mediums for the last option of the table.

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4.1.6. Results of Question 6

Options	English Medium		Bangla medium		Total
Always	10	50%	3	15%	65%
Never	0	0%	7	35%	35%
Often	0	0%	0	0%	0%
Very Often	0	0%	0	0%	0%

Table 6. Instant writing tests on any random topics conducted by teachers

This table reflects that all students from English medium schools go through surprise tests on writing in the English classroom. They have to take tests without any preparation on any kind of topic chosen by teachers. Through the answers of 3 students from Bangla background we find they also have such test but the percentage is quite less than that of English medium. 35% students from Bangla medium selected No which means they do not take any sudden tests on writing. We did not get any choice for the second option from the students of English medium. Rest of the two options had no percentage from both the mediums, the fields were empty.

4.1.7. Results of Question 7

Options	English Medium	Bangla medium	Total
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Always	8	40%	1	5%	45%
Never	0	0%	7	35%	35%
Often	1	5%	0	0%	5%
Very Often	1	5%	2	10%	15%

Table 7. Practice of English writing and speaking at home.

Among 50% students of English medium schools, from 40% students we get to know they are always practicing writing and speaking in English at their respective home. On the other side, 5% of all the Bangla medium students response that English writing and speaking are regularly practiced at home. The answer of 35% students of Bangla medium schools reveal they are never in touch with English at home, they are dependent on the teachings that are being taught at schools. In Bangla medium schools, 10% among all the selected students selected the fourth option, and they did not pick the third option. Total 10% students of the pupils in English medium schools, opted the third and fourth options of the table.

4.1.8. Results of Question 8

Options	English Medium		Bangla medium		Total
Yes	8	40%	0	0%	40%
No	2	10%	10	50%	60%

Table 8. Involvement in any other institution to improve English.

40% students of English medium schools chose that they are attending other institutions beside school to practice English for improving it. But no students from Bangla medium schools are visiting any other institution, for example, we have British Council, for the improvement of their English. 10% students of English medium schools are not visiting any kind of institution of increase their skills in English.

4.1.9. Results of Question 9

Options	English Medium		Bangla medium		Total
Always	5	25%	0	0%	25%
Never	0	0%	4	20%	20%
Often	3	15%	2	10%	25%
Very Often	2	10%	4	20%	30%

Table 9. Confident during writing and speaking

It is seen that the answers of 5 students from English medium schools reveal they are not scared while speaking and writing English, they are confident about what they are expressing through writing and speaking. Nobody is scared to face English while speaking and writing. 3 students among the 10 claim that they often feel confident when they have to speak and write in English, 2 students very often can claim that they are strongly being able to write and speak in English. In

the case of Bangla medium students, we find, nobody is always confident while speaking and writing English, they have the fear to confront English. 4 students are never confident about the usage of English in speaking and writing. 2 students often feel confident regarding their English that they are using for speaking and writing, and 4 students very often feel strong to speak or write in English.

4.2. Findings from the Questionnaire for Teachers

4.2.1. Results of Question #1

Options	English Medium		Bangla medium		Total
Always	3	37.5%	0	0%	37.5%
Never	0	0%	2	25%	25%
Often	1	12.5%	0	0%	12.5%
Very Often	0	0%	2	25%	25%

Table 10 Students are comfortable while using English in the classroom.

In the column labeled English medium, 12.5% is the score for the first option of the table which shows according to 3 teachers, their students are always comfortable while using the language English in the classroom. No teacher feels their students are not comfortable due to the usage of English in the classroom. 1 teacher chooses Often that means the pupils are not always comfortable they sometimes have the discomfort, and for the option Very Often there is no selection from any teachers. Coming to the column Bangla medium, the percentage for the first option is 0 that is no student is always comfortable with English in classroom. Two teachers claim the students are never comfortable when English is being used in the classroom. Often no students feel comfortable to use English in the classroom, and 25% score on the fourth option reveals, students very often find comfort when English is used as a language to interact in the classroom.

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4.2.2. Results of Question #2

Options	English Medium		Bangla medium		Total
Always	4	50%	0	0%	50%
Never	0	0%	4	50%	50%
Often	0	0%	0	0%	0%
Very Often	0	0%	0	0%	0%

Table 11 Asking students to use English during English class.

Not a single teacher of Bangla medium asks students to speak English in the classroom when English class is going on, the score 0% in the first option is the proof of that. On the other hand, all teachers of English medium schools tell their students to converse in English during the class of this subject. The research is not done for the purpose of hurting anyone, but the result of the question is quite shocking for the researcher as she expected at least in English class teachers

would motivate students to use English. For rest of the two options there was not any tick mark, so the scores of both the options are 0.

4.2.3. Results of Question #3

Options	English Medium		Bangla medium		Total
Always	4	50%	0	0%	50%
Never	0	0%	2	25%	25%
Often	0	0%	0	0%	0%
Very Often	0	0%	2	25%	25%

Table 12 Interaction in English with students.

All the teachers selected from English medium schools always interact with their students in English, whereas, no interaction occurs in English between teachers and students always. 25% scoring in the second option for the column Bangla medium shows teachers never interact with the students in English, while, English medium schools have 0% in this area. At the field Often, there is no scoring from both the sides. Looking at the last option, the column English medium has 0% scoring while the other medium has the scoring 25% which means, very often teachers and students interact in English.

4.2.4. Results of Question #4

Options	English Medium		Bangla medium		Total
Always	2	25%	0	0%	25%
Never	0	0%	4	50%	50%
Often	2	25%	0	0%	25%
Very Often	0	0%	0	0%	0%

Table 13 Using any other books other than those mentioned in syllabus for English.

Teachers of Bangla medium schools never take the help of any other English books except the ones which are mentioned in the syllabus, the students only learn what their syllabus wants them to learn. All the other three options show score 0% for the column of Bangla medium. Coming to the column written English medium, two teachers chose the first option of the table that show they always use extra books to teach the students English, they do not rely on the books mentioned in the syllabus only. For the options Never and Very Often, we do not get any scoring as teachers did not pick those options. 25% scoring in the option Often depict, teachers often use other books that are out of the syllabus to improve the foreign language of students.

4.2.5. Results of Question #5

Options	English Medium		Bangla medium		Total
Always	3	37.5%	0	0%	37.5%
Never	0	0%	4	50%	50%

Often	1	12.5%	0	0%	12.5%
Very Often	0	0%	0	0%	0%

Table 14 Asking students to make sentences with the new/difficult words found in the books.

The table drawn here shows that 37.5% of the teachers who teach in English medium schools always ask students to create sentences with the new or difficult words that are found in English classroom while reading books. This is quite helpful for the students as the teachers get to know whether students could capture the actual meaning or not. Moreover, students can take the help of dictionaries to create the right sentences knowing the exact meaning of the words. Results show 0% teachers of Bangla medium do not always tell their students to form sentences with any critical words. No single teachers who are tutors at English medium schools pick the option Never, on the other hand, all teachers of Bangla medium schools selected the second option of the table, and this shows they never ask their students to make sentences with any new and difficult words they get during their reading of books in English classroom. 12.5% of English medium teachers often order their pupils to create sentences with new words, while, 0% of Bangla medium teachers do not even do that. The last option has no score from both the mediums.

4.2.6. Results of Question #6

Options	English Medium		Bangla medium		Total
Always	2	25%	0	0%	25%
Never	0	0%	3	37.5%	37.5%
Often	1	12.5%	0	0%	12.5%
Very Often	1	12.5%	1	12.5%	25%

Table 15 carrying out extra activities for the improvement of students' English.

Looking at the scores of this table we find, 25% teachers of English medium school always carry out extra activities to make sure the foreign language of the students get improved. 12.5% of the teachers belonging to English medium school often ask students to do some activities related with the improvement of the students' English and the rest 12.5% teachers very often carry out extra activities in the English classroom for the development of English of students. No Bangla medium teachers always implement extra activities in the classroom that would help students to improve their English. 37.5% of Bangla medium school teachers never carry out any kind of activities in the class which would aid in the improvement of students' English skills. 12.5% of Bangla medium teachers very often ask their pupils to do any additional activities and 0% of them did not choose the option **Often**.

4.3. Findings from the Questionnaire for Parents

4.3.1. Results of Question #1

Options	English Medium		Bangla medium		Total
Always	2	25%	0	0%	25%

Never	0	0%	4	50%	50%
Often	2	25%	0	0%	25%
Very Often	0	0%	0	0%	0%

Table 16 Speaking English with your child.

From the result of this question we find, 25% of the parents who belong to the students of English medium school always speak English with their child whereas no parents of the students of Bangla medium schools always use English as a language to communicate with her child. 0% is the score of the mothers of the students who belong to English background for the option Never, while, 50% which means all the mothers of Bangla medium students selected for the research never speak in English with their children. Except the option **Never** no parents of the children studying in Bangla medium schools selected any other options of the table. 2 mothers of the students of English medium school expressed through tick mark that they often use English for speaking with their children and very often no one speak in English with their kids.

4.3.2. Results of Question #2

Options	English Medium		Bangla medium		Total
Always	4	50%	0	0%	50%
Never	0	0%	3	37.5%	37.5%
Often	0	0%	0	0%	0%
Very Often	0	0%	1	12.5%	12.5%

Table 17 Motivating your child to speak English at home and outside.

In the column marked English medium, all other fields except the option **Always** are empty which shows all the mothers who are the parents of the students studying at English medium schools always motivate their children at their houses as well as outside the houses. In the column Bangla medium, we find no percentage in the areas **Always** and **Often**, but in the field **Never** the scoring is 37.5% and in the option **Very Often** the scoring is 12.5%. This shows the mothers never motivate children to speak in English at home and out of it neither they very often ask the children to do that.

4.3.3. Results of Question #3

Options	English Medium		Bangla medium		Total
Always	2	25%	1	12.5%	37.5%
Never	0	0%	0	0%	0%
Often	2	25%	3	37.5%	62.5%
Very Often	0	0%	0	0%	0%

Table 18 Regularly keeping an eye on child's study done at school.

It is important for a parent to know always what a child is studying at school, and this importance is well understood by 37.5% of all the parents, among whom 25% of the parents belong to the

students who are enrolled in English medium schools and the rest 12.5% of the parents belong to the students of Bangla medium schools. The fields **Never** and **Very Often** of the table are completely empty, which means there is no mark so the total score of these options are 0%. 2 parents of English medium schools ticked the option **Often**, on the other hand this option was selected by 3 parents of the students of Bangla medium school.

4.3.4. Results of Question #4

Options	English Medium		Bangla medium		Total
Always	4	50%	2	25%	75%
Never	0	0%	0	0%	0%
Often	0	0%	1	12.5%	12.5%
Very Often	0	0%	1	12.5%	12.5%

Table 19 Interaction with teachers regarding her child's performance.

Looking at the column written English medium, we find all the options except the first option of table are not marked which means the scores of these options are 0%. 50% of the parents selected the first option of the table that is they are always in touch with their children's teachers to know how their children are doing at school. In the column labeled Bangla medium, 25% is the score for the first option of the table which shows only two parents of the students of Bangla medium schools always communicate with the teachers of their children at school. For the options Often and Very Often we find the scorings 12.5% each and no parents chose the option Never.

4.3.5. Results of Question #5

Options	English Medium		Bangla medium		Total
Always	3	37.5%	0	0%	37.5%
Never	0	0%	4	50%	50%
Often	0	0%	0	0%	0%
Very Often	1	12.5%	0	0%	12.5%

Table 20 The child by himself/herself try to learn English.

From the above table it can be seen, 37.5% parents of students studying at English medium schools out of 50% chose the option Always that shows their children always try themselves to learn English, they show their interests towards the learning of the foreign language. On the other side the scoring of the parents of Bangla medium school students is 0% for the same option, which reflects neither of their children attempt learning English by themselves. The selection of the option Never by all the mothers of Bangla medium school students depict their children are hardly interested in knowing the language deeply. 1 parent of a student of English medium school selected the last option of the table that shows very often her child tries to learn English by himself/herself, and no one selects the second and third options. In case of the parents of the students of Bangla medium schools, not a single parent chooses the last two options of the table.

4.3. Findings from the Interview Questions for Students

4.3.1. Results of Question #1

Among all the students selected for the research procedure, ten students from English medium schools said that they are not scared of speaking English as they have been in regular practice in spoken English at schools which is a compulsory language there. Moreover, they often have to attend workshops or foreigners from British Council visit them with whom they need to interact in English. Two students again uttered they are not scared but sometimes they become confused what to speak, how to interact, but when the any conversation is at flow they gradually start speaking fluently.

The students of Bangla medium schools reported that they are scared of English; also they are scared of environment where they have to confront English, as they are aware that they are not good at speaking English, they have the fear that others might laugh at them if they have any mistake.

4.3.2. Results of Question #2

From the conversation with the students of English medium it was found out that all the students are fond of English movies. They keep the information when any new good movie is coming also they often discuss with their friends regarding the movies. Also they are fond of English music shows as they can predict the meanings and love the beats. One student shared he loves Hindi music shows as well but only those songs which are energetic, slow music is disliked by him.

Coming to the results of Bangla medium students, 7 students said they watch usually Hindi movies, music shows, 1 student uttered he watches Bangla news and good Bangla serials which have less artificial stories. Two other students said they watch all types of TV shows; they have no particular choice.

4.3.3. Results of Question #3

The students of English medium schools reported, whenever their subject teachers are absent, they are provided with teachers of the same subject as at their schools they have many teachers per subject. But 5 reported if anyhow no teacher is available because to teach English because of their schedule another teacher who has free schedule during that slot is asked to teach them who teaches them the subject at which he/she is expert, the subject English is not taught at that time. Five students of Bangla medium schools said, if English teacher is absent they get another English teacher if available, otherwise they are given teachers of other subjects who teach them English.

4.3.4. Results of Question #4

“Scolding from teachers is very obvious as we are the students of English medium school”, said by a student of English medium school. All the students who belong to English medium school

expressed that English is a mandatory language that has to be spoken at school. Teachers are always keeping an eye on students to make sure all are speaking in English, whether they are uttering wrong or right. Students who use their mother tongue at school except Bangla and Islamic class and have to be told frequently by teachers to use English for speaking, are given punishment by teachers or given warnings. Their parents are also quite strict regarding this matter. They scold their children if they do not use English for speaking.

From the students of Bangla medium this information has been found that their teachers as well as parents do not scold them if they are not speaking English, as it is not made compulsory at school that English has to be spoken by every student.

4.3.5. Results of Question #5

The students of Bangla medium schools answered that, they use both the languages English and Bangla during their English class, while, the pupils of English medium schools replied, they have to use the foreign language during their English class.

4.4. Findings from the Interview Questions for Teachers.

4.4.1. Results of Question #1

Two Bangla medium teachers said that there are fifty-two students in one section and the other section has forty-eight students. The rest two replied, one has fifty-one students and the other section contains fifty-five students. The answers of the teachers who teach at English medium schools are quite different. Two teachers answered, the whole class is divided into three sections, two sections contain twenty-four students each and the other section is filled with fourteen students. The other two teachers of the same medium expressed, the class has two sections, one has twenty-two students and the second section has twenty pupils.

4.4.2. Results of Question #2.

The answer of this question from the teachers of English medium schools was, yes they can concentrate on their students as the students are less in one section so during the 40 minutes' class schedule they can easily concentrate on every student. But the teachers of Bangla medium schools uttered, as the class size is really big, it becomes difficult for them to keep an eye on every child. Sometimes when they ask something orally they cannot question to all the students.

4.4.3. Results of Question #3.

This question had same answer from all the teachers of Bangla medium schools, they do not try much to make sure their students are speaking and writing English well. The reason is as there are huge numbers of students in classrooms, it becomes difficult to give the results immediately after giving any task.

The teachers of English medium schools had different answers for this question. One said, she gives them different essay topics as assignments and ask them to bring them in the class. Also she asks them to prepare speeches on some given topics. Another teacher replied, he asks them to read the lines of books loudly to improve their pronunciation and fluency. He also gives them topics to write stories or paragraphs. The next teacher uttered, he gives them vocabularies to find out their meanings and make sentences with them. This helps them to find out any words which are unknown to them that may be useful when the students are writing any essay, or story. He also makes groups and each group is given a topic to discuss, this aids in brainstorming of students also they can practice speaking English. The last teacher said, she arranges for a debate competition ever week to improve the speaking of her pupils, and also she gives them some incomplete stories and essays ask them to complete them with their own ideas.

4.4.4. Results of Question #4.

The teachers of English medium schools said, as speaking in English is compulsory in the school premises, they are always watching students whether they are always conversing in English or not. If anybody is found talking in Bangla, teachers talk to them and make him/her understand. If the student is frequently committing the same mistake, he/she is given warning and his/her parents are called or a diary note is given.

The teachers of Bangla medium replied, they do not put much effort if their students are not speaking English as authorities have not made it necessary to speak English in the campus, they can use whatever language they want.

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4.6. Findings from the Interview Questions for Parents

4.6.1. Results of Question #1

One of the parents whose child studies in English medium school shared, as she is a bit hot tempered and her child is scared of her, her kid does not feel comfortable while speaking in English with her, not only that her child is scared to talk in any language with her. The other mother of the students of same medium replied, they are seen at ease whenever their kids are sharing anything with them in English.

All the rest four mothers of the students of Bangla medium schools said they do not understand whether their children are comfortable or not while speaking in English with them as they converse in Bangla only, the children hardly use English for speaking with their mothers.

4.6.2. Results of Question #2.

The parents of the students of English medium schools expressed they do help their children with their English home tasks. They try hard to solve any difficult tasks. One mother of the students of Bangla medium students said that, as she has studied till class six as she used to live in village and had to help her widow mother in her household chores due to her illness, she does not understand

what her child reads. Home tutors help him solving any difficulties faced by her child in English. The other mothers said, their students do not need much help in English as they have to memorize what is taught in the classroom, and besides they are going to English tuitions as well.

Conclusion

The aim of this paper is to draw the differences between the learning of English in English and Bangla Medium schools of Chittagong. The results obtained from the interviews and questionnaires of students, teachers, and parents, show the reasons why the students of English medium schools are advanced in English than that of Bangla medium schools. The main researcher could predict that the lack of seriousness in parents and teachers, students of Bangla medium school are failing to progress in English. The questions prepared for the participants made us face that as students have to use English at schools continuously they are having a good flow of English. Different tasks assigned to them help them overcome any problems regarding English. They are getting good support from their parents for using English in both speaking and English. As they are finding the subject interesting, they are curious to know more about the subject and try their own to have more knowledge regarding it.

The students of Bangla medium schools do not receive much motivation regarding the usage of English in speaking as well as writing. They also use mother tongue in their English class, and the teachers have nothing to say. The teachers do not act strict even if their students are using their native language at school unlike the teachers of English medium schools. The mothers also do not have much concentration on their children's English. Unlike the students of English medium schools, the students of Bangla medium schools do not have the practice to speak English at home.

To make the students of Bangla medium schools capable of using English successfully, teachers of Bangla medium schools must put effort on them. As English is necessity for everyone in Bangladesh, the students have to be aware of good English which will help them to succeed in achieving high posts in foreign companies, banks, or any working institutions. Higher studies in abroad can also be achieved easily if one's English is good. The parents should not depend on the teachers completely for improving their children's English. It is not the teachers' responsibility alone to take care of all the students, parents should check regularly what their children are studying after they return home from school. Parents should be the backbone of students, and if the support system is strong a child can easily achieve anything. Motivation towards learning English at home will encourage children to do better in English gradually. Proper guidance to children can help the students who are weak in English and have fear using that. Only then students of Bangla medium schools can accomplish in English and like the students of English medium schools they can use English anywhere with ease.

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Appendices

Questionnaires

The participants have to put tick marks for the suitable options for the questions mentioned above.

Appendix 1

Name:

Age:

Gender:

School:

Class:

Questions for Students

Question #1: Do you try learning English by yourself?

Always	Never	Often	Very Often

Question #2: Do your teachers rectify your mistakes committed by you during your English classroom?

Always	Never	Often	Very Often

Question #3: Do your teachers give you new vocabularies/synonyms?

Always	Never	Often	Very Often

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Question #4: Do your teachers give you vocabulary tests?

Always	Never	Often	Very Often

Question #5: Do you take tests on instant speaking tests on random topics given by your teachers?

Always	Never	Often	Very Often

Question #6: Do you have to appear in instant writing tests on random topics provided by your teachers?

Always	Never	Often	Very Often

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Question #7: Do you communicate in English with your teachers and friends?

Always	Never	Often	Very Often

Question #8: Do you practice to speak and write in English at home?

Always	Never	Often	Very Often

Question #9: Are you involved in any other institutions to improve your English?

Yes	No

Question #10: Do you feel confident during speaking and writing English?

Always	Never	Often	Very Often

Appendix 2

Name:

Gender:

Name of school:

Subject:

Questions for Teachers

Question #1: Are students comfortable while using English in the classroom?

Always	Never	Often	Very Often

Question #2: Do you ask your students to speak in English during English class?

Always	Never	Often	Very Often

Question #3: Do you interact in English with your students?

Always	Never	Often	Very Often

Question #4: Do you use other books in the classroom beside the ones mentioned in the syllabus to improve the English of students?

Always	Never	Often	Very Often

Question #5: Do you ask students to make sentences with new/difficult words found in the books?

Always	Never	Often	Very Often

Question #6: Do you carry out extra activities in the class for the improvement of students' English?

Always	Never	Often	Very Often

Appendix 3

Name:

Gender:

Name of child's school:

Standard of child:

Questions for Parents.

Question #1: Do you speak English with your child?

Always	Never	Often	Very Often

Question #2: Do you motivate your kid to speak English at home and outside?

Always	Never	Often	Very Often

Question #3: Do you regularly keep your eyes on the child's study at school?

Always	Never	Often	Very Often

Question #4: Do you have regular interaction with teachers regarding the child's performance?

Always	Never	Often	Very Often

Question #5: Do your child himself/herself try to learn English?

Always	Never	Often	Very Often

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Interview Questions

Appendix 3

Questions to be asked from the students:

1. Are you scared of speaking English? Why or why not?
2. What type of TV shows do you watch?
3. Who takes your class if your subject teacher is absent? Is she an English teacher?
4. Do your teachers and parents scold you if you are unable to speak in English properly?
5. What language do you use in your English classroom?

Appendix 4

Questions going to be asked from the teachers:

1. How many students are there in each class?
2. Is it possible for you to concentrate on every student?
3. How do you try to make sure your students are speaking and writing successfully in English?
4. What do you do if a child does not speak English in the language classroom?

Appendix 3

Questions given to the parents:

1. Does your child feel comfortable to speak English with you?
2. Do you help your child in doing his English homework?