

## Exploring the Attitude of Teachers and Learners towards Teaching and Learning English at the HSC Level in Bangladesh

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### Abstract

*Teaching and learning English, especially at the HSC level, still faces numerous challenges. This paper deals with the attitudes of the teachers and learners towards teaching and learning English at the Higher Secondary level and the significance of learning English in the context of Bangladesh. The syllabus at the Higher Secondary level and the applied teaching methods of the teachers are also considered to identify how much these methods are fruitful in learning English at the HSC level. The transactional function of English in our education system and its effectivity in our context are also critically analyzed here. This paper is prepared through several interviews of the students and teachers, surveys, and an in-depth study of some related research papers which sum up the attitudes of teachers and learners towards learning English along with its impacts at the HSC level. For teaching and learning English, some challenges, such as students' anxiety, lack of motivation, lack of using effective teaching methods in the class, shortage of facilities of the learning equipment, and lack of influential academic environment, are focused on suggesting the way of developing teaching and learning English at the Higher Secondary level in Bangladesh.*

**Keywords:** Challenge, Attitude, Effectivity, Motivation, Impact

### 1. Introduction

Teaching and learning English at the Higher Secondary level in our education system is very important for the students to gain competency in the English language. For its global status and communication, the importance of English has become climacteric, and people worldwide are being concerned about learning this particular language. The background of English in the Bangladesh Education System is also noteworthy. During the colonial phase, Language policy in British India was based on Lord Macaulay's Education Minutes of 1835, which aimed at forming "a class of persons Indian in blood and color but English in tastes, in opinions, in morals, and in intellect" (Macaulay 1835, cited in Agarwal II). English was used in the colonial government, education, and commerce, while the country was ruled by the British. It was the only means of communication between the rulers and the educated class of the sub-Indian continent. During the Pakistan period, English occupied even more significant position in government activities, education, trade, commerce, etc. After the independence of Bangladesh, the English language suffered from profound inattention for the first few years because of the strong public emotion about their mother tongue. In 1974, an education commission was formed, which made some recommendations regarding language teaching. The National Curriculum and Textbook Board carried out a baseline investigation in 1990 in connection with the British Government's 'Overseas Development Administration' (ODA) projected to improve English language teaching at the secondary level. Then a decision was taken in 1990 to introduce English as a compulsory subject from class I and it was implemented in 1992. Since 2001, a new approach to language learning and teaching has been introduced at different study levels in Bangladesh. Later, the Communicative Language Teaching Approach or CLTA was adopted to develop English skills among the students at the HSC level.

#### 1.1 Problem Statement

The use of English in the Bangladeshi context still needs to be improved. For the lack of competency in English, most of the students at primary, secondary, and higher secondary levels still feel uncomfortable with this language. The English Proficiency level in Bangladesh is low and the position of Bangladesh is 66 among 111 countries and regions (EF EPI, 2022). Hamid, Jahan, and Islam (2013) say that the general quality of English language education is so bad that even a Bengali-medium student with a Master's degree cannot speak Standard English. Rahman and Pandian (2018) find that several social and political factors affect the policies and plans for teaching English in Bangladesh. Obaidul Hamid (2010) said inconsistent language policy and planning were to blame for poor English language Teaching (ELT). So, studying English is limited to books rather than

practical, real-life use. This situation hampers the appropriate prosperity of the English language among the students at the HSC level. So, the goal of this study is to assess the current state of teaching and learning English at the HSC level in the context of Bangladesh in order to observe the congenial atmosphere and attitude of both teachers and students towards teaching and learning to enhance their competency and proficiency in English.

## 1.2 Objectives of the Study

The main objective of the study is to explore the attitudes of the teachers and the learners towards teaching and learning English in the education system at the Higher Secondary level in Bangladesh. There are some other objectives about this issue:

- To identify the significance of learning English;
- To assess the values of English as a transactional function of language in the educational context of Bangladesh;
- To analyze the English syllabus at the HSC level and measure its significance.

## 1.3 Justification of the Study

The context of this study is at the Higher Secondary level in the education system of Bangladesh. So, it focuses the implications of teaching and learning English at this level. Besides, this study is based on both rural and urban areas, and it also reviews the effectiveness of the English syllabus at the Higher Secondary level. Moreover, it sheds light on the approaches and outcomes of teaching and learning English among students and teachers. Additionally, the research will assess the scope of the diverse challenges faced by both teachers and learners. Furthermore, this study demands a theoretical and descriptive elucidation that would be helpful for the educationist at the Higher Secondary level in Bangladesh, and it could bring some suggestions to the educationist to modify the approaches, assessment procedures, and English syllabus at the HSC level.

## 2. Literature Review

Levinson (1997), in his book *Pragmatics* said that the scope of pragmatics is concerned with the usage of language. Similarly, the usage of English in the Bangladesh education system depends on competence and performance. According to Avram Noam Chomsky, there are distinctions between competence and performance where pragmatics is solely concerned with performance principles of language usage. Thus, Katz and Fodor (1963) suggested that a theory of pragmatics or a theory of settings would essentially be concerned with the disambiguation of sentences by the context in which they were uttered. For example, learning English at the Higher Secondary level makes them able to use English according to contexts or situations of settings, and the English syllabus of NCTB is also designed for this instruction. Moreover, English conveys the transactional function of language (Brown & Yule, 1983) or the message-oriented function. It is also used in history and records the diversification of culture and human development. English, like other languages of the world, conveys its own culture and history of development. Learning English at the Higher Secondary level also helps the students to know English culture, and the NCTB textbook of the HSC level contains some topics about English culture and its manifestation of advancement.

Maniruzzaman (2010), in his research paper *Learning EFL by Bengali Speaking Learners: Major Linguistic Problems and Possible Solutions* asserted that the prior clarification, exemplification, investigation, and elucidation have made it clear that the Bengali speaking EFL learner encounters phonetic, phonological, morphological, syntactic, semantic and pragmatic problems for two fundamental causes. One is resulted because of the differences between the Bangla language and the English language, and the other from the teaching process basically constituted the syllabus, the teacher, teaching methods, materials, equipment, and testing. To deal with and diminish the problems, we have to ensure the smooth and optimal learning of EFL, and suitable procedures have to be taken to lessen the causes to a considerable extent.

Ronald Wardhaugh, in his book *Sociolinguistics* (1998), exemplified bilingual situations and showed some bilingual situations around the world and stressed the same importance of the target language after the native language of a speaker. Similarly, in Bangladesh, the English language is the target language, and it should be

given the same importance as we give it to our native language. In bilingualism, the bidialectal situation not only shows linguistic differences but also shows political, social, and cultural differences. So, learning English at the HSC level is an attempt to lessen the socio-cultural gap between Bangla and English speakers. Our English first paper syllabus for the Higher Secondary level is mostly designed based on the Communicative Language Teaching Approach. Dr. Binoy Barman, Bijoy Lal Bashu, and Zakia Sultana, in their book *ELT Theory and Practice* (2014), extol the CLT approach to communicate and interact to learn a language. For upgrading and modifying tactics, and repetitive drills of interaction through communication, the CLT gets the shape of practicality. Our English syllabus should not only emphasize communication and the development of the skills of language learning but also focus on the grammar in English second paper by teaching different grammatical rules. So, the English syllabus for the Higher Secondary level needs to design according to the educational level of the students.

## 2.1 The Teaching and Learning of English at the HSC Level in Bangladesh

The educational structure in Bangladesh has four major steps; primary, secondary, higher secondary, and higher education. The Higher Secondary level not only consists of the traditional HSC level, but it also refers to A level, and ALIM at the Madrasah board. There are two papers in English; one is *English for Today* or English First Paper, and another one is *English Grammar and Composition* or English Second Paper. These two papers contain 200 marks in total. Our concerned topic is at the HSC level which is supposed to represent the maximum educational scenario of Bangladesh. But for the lack of uniformity among these three levels (General education, English medium education, and Madrasah education), our target level of success is still beyond reach. “The three major streams prevent our building a common foundation of knowledge, shared experience and values among the young people. Children study and live in different worlds. The opportunities and life prospects disproportionately favour children attending the better English-medium schools and the elite enclave of Bangla-medium schools. Schools cannot resolve all social divisions, but good schools with a shared curriculum can help minimize them” (Manzoor, 2018).

## 2.2 English Syllabus at the HSC Level

The English syllabus at the Higher Secondary level covers some areas of the four basic skills of the English language. It also focuses on some topics of grammar, vocabulary, and ways of communication. In the English course, there are two papers: English 1<sup>st</sup> paper and English 2<sup>nd</sup> paper. For English 1<sup>st</sup> paper, National Curriculum and Textbook Board (NCTB) designed a book named *English for Today*, which contains 13 units in total. In the question pattern of English 1<sup>st</sup> paper, there are two parts. Part 1 (Reading Test -60 marks) contains multiple-choice, short questions, flow chart/information transfer, summary writing, cloze test with clues, cloze test without clues, and rearranging sentences. Part 2 (writing test-40 marks) contains paragraph writing from given questions or clues, completing a story, informal letters/ e-mails, and analyzing graphs/charts. The syllabus of English 2<sup>nd</sup> paper contains Grammar (60 marks) and Composition (40 marks). The grammar portion (Part A) contains gap-filling activities by using articles, gap-filling activities by using prepositions, gap-filling activities by using some special phrases/ words, gap-filling activities by using the right form of verbs, completing sentences, changing sentences, changing narrative style, pronoun references, use of modifiers, use of sentence connectors, use of synonym and antonym, and punctuation. The composition portion (Part B) covers formal letter writing, report writing, paragraph writing, and free writing: descriptive, narrative, persuasive/argumentative, imaginative, and creative writing of 200- 250 words based on personal experience, day-to-day life challenges, common activities, contemporary issues, and happenings. But the implementation of this curriculum and syllabus is a big question. Students and teachers lose their interest for the lack of proper CLT (Communicative Language Teaching) environment, and the current assessment system of the HSC level does not cover it perfectly. Hamid and Baldauf (2008:22) emphasize that policy decisions must “find the right balance between breadth and depth of English in the national curriculum.” Additionally, the lack of training for the teachers also creates obstacles to achieve the target level of proficiency in English. However, this is problematic in Bangladesh because the country lacks sufficient resources and institutional capacity to train a substantial number of high-quality teachers for rapid curriculum reform implementation (Hamid, 2010).

## 2.3 Teaching Methods Followed by the English Teacher

The teachers at the HSC level used the grammar-translation method most because they learned the grammar-translation method in their early phases of education. Later, the syllabus at the Higher Secondary level emphasized communicative learning of English. In this system, the Communicative Language Teaching Approach (CLTA) was applied to teach the students at the HSC level. After 2006 the English syllabus got changed again and the teaching method was also changed with it. The present syllabus at the HSC level covers both grammar and the communicative process. But, most of the teachers still follow only Grammar Translation Method (GTM). “Still, the teaching method in Bangladesh is GTM in the rural and some urban and suburban areas” (Rafha, 2021). The syllabus is designed for the CLT approach, but teaching on GTM fails to develop the skills of both the teachers and the learners. Most of the infrastructure of the classroom hardly supports the implementation of the CLT approach. Especially the chances of developing listening and speaking skills remain inadequate. There are still some fundamental issues, such as the physical conditions of the institutions, the sheer number of students in the class, the settings of the classrooms, and the length of the classes. Above all, a dearth of qualified teachers may be one of the key factors contributing to a generally subpar standard of instruction (Begum & Farooqui, 2008). Again the assessment system of learning English at the HSC level is mainly based on the written part where an examiner evaluates mainly their grammatical skills. Other skills do not get priority. It is stated that learning English in Bangladesh has failed horribly, and this may be due in large part to poor assessment methods (Ali, Hamid, & Hardy, 2018; Ali & Walker, 2014; Hamid & Baldauf, 2008; Rahman, Pandian, & Kaur, 2018a). So, to make the students efficient in learning English, assessment system and teaching methods need to be addressed properly. Begum and Farooqui (2008) discovered that Bangladesh still uses a traditional approach to reading skill evaluation. Although communicative approaches have been incorporated into the language curriculum, the majority of teachers still adhere to the conventional Grammar-Translation Method, which focuses primarily on the syllabus that must be finished within a specific amount of time with the only objective of scoring higher on the examination. So, the demands and expectations of the students and the teachers are very different from one another.

## 3. Research Design and Methods

Following a combination of qualitative and quantitative data collection, the researcher used the exploratory research method. It made it easier to concentrate on the research issues and properly identify the research topics. The researcher prepared the survey questionnaires, participant observations, interpretation, and descriptive analysis that serve as the study’s tools for gathering data from primary sources. Additionally, secondary data that was gathered, evaluated, and contrasted for this study came from various important documents, reports, and earlier research publications. As mentioned already, the main objectives of this study were to explore the attitude of the teachers and learners towards teaching and learning English in the education system at the Higher Secondary level of Bangladesh. So, this study includes the following activities:

- Developing questionnaires for the students and teachers of particular colleges from both urban and rural areas of Bangladesh.
- Determining the ways to increase the effective participation of both teachers and students with a view to increasing proficiency in learning English at the HSC level in Bangladesh.

### 3.1 Sample Size and Sampling Techniques

Both the qualitative and quantitative approaches were used to analyze teachers’ and students’ attitudes towards teaching and learning English, its effectiveness, challenges, and prospects at the higher secondary level ESL/EFL classroom in Bangladesh. The research was conducted with 100 HSC-level students who just completed their first-year examination and 10 teachers from different government and non-government colleges. The Purposive sampling technique was used for selecting the participants of the study. The participants were selected from male and female teachers and students from both urban and rural areas. They were selected from Dhaka, Narshigndi, Savar, and Pirojpur and these colleges are located in both urban and rural areas.

**Table 1: Selected colleges for investigation**

Serial No.	Name of colleges	Number of respondents	
		Students	Teachers
1	Dhaka Shiksha Board Laboratory School & College, Dhaka	20	2
2	Panch Kandi Degree College, Narshigndi	20	2
3	Govt. Bangabandhu College, Dhaka	20	2
4	Nazirpur College, Pirojpur	20	2
5	Jahangirnagar University School and College, Savar	20	2

Source: Researcher's survey data

### 3.2 Conceptual Framework

This study was organized by considering the diverse attitudes of both teachers and learners towards teaching and learning English at the higher secondary level in Bangladesh. It was conducted in four main segments. These segments were incorporated with one another. Firstly, the importance of teaching and learning English at the HSC level in Bangladesh was discussed. Then the syllabuses and the approaches of teaching English language were identified. After that challenges faced by both teachers and students in teaching and learning English at the HSC level in Bangladesh were partially evaluated. Finally, this study offers some practical solutions to these problems as well as some genuine suggestions.

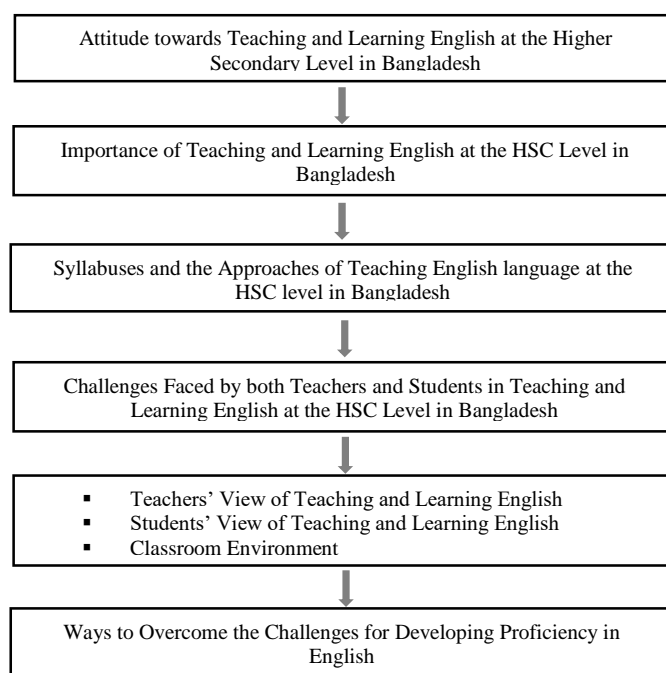


Figure 1: Conceptual Framework of the Attitude towards Teaching and Learning English at the Higher Secondary Level in Bangladesh

### 3.3 Data Collection

This study was conducted through two types of questionnaires for quantitative data; (i) Students' questionnaire and (ii) Teachers' questionnaire.

The questionnaire for both teachers and students consists of two sections; one is close-ended questions and another one is open-ended questions. For gathering qualitative data, an in-depth study of related research articles, books, and research papers, and a review of related literature and documents have been done. Data have been analyzed minutely in the form of summation and percentage and it is in tabular form in the research objectives. The data have also been collected and analyzed through hypothetical statements and partial statistical practice.

## 4. Discussion

To find out the positive result of the study, six sections were made for collecting and analyzing data. Section one deals with the correlative data of both the teachers and the students to find a correlation between their ideas; section two and three deal with the different views of the teachers and the students for analyzing the differences in thoughts, section four is on the significance of learning English from the viewpoints of the teachers and the students, section five is about the graphical presentation of data and section six works with the findings from the data analysis.

### 4.1 Correlativity of Data and Discussion of Both Students and Teachers

In both students' and teachers' questionnaires, the first ten close-ended type questions were asked from a common ground, and these questions were correlative:

**Table 2: Close-ended question answer**

Questions	Answers			
	Teachers		Students	
	Yes	No	Yes	No
I. Is the English language helpful for higher studies?	90%	10%	40%	60%
II. Is the syllabus of the Higher Secondary level helpful for learning English?	80%	20%	56%	44%
III. Does the English syllabus at the HSC level maintain a communicative approach?	80%	20%	65%	35%
IV. Is the English syllabus for the Higher Secondary level developing the skills in English language?	100%	0%	86%	14%
V. Do you speak English in the classroom?	80%	20%	30%	70%
VI. Do you think passing the examination is the major concern of learning English in the education system at the HSC level?	60%	40%	90%	10%
VII. 'A good English Speaker is respected both inside and outside of the classroom.' Would you think so?	80%	20%	100%	0%
VIII. Does the free handwriting portion develop writing skills?	100%	0%	90%	10%
IX. Do you think the grammar portion of English Second paper makes a student expert in grammar?	50%	50%	70%	30%
X. Do you think the HSC level is suitable for learning English?	40%	60%	40%	60%

#### Source: Researcher's survey data

The responses to the above questions in Table 2 highlight that a maximum number of respondent teachers believe that the English language is helpful for higher studies. They also opine that the syllabus of the HSC level maintains the CLT approach, which helps the students to learn English as well as plays an important role in developing English language skills. Most of them also opine that they speak in English in the classroom, and passing the examination is the major concern of the students instead of learning English. They also think that a good English speaker is respected both at home and abroad. Almost all the respondent teachers and students agree with the statement that the free handwriting portion develops writing skills. Regarding the grammatical portion of English Second paper, the teachers are equally divided in their opinion on whether it makes a student expert in grammar or not. Most of the teachers and students disagreed with the idea that the HSC level helps them learn English.

On the other hand, maximum students do not think that the English language is helpful for higher studies, but the syllabus of the HSC level keeps the CLT approach and it helps them learn English. They also think that the syllabus is suitable for developing English language skills. Most of the students do not speak English in the classroom but passing the examination is the major concern of the students instead of learning English. Regarding the grammatical portion of the English Second paper, maximum number of students believe that the grammar portion of the syllabus will help them to be experts in grammar.

## 4.2 Teachers' View

In this section, five questions (XI-XV) were asked to the teachers to get their opinion from their perspectives.

**Table 3: Teachers' view**

Questions	Answers	
	Yes	No
I. Do you like to teach English?	80%	20%
II. Are your students responsive in learning English?	70%	30%
III. Do you think our students are conscious of the importance of learning English?	60%	40%
IV. Do the students of your college have competency in English?	40%	60%
V. Do you like to teach English beyond textbooks?	30%	70%

**Source: Researcher's survey data**

In response to the above questions, a maximum number of respondent teachers share their views that they like to teach English and that their students are very responsive in learning English. They also think that students are very conscious about learning English. At the same time, they find that their students need to gain competency in English. The table also shows that maximum teachers only like to teach English in textbooks.

## 4.3 Students' View

In this section, the same five questions (XI-XV) were asked to the students to get their opinion from their perspectives.

**Table 4: Students' view**

Questions	Answers	
	Yes	No
I. Do you like to learn English?	66%	34%
II. Does your English teacher encourage you to learn English?	75%	25%
III. Do you think our teachers are conscious of the importance of learning English?	60%	40%
IV. Are the teachers of your college competent in English?	80%	20%
V. Are you interested to learn English beyond textbooks?	45%	55%

**Source: Researcher's survey data**

Table 4 reflects that the maximum number of respondent students like to learn English, and they find that their teachers encourage them to learn English. Both tables 4 & 5 denote that students and teachers are very conscious of learning English. The maximum number of students think that the teachers are competent in English, but students are not interested to learn beyond textbooks.

## 4.4 Significance of Learning English from the Viewpoints of Teachers and Students

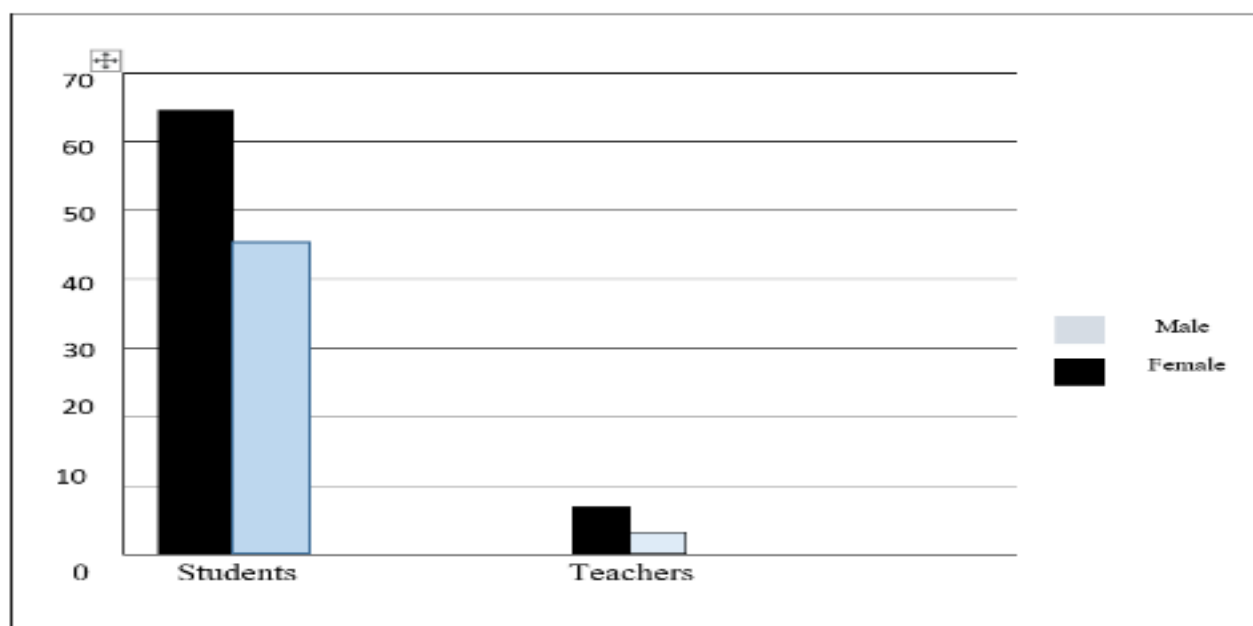
In both questionnaires, open-ended questions are asked to both the teachers and the students. Through these questions, the attitudes of the teachers and the students regarding this point have been gathered. These are as follows:

- Passing the HSC examination is the primary concern in learning English at the Higher Secondary level, and most of the students want to learn English to pass the examination. Some teachers also think the students learn English to pass their board examinations.

- Preparation for higher studies is another reason for learning English. The maximum number of students and teachers gave their consent on this issue. Few of them think learning English at the HSC level will not help them in their higher studies. However, the fact is that in most of the higher study areas, the medium of instruction is English, and the maximum books of higher studies are written in English. Moreover, the university admission test has a compulsory mark in English, which is the pre-requisite condition to pass the admission test. The English at the HSC level helps the students prepare for these admission tests also.
- Developing language skills is another primary concern in learning English at the Higher Secondary level. The English syllabus at Higher Secondary level covers four skills, i.e. listening, speaking, reading, and writing.
- A learner expert in English always gets preference in the job market, and the HSC level is a vital stage for developing English language skills.
- A good English speaker always gets respect inside and outside of the classroom. It holds a sociocultural status of a person. By learning English at the HSC level, a student can have a good English language command.

#### 4.5 A Generalized Graphical Presentation of the Collected Data

In this section, the graphical presentation of data has been shown through graphs and status bars.

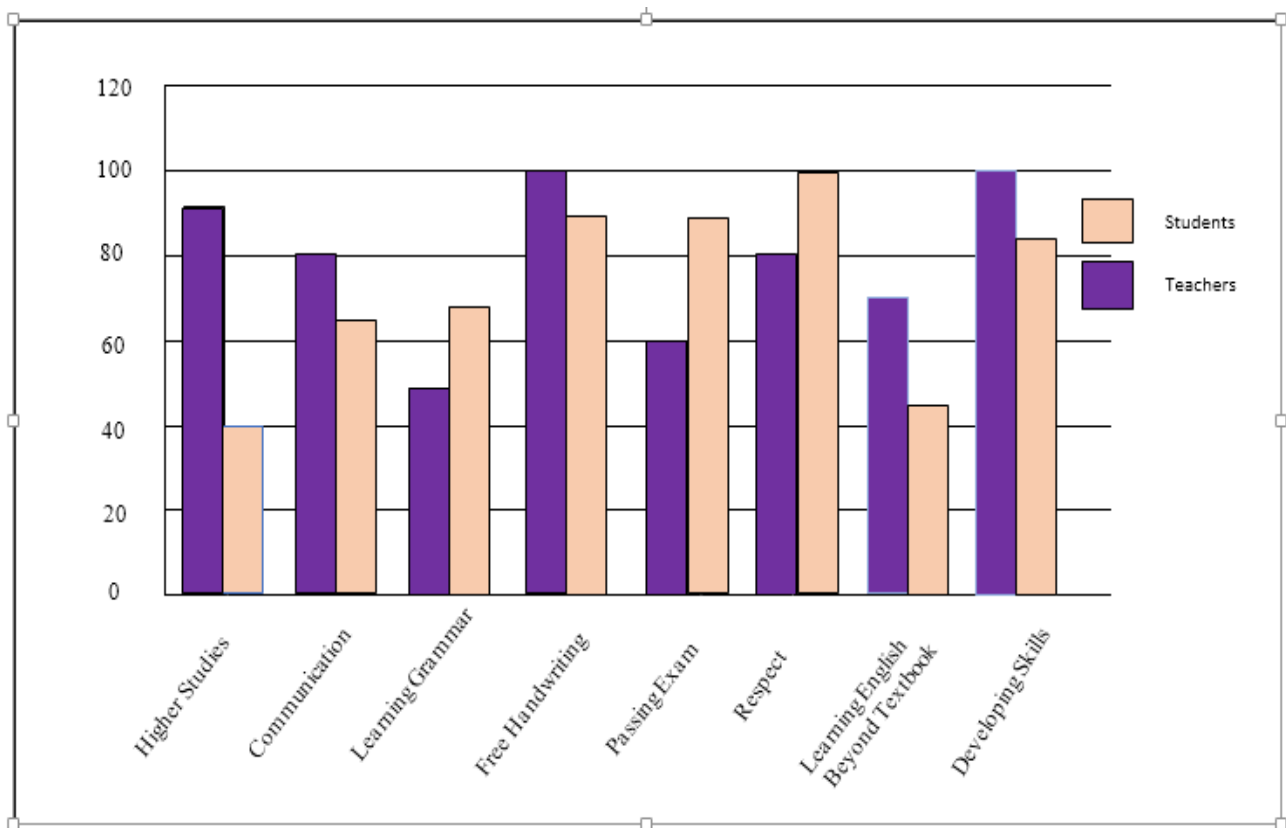


**Figure 2: The respondent Teachers and Students**

Figure-2 reveals the respondents who participated in this survey and cooperated through their active responses in this study. One hundred students participated in this survey; 65 were male, and 35 were female. Ten teachers participated in this investigation; 7 were male, and 3 were female.

In the following graph, the significance of learning English has been shown. These significances came out through the correlative data of both the teachers' and learners' attitude towards learning English at the HSC level which has been collected from the Questionnaires.





**Figure 3: The Significance of Learning English**

The above figure shows that English is essential for Higher studies, and 90% of teachers and 40% of students agree with this statement. 80% of teachers and 65% of students think English is vital for successful communication. The concept that English at the HSC level helps to learn grammar is supported by 50% of teachers and 70% of students. Developing free handwriting is supported by 100% of teachers and 90% of students. 60% of teachers and 90% of students think that the goal of learning English is to pass the examination. 80% of teachers and 100% of students give their consent regarding the opinion that English speaker is respected everywhere. 70% of teachers are not willing to teach English beyond textbooks, and 45% of the students are not interested to learn English beyond textbooks. The notion that Learning English helps develop skills is agreed upon by 100% of teachers and 86% of students.

Through analyzing and interpreting the data collected from the teachers, it becomes clear that the teachers are the facilitators, motivators, and excellent guides of the learners in teaching and learning English at the HSC level. For this, they should have relevant English degrees and be well-trained in pedagogy. In some cases, the teachers' interpersonal and intrapersonal skills, such as fluency in English and abilities, are highly effective in motivating the students. These skills are the major factors in varying their performances in teaching English at Higher Secondary Level. They should encourage the students and make the lesson enjoyable, providing topics beyond the textbooks.

Through studying the students' data, it becomes clear that Bangladeshi students face some instinctual challenges which are natural to the students, such as; anxiety, pronunciation problem, fears of speaking in English, and so on. However, we should keep in our mind that students are the prime participants in learning English. So, they need to overcome these challenges to succeed at their respective level. The students should be more motivated, interactive, and conscious about learning English. Their unconsciousness, fear, shyness, and demotivating attitude in practicing English lessen their eagerness to learn it and thus hinder their potentials.

## 5. Recommendations

From the above discussion, the following recommendations are being pried. Although these are not only the complete solution, these would play a vital role in improving the present situation. The recommendations are given below:

- Teachers need to be more active and updated to contribute more to the education system at the Higher Secondary level. Teachers should be amiable and interactive with the students. Teachers should have a well-organized course plan and execute that plan deliberately to complete the given syllabus successfully. The teacher has to be good at error analysis so that s/he can analyze the students' errors and remediate the errors by taking the necessary steps. They also need to know all types of teaching methods, so that they can apply the teaching methods when they need to apply them. Moreover, they should encourage the students to read English newspapers, magazines, story books, novels, and dramas beyond their textbooks. This habit will build up confidence and make them skillful in using English in their daily activities.
- Since students are the performers and the executioners of the study, they need to remediate their instinctual fear and problematic behaviors in EFL learning. Students need to be more interactive with one another using the target language to develop their speaking skills. Students should practice the four basic language skills of the English language. Moreover, they should be self-motivated, enthusiastic, and more learning-oriented at the HSC level.
- The National Curriculum and Textbook Board (NCTB) should be more pragmatic and up-to-date in designing textbooks and syllabi. The syllabus should be both communicative and situational to cover all aspects of good learning. The educationists, policy makers, and education boards need to arrange more seminars, workshops, and debates on English to develop English language skills at the Higher Secondary level.
- The traditional examination system needs to be revised. All the language skills should be tested and incorporated into the examination. All the colleges and educational institutes need to be well equipped with the sufficient facilities of modern study materials such as Video learning, Audio learning through CDs and audio cassettes, Computers with an uninterrupted internet connection, Use of multimedia, Televisions with English channels, Enriched library with classical English textbooks, English newspapers, and English journals, etc. These study aids and equipment will undoubtedly facilitate the teaching and learning of English at the Higher Secondary level.

## 6. Conclusion

This study has provided an opportunity to portray a vivid representation of the current scenario of learning English at the HSC level in the education system of Bangladesh. This paper has also given scope to explore the teachers' attitude towards teaching English, the students' approach towards learning English, the existing curriculum and syllabus, the examination system, study materials, and the factors affecting teaching-learning English at the HSC level. By focusing on these total images, it has given some suggestions to develop the teaching and learning techniques of English at the Higher Secondary level to achieve proficiency in English. Thus, this study generates an authentic idea through which the present situation of teaching and learning English at the HSC level inside the education system of Bangladesh is being discerned. This research was conducted on individual efforts and expenses. In other terms, it was carried out on a small scale—the sample size needed to be more significant. Generalization is, therefore, not feasible. Future researches may be undertaken with a broader method to produce better and more reliable results for researchers.

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