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Editorial

The NAEM JOURNAL is a biannual publication of National Academy for Educational Management (NAEM). The Journal is issued to disseminate the latest research on education and social science

Earlier this year, the 28th issue of NAEM Journal was published despite countless barriers caused by the pandemic. We are really happy for the fact that we have published the 29th issue of the journal in time without making any further delay. The 29th issue of NAEM Journal integrated Nine (09) articles about different aspects of educational research and authored by reputed researchers and academicians.

The first article is about the influence of mass media on the educational activities of students with disabilities in public universities. The second article is a case study on information literacy skills of secondary level students in Dhaka's Keraniganj upazila. The third study focused on the representation of gender in English language textbooks at secondary level. The fourth article reflects on how far English as a medium of instruction enhances language learning outcomes. The fifth research reflects on the opportunities and challenges of digitalization of higher education in Bangladesh. The sixth one is a comparative study between the secondary level teachers' and learners' attitude towards the use of Bangla in English lessons in rural and urban areas. The seventh article focused on the development of English speaking skills of secondary level students through Boot Camp. The eighth article focused on suicidal thoughts and attempts among the secondary level students. Finally the ninth article analyzed the attitude of parents, students, and teachers towards Primary Education Completion (PEC) Examination and made some resourceful recommendations.

It is to be noted that ideas, findings and impressions in these articles are absolutely provided by the authors and in no way reflect the policies or strategies of NAEM.

I would like to express my whole-hearted appreciation to scholars, researchers, NAEM faculties and support services for publishing this issue.

Rokshana Bilkis

Director (Research & Documentation), NAEM
&
Editor, NAEM Journal

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Influence of Mass Media on the Educational Activities of the Tertiary Level Students with Visual Impairment: An Exploratory Study

Md Shahnawaz Khan Chandan¹

Abstract

Visually impaired people in Bangladesh are being deprived from their right to education for different socio economic factors. However, in many countries visually impaired students are now getting enrolled in all the tiers of formal education. Thanks to advanced technology and their access to mass media. This qualitative study consists of narrative-enquiry interviews and focus group discussions with a number of tertiary level students with varied visual impairments and a number of media professionals working in all the components of Bangladeshi mainstream media. The study applied story-mapping and data analysis technique to analyse the in-depth narrative provided by the student participants and media professionals. After analysing the narratives, the study focused on the challenges faced by the visually impaired students to access educational materials. The study also reveals visible shortage of technical expertise and resources to apply technologies that can make mass media accessible as an educational tool for visually impaired students. The study finally puts forward a set of recommendations to establish a barrier free mass media for the people with visual impairment despite several mentioned limitations of the study.

Keywords: Visual impairment, Mass media, Higher education, Story-mapping, ICT, Braille

Introduction

According to a 2019 study of the World Health Organisation, there are 6,00,0000 blind people in Bangladesh and 60 percent (60%) of them are aged between 18 to 35 years (WHO, 2019). Among this huge population, 50,000 persons are less than 18 years old and the same study shows that 75 percent (75%) of these children remain blind for the rest of their life.

According to the Summary Report of the Bangladesh National Blindness and Low Vision Survey 2003, the last national survey on the prevalence of blindness and low vision in Bangladesh , has found that around 120,000 children are adding to the number of totally blind population every year (BNCB, 2005). As the national survey dates back to 18 years, it is apprehended that due to the

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global trend of increasing visual impairment, rate of visual impairment (blindness and low vision) in Bangladesh is also increasing which is expected to be higher than that was found back in 2003 (Habib, 2015).

On the other hand, according to a report by ICEF Monitor, around 3,00,000 were pursuing higher education in Bangladesh in 2012 and the enrollment rate in higher education has been tripled since 2000 (Samaddar, 2013). The study also suggests that by 2022, three (03) million students will be pursuing graduate studies in Bangladesh. And according to a study by Helen Keller International by least one 1% of this increasing number of students is visually impaired (Samaddar, 2013).

Rationale of the study

This study has found that all the mainstream newspapers in Bangladesh publish a dedicated and regular section on education targeting the student readers of different age groups. But, none of these newspapers publish any Braille version or audible version of their content. So, visually impaired students have no access to the print media at all. Due to low internet accessibility; online versions of the media remain inaccessible to many visually impaired students. This study includes the analysis of the fact that how this extreme barrier to access the mass media content has been influencing the education of tertiary level visually- impaired students of Bangladesh.

Objective of the study

The objective of the study is to explore how mass media has been influencing the education of the visually impaired students and also to explore how mass media can be applied more effectively to facilitate the teaching-learning process of the students with visual impairment. The objectives of the study can be specified as:

1. To explore how tertiary level visually impaired students have been using mass media for their educational purposes
2. To understand the challenges and barriers that visually impaired students have been facing to access the mass media content
3. To realise how these challenges and barriers have been affecting their education
4. To suggest ways to sustainably reduce or remove the negative impacts and make their access to educational content through mass media without hindrance.

Literature review

According to the studied literatures (Bhambhani, 2011, 2013; The New Indian Express, 2014; British Broadcasting Corporation, 2016; Habib, 2015) in developing and least developed countries like India and Bangladesh, visually impaired students do not enjoy easy access to tertiary level education. However, review of the existing literatures also showed that many obstacles for the students with visual impairment to seek higher education have been overcome with the effective use of mass media. Some of these prominent examples are given below:

Audible version of print media

By accessing audible online version of print media, students with visual impairment can access any mass media content that are helpful for their higher education. Times Higher Education, a weekly print newspaper was launched in 1971 which publishes academic articles and news

reports on international phenomena and policies (The New Indian Express, 2014). The website of Times Higher Education is completely accessible to the students with visual impairment as it has a live, audible version. With every print issue, the magazine also gives a free audio version of the print issue in DVD (MacGregor, 2011). Renowned newspapers such as The New York Times, The Guardian, The Washington Post maintain a screen reader option in their website and they email the audio clip of their print edition of their regular subscribers (Karcher, 2011). These facilities have made mass media more accessible as an educational tool for the students with visual impairment (MacGregor, 2011).

Dedicated program for the visually impaired audiences

In many countries governments have passed specific legislation to ensure the access for people with visual impairment to the broadcast media (Kendrick, 2012). In the USA, television channels add extra verbal description of their video programmes for the audiences with visual impairment. In the USA and the UK all the national radio and television channels provide at least four (04) hours of extra description of their prime time programmes (that programs from 7 pm to 12 am) per week. Again, radio channels launch dedicated programmes for the audiences with visual impairment (Cooke & Romweber, 1977). For example, BBC Radio 4's "In Touch" programme has been serving people with visual impairment for more than four (04) decades. These programmes specially designed and modified for the visually impaired people also contribute a lot to the tertiary level students with visual impairment (Byram, Kaute & Matenge, 1980). Without these modifications in the radio and television programmes, visually impaired students will not be able to access the broadcast media which ultimately would hamper their academic performance as they would have been deprived from a huge mass of updated information and knowledge (Byram, Kaute & Matenge, 1980).

Introducing accessible devices and applications

Developed technologies specially designed for the visually impaired people have made mass media accessible for visually impaired people making tertiary level education for these people accessible and easier (Kendrick, 2012). Blind friendly television models have been introduced and these models are now far cheaper than the previous models of closed circuit television. Panasonic has developed these 30 models of television for the low vision and blind people which are called "Talking Viera" that ranges from 500 USD to 4000 USD (Khochen, 2013).

Innovation of state of the art software and smart phone applications like JAWS and NVDA have made all the online resources accessible to people with visual impairment (Anderson, 2012). Screen reading software and applications such as JAWS, NVDA and Google text to speech converter (an online screen reader app) have made digital media quite accessible to the users worldwide (Hanson, 2010). However, most of these software and applications mostly work in English. Visually impaired people who have an internet and smartphone can easily access any form of digital media written in English (Hanson, 2010).

Methodology

Research design and research method

The methodology of this study is qualitative in nature and procedures and techniques from "Stories of Experience and Narrative Enquiry" (Connelly & Clandinin, 1990) have been adopted to conduct the study. The methodological choice to perform the study was guided by the following principles:

1. Education and educational research is the construction and reconstruction of personal and social stories (Connelly & Clandinin, 2000).
2. Mass media is one of the most significant agencies of higher education at this era (Arulchelvan & Viswanathan, 2006; Macgregor, 2011; Anderson, 2012).
3. A focus group discussion with the student participants would focus on the concentrated set of observations and recommendations on the existing issue within a short time (Asbury, 1995).
4. Based on the narratives of the students and observations from the focus group discussions, an enquiry of the obtained narratives would focus on the facts concerning the visual impaired students' access to mass media and its influence on their educational activities in the tertiary level (Hermanns, 1991).
5. A focus group discussion with the media professional participants would verify the information obtained from the students' narratives and highlight the specific issues and recommendations regarding the study topic (Cresswell & Plano, 2011).

Sample and sampling technique

According to the method of narrative enquiry qualitative study, the first criteria of purposeful sampling is to select the appropriate individuals who are “information rich” (Patton, 2002) and “knowledgeable” and “experienced” about the study topic (Cresswell & Plano, 2011). Through Criterion-i type of purposive sampling, eight (08) visually impaired students have been selected who are studying in different public universities of Bangladesh. These eight (08) students belong to second year up to post graduate classes of the university. The criteria of selecting these students are as follows:

- These students are visually impaired (low vision to no light perception blind)
- Selecting from second year to masters students ensure that these students have some access to all types of media at the time of the study
- Different educational institutes and universities from different parts of the country
- Variety of study subjects
- Students from different socio-economic background

On the other hand, five (05) media professionals, two (02) from print media, two (02) from broadcast media [01 television and 01 radio] and one (01) from digital media were purposefully selected through Criterion-i purposeful sampling. The criteria of selecting these professionals were as follows:

- Working in the national and widely circulated print, broadcast or digital media
- Working in content development or program producing section of the media house
- Play some kind of decision making authority in his/her work station
- Any knowledge or experience of developing disability related content or producing program relating to disability was preferable but not mandatory

Sampling unit	Sample size	Selection criteria	Selection Method
Students with Visual Impairment	6	<ul style="list-style-type: none"> ● Level of education ● Study subject ● Institute/ university ● Age ● Living area ● Experience 	Purposeful Criterion i: Sampling
Media Professionals	5	<ul style="list-style-type: none"> ● Print Media Professionals ● Radio Media Professionals ● TV Media Professionals ● Digital Media Professionals 	Purposeful Criterion i: Sampling

Table 1: Sample size and sampling method

Research instrument

Interview questionnaire

The questionnaire to collect stories from the media professionals was formulated based on the literature review and experiences of the student participants. The interview questionnaire for the study was guided by the assumption that the narrative interview for qualitative study is considered as a form of unstructured, in-depth interview with specific context (Hatch and Wisniewski, 1995). Questionnaire for the students was prepared with five (05) open ended questions which were designed to motivate interviewees to tell their stories about personal experience and social context on the basis of research questions.

FGD guidelines

The stories shared by the student participants were exhaustive and extensive. Therefore after summarising their stories, the commonly shared topics were carefully selected and to initiate a further discussion on these shared topics a focus group discussion was arranged with the visually impaired student participants of the study. During the interviews visually impaired students have shared their stories of challenges and obstacles to access mass media. They also shared their experiences how they felt about the importance of mass media in their lives. After summarising these observations, a questionnaire was developed for the focus group discussion with the aim to validate the summary observations from the shared stories. 02 questionnaires were developed for the 02 set of participants that is one (01) for the focus group discussion with the student participants and another for the focus group discussion with the media professionals.

The entire methodology of the research has been shown briefly in the following table (Table 2).

Objectives of the study	Data collection technique	Tools	Respondents	Key activities
To explore how mass media has been influencing the education of the visually impaired students	Narrative-Interview	Interview Questionnaire and FGD Guidelines	Tertiary level students with visual impairment and mass media professionals	Setting Research Questions Literature review Sampling Formulating instruments Piloting
To explore how mass media can be applied more effectively to facilitate the teaching-learning process of the students with visual impairment	Narrative Interview	Interview Questionnaire and FGD Guidelines	Tertiary level students with visual impairment and media professionals	Data collection through interviews Analysis of data Formulating the findings Setting the recommendations

Table 2: Research methodology at a glance

Procedure of data collection and analysis

All the obtained information has been analysed through story mapping technique which is commonly known as ‘story mapping technique for organising qualitative data’ (Richmond, 1999). In this technique, at first the collected narratives were transcribed carefully. Then, by analysing the transcription of every narrative, a story-mapping table has been developed. This table is a

tool to retrieve “the issues” related to the study topic from the lengthy stories described by the research participants (Connelly & Clandinin, 1990; Richmond, 1999). In the table, “these issues” are categorised and interpreted under “conceptual label” which are a set of conceptual topics that guide the researcher in analysing the obtained qualitative data. According to Richmond, labelling of the narratives under different conceptual topics with the help of a story-mapping table facilitate the researcher to derive findings from the research (Richmond, 1999). One of the many story-mapping tables used in this study is given below for better understanding:

Influence of Mass Media on the educational activities	Conceptual Label	Barriers to Access Mass Media	Conceptual Label
Programmes of BTV and Bangladesh Betar helped to learn academic topics	Mitigating the scarcity of tactile academic resources through mass media	TV programs are based on scenario not on dialogue	Inaccessible Programmes
You Tube helped to have programs that are not available in the broadcast media	Making resources available at any time	Facing difficulty in getting access to Bangladeshi online newspapers as most of the reading software like NVDA and JAWS cannot read their content	Lack of Technological Compatibility
Essays and articles about authors and literary personalities act as academic resources	Mitigating the scarcity of tactile academic resources	Outdated Bengali screen reader application for smartphones	Outdated and lack of Technology
Online news portals and current affairs programs help to get job preparation	Creating Job Access		

Table 3: One of the story-mapping tables developed from the narrative given by a student participant focusing influence of mass media in his academic activities and barriers he experienced

So, the data analysis process and formulating the findings using Story-Mapping Table (Richmond, 1999) can be shown in the following figure (Figure 2) more briefly and more conveniently. The figure (Figure 2) has been inserted on the next page.

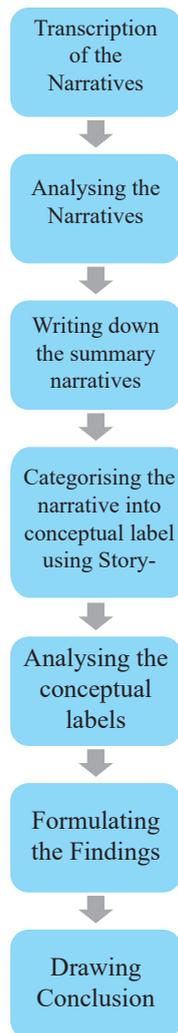


Fig 1: Step by step process of data analysis and deriving findings by Story-mapping table (Richmond, 1999)

Presentation and interpretation of findings

Analysis of the narratives and story-mapping table reveals a wide range of significant data that elaborate a lot on students' accessibility to mass media and its educational contents, the barriers of the access to these resources, adverse impact on their academic activities and ways to overcome these obstacles. The findings of the study are described below:

Complementing academic activities

According to the narratives of all the six (06) students interviewees, one of the most important positive effects of mass media on the lives of visually impaired students is mass media contents significantly help them with their studies despite the fact that they face a lot of obstacles to access the media outlets. Six (06) out of six (06) interviewed students shared that they have been facing a lot of obstacles in their classes to access the lessons taught in the classroom as most of their teachers are not at all aware of their challenges and they often conduct classes with power point display without any extra explanation for the visually impaired students. And, they have also shared that teachers often raise objections when they want to use Braille and recording devices in the classrooms. Therefore, the students unanimously said that they cannot have the access to the classroom lessons adequately due to the negligence of the institutions to their special needs. As a result, the students have to depend on the relevant mass media content to fulfil the gap created by their minimal participation in the classroom activities.

Mass media replacing tactile resources

In Bangladesh, there is severe scarcity of tactile resources for the students with visual impairment. Braille versions of books are very expensive in the country (Khan, Anisuzzaman, 2011). Most of the institutions in the tertiary level have a very inadequate amount of tactile resources. Six (06) out of six (06) interviewed students said that they did not have any idea about many important books and newspapers as there is no provision of getting a tactile version of those books and newspapers. Four (04) out of six (06) interviewed students said that mass media, in this regard, play an important role in mitigating the shortage of the tactile resources. Six (06) out of six (06) interviewed students said that with the help of screen reader software, visually impaired students can get the access to the digital media content which sometimes compensate their minimal access to printed material.

Mass media as the means of developing social and interpersonal skills

According to the three (03) out of six (06) interviewed students, visually impaired people face a lot of obstacles in socialisation. Due to long sustained stigma in Bangladeshi society, visually impaired people in all phases of their lives feel isolated and alone said, three (03) out of six (06) interviewed students. During their interviews, three (03) out of six (06) students have expressed their emotion about how they felt when they faced barriers to interact with their classmates in the university campus. However, mass media have helped them to overcome this isolation said the interviewed students. They can listen to the radio and television programmes and can enjoy digital content through screen reader software. According to five (05) out of six (06) interviewees, many of them have developed important social skills from these programmes and media contents such as communication skill, vocabulary, presentation skills which, they think, are imperative to survive in the modern society. Five (05) of the interviewed visually impaired students have said that they rely on the mass media to develop their social and interpersonal skills. Besides, these mass media also gives the vital support of giving recreation and entertainment for these students.

Connectivity to the current world

According to the narratives of 04 of the 06 interviewed students with visual impairment, mass media act as their medium of connectivity to the ongoing world. Due to the barriers of communication with the rest of the society and due to their inaccessibility to the printed resources, broadcast and digital media is the only source of information for them to know about world affairs. five (05) of the six (06) interviewed students said that this information they significantly need to conduct their academic studies and to get updated about the current affairs which they need to prepare for the competitive job market.

Accessibility to mass media

Accessibility to mass media of the visually impaired students studying in tertiary level institutions can help to understand to what extent mass media has been influencing the educational activities of the tertiary level visually impaired students in Bangladesh. The findings from the students narratives are as follows:

Inaccessible programs

During the interviews most of the students have raised the issue that they cannot access the programmes aired in the broadcast media. They also cannot access the content published in the print media and in the digital media as well. All the visually impaired students have said that they feel a lot of obstacles to access television programmes as the programmes are not at all designed considering the challenges of the visually impaired people. Many interviewees shared that the recreational and educational programmes aired in the televisions are based on performance not on dialogue. Therefore, visually impaired people cannot understand what is going on in the television. The most adverse effect of it falls on the visually impaired students who have enrolled for the programmes under Bangladesh Open University. Bangladesh Open University runs many of its academic courses through regular distance learning programmes aired in Bangladesh Television (BTV). However, in these programmes the teachers or instructors teach the lessons mostly by writing on white board and then give necessary instruction based on those writings. As a result, these educative programmes have proven not that useful for the visually impaired students.

Lack of technological compatibility

This accessibility problem is mostly faced by the visually impaired students when they use digital media. Free and quality screen-reader software applications are mostly developed in the western countries. As a result, these software applications cannot read Bengali texts clearly. Again, according to the interviewees, they face a lot of problems while browsing the Bengali websites with these screen reader software applications because these applications do not support the texture and language of many Bangladeshi websites. Due to this technological incompatibility, visually impaired students cannot enjoy barrier free access to Bengali digital media.

Outdated applications

Outdated technology creates immense barriers for the visually impaired students to access the mass media. There is no screen-reader software in Bangladesh which can read Bengali text clearly

in the digital platform. However, when these students use smart phones to browse Bengali digital media they face another accessibility problem. In the last few years, some of the Bangladeshi programmers had developed mobile phone applications that could screen-read the mobile phones (smartphones and feature phones) offline and online. However, once developed those applications were never updated. However, operating systems of mobile phones is being updated on a regular basis. As a result, these outdated applications lack many important features which are necessary to barrier free access to mass media through mobile phones.

Inaccessibility to print media

Visually impaired students have no access to print media unless and until they access it online. All the student interviewees said that they get to know about the newspapers after they were admitted to the university and when they learned to browse the websites of the newspapers. This absolute inaccessibility to the print media faced by Bangladeshi visually impaired students is affecting the socialisation, development and educational activities of these students significantly.

Role of media professionals

In the third phase of the findings, this research has tried to explore the role of media professionals in Bangladesh to ensure barrier free access to mass media for the visually impaired people. These findings help to understand the reason behind the challenges visually impaired students have been facing to utilise the mass media for their educational activities. These findings can help to figure out the potential solutions for further improving the existing situation.

Lack of initiatives

The narratives shared by the media professionals of Bangladeshi clearly show that they have severe lack of knowledge and awareness regarding the rights and needs of the visually impaired people. Consequently, there are very little initiatives by the media professionals to reach visually impaired people with their contents and programmes. According to the obtained narratives from the media professionals, only The Daily Prothom Alo took the initiative to make their news contents accessible to the visually impaired readers through in-built screen-reader in their website and through audio clip of the news contents. However, it has been found in the research that this initiative has also been postponed for an indefinite period. Presence of visual impairment in Bangladeshi mass media is limited to a few video reports and feature articles which are also published very occasionally.

Lack of technical expertise

Another major reason behind the absence of such initiatives is the severe lack of technical expertise. The only Bangladeshi initiative has taken by the Daily Prothom Alo to make news content accessible for the visually impaired people had to be stopped due to lack of expert hand to run the project. Most of the media professionals do not have any idea about the existing technology which can make their content easily accessible for the visually impaired people.

Limited resources of mass media organisations

Most of the media organisations in Bangladesh cannot afford the resources required to make their content available for visually impaired subscribers. According to the interviews of the media professionals most newspapers of Bangladesh can only afford their existing manpower and infrastructure with very limited revenue in this age of digitalisation and social media. Due to lack of awareness and relevant resources, media professionals working in the digital media and broadcast media also feel reluctant to invest more on the resources that can make their content accessible to visually impaired people.

Limitations of the study

The limitations of the study are as follows

Time constraints

The research had to be conducted within a short period of time considering the amount of works needed to be done. Due to time limitations, sample size has to be short and narratives were taken only once without any repetition. However, validity of the extracted information from the narrative has been ensured by arranging a focus group discussion with the interviewees.

Gender Parity

From the social reality of Bangladesh it is evident that visually impaired female students face more barriers in every aspect of their lives. However, the researcher could not find any female tertiary level student with visual impairment for the interview. A few of the female students were contacted but they did not agree to share their experiences for privacy issues.

Interview settings

The researcher has ensured topmost priority to ensure a comfortable setting during the interviews especially for the visually impaired interviewees. However, in this type of narrative enquiry research, absolute comfort in the interview setting is not always possible (Richmond, 1999).

Policy recommendations

Based on the findings and discussions from the narratives and the focus group discussions, the researcher has endeavoured to suggest a set of specific recommendations to improve the existing situation. These recommendations are as follows:

Setting the legal framework

From the literature review we have already found that in the developed countries governments have specifically promulgated legislation to ensure barrier free access to mass media for visually impaired people as well as the students (Kendrick, 2012). However, in Bangladesh there is no such legal framework for the media organisations to publish and broadcast content accessible to visually impaired people. Government and policy makers should come forward to establish a legal framework to protect the rights of visually impaired people to access the mass media freely.

Strengthening community initiative

Community based and non government organisations should address the challenges faced by the people with visual impairment. They can convince the government and private organisations to build educational infrastructures that are friendly to people with visual impairment. Especially, school, colleges and university buildings must be designed in a way so that visually impaired students can use them without any sighted guide. Social organisations with the help of NGOs can also organise awareness raising campaigns to make people conscious about the educational rights of the people with visual impairment so that the rate of enrolment of the students with visual impairment can be increased.

Making higher education barrier free

In Bangladesh, higher education is not fully accessible to students with visual impairment. These students cannot study science in the still secondary level education and in the upper grades as well. Therefore studying science subjects in tertiary level institutions is totally impossible for them in Bangladesh. Government should take initiative to equip the schools, colleges and universities with adequate materials and facilities so that visually impaired students can study any subject according to their interest and skills.

Creating media and community awareness in special days

The world recognizes the rights of the people with visual impairment by observing a number of days such World White Stick Day, World Sight Day. In these special days, day long activities can be accelerated to the community and national level to make people aware of the educational rights of the visually impaired people to remove the existing social stigma. Mass media can play a big role in this regard by publishing and broadcasting contents and programs regarding the rights of the people with visual impairment.

Conclusion

This research has endeavoured to figure out the challenges of visually impaired people, particularly those who have got the opportunity to attend tertiary level educational institutions of the country, have been facing to get access to mass media, which is one of the most essential parts of academic life. From the bleak scenario and numerous barriers discussed here, we can easily assume how much difficulties our visually impaired students have been facing to enjoy their right to education. Therefore, government, non government stakeholders, mass media, community workers and visually impaired citizens should work together to establish a more inclusive, discrimination and barrier free society where rights of every citizen will be respected in all parts of the society.

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Information Literacy Skills of Student of Secondary School: A Case Study of Keraniganj Upazilla, Dhaka, Bangladesh

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Abstract

The study has given a clear picture on the level of Information Literacy (IL) skills of secondary school students of Keraniganj upazilla, Dhaka, Bangladesh and presented the feedbacks from the students. No such kind of work has been conducted at Keraniganj before. Moreover, very little literature on IL is available in Bangladesh. The dearth of studies in this area is due to the newness of the subject in the country. The research questions of the study is the ability to locate the information of secondary school students, how to evaluate the Information Source, how to use the needed information, how to suggest IL is implemented in secondary school students of Bangladesh. The findings from the study showed that majority of the students in class IX from Keraniganj Upazila are aware of different information sources. Though, the respondents know the sources, most of them failed to locate information correctly as well as very poor in evaluating information and most importantly, they are not aware of using the information correctly. The significant results of the research may lead Bangladesh to run such kind of research throughout the country. Awareness raising techniques of IL were described in the study.

Keywords: Information Literacy (IL), Skills, Students, Secondary school, Bangladesh

Introduction:

It has been said that Information Literacy (IL) is not new. Caroline M. Stren (2008) saw the seed of IL in the three statements of three great persons. The statements are given below:

- Knowledge is of two kinds. We know a subject ourselves, or we know where we can find information upon it- Samuel Johnson (1709-1784).

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- A democratic society depends upon informal and educated citizenry- Information is the currency of democrat- Thomas Jefferson (1743-1826).
- Research means that you don't know, but are willing to find out- Charles F. Kettering (1876-1958).

Paul G. Zurkowski (1974) is the originator of the term “information literacy”. Information literacy is a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate and use effectively the needed information. The term IL is not now a new disclosure to Bangladesh. Some universities have started training-workshops on IL and included in their syllabuses. Besides, United Nations Information Center (UNIC), Dhaka and Centre for Information Studies, Bangladesh (CIS, B) are organizing different IL training programmers for the secondary schools of rural Bangladesh (Islam and Ahmed, 2011).

Information literacy is increasingly important in the contemporary environment of rapid technological changes and proliferating information resources. Because of the escalating complexity of this environment, individuals are faced with diverse and abundant information choices in their studies, in the workplace and in their personal lives. Information is available through libraries, community resources, special interest organizations, media, and the Internet and increasingly, information comes to individuals in unfiltered formats, raising questions about its authenticity, validity and reliability. In addition, information is available through multiple media, including graphical, aural and textual, and these pose new challenges for individuals in evaluating and understanding it. The uncertain quality and expanding quantity of information pose challenges for society. The sheer abundance of information will not in itself create a more informed citizenry without a complementary cluster of abilities necessary to use information effectively. Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning.

Information Literacy (IL)

The members of the virtual forum agreed that a broad definition of IL from the Prague Declaration, the Chartered Institute of Library and Information Professionals (CILIP), the American Library Association (ALA), Webber and Johnston or Boekhorst were most useful in general and as a working definition for the purpose of the forum. For example: “Information Literacy encompasses knowledge of one’s information concerns and needs, and the ability to identify, locate, evaluate, organize and effectively create, use and communicate information to address issues or problems at hand; it is a prerequisite for participating effectively in the Information Society, and is part of the basic human right of lifelong learning” (Information Literacy Meeting of Experts, 2003).

‘Information literacy is knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner’ (Armstrong C. et al, 2005).

‘To be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information’ (American Library Association, 1998).

‘Information literacy is the adoption of appropriate information behaviour to obtain, through whatever channel or medium, information well fitted to information needs, together with

critical awareness of the importance of wise and ethical use of information in society' (Johnston and Webber, 2003).

'... all these literacies [basic literacy, scientific literacy, technological literacy, visual literacy, cultural literacy] can be considered as specific competences that belong under the information literacy umbrella. Therefore, information literacy should be considered as a container concept, which refers to competences of people to recognize the need for information and to satisfy their information needs for survival, self-actualization and development' (Boekhorst, 2003).

How do people become information literate?

The Information Literacy Process is a guide to help you meet your information needs. It is a process which can be used whenever information is required, and modified to meet your needs and circumstances. It is based on how we believe you learn and encourages you to become an independent, lifelong learner.

Moreover, the Information Literacy is new form of library orientation, bibliographic instructions and library uses etc. As information is increasingly being considered as a key factor for the socio-economic development of a country, people need for acquiring information literacy skills is also becoming more urgent. Even in a developing country like Bangladesh, with the massive proliferation of information as well as information sources and services, the urgency of acquiring information literacy skills for students, doctors, police, farmers, development workers and small entrepreneurs etc. becomes imperative. Without basic information literacy skills, they will not be able to identify, categories, process and in the end use of information properly (Hoq, 2006). In the secondary school level teaching learning situation is closely related with IL skill among the students. So, now is the time to assess the IL skill at secondary school which will significantly influence the quality education and more precisely teaching learning management in Bangladesh. An information literate person has the ability to:

- i. *Recognize a need for information*
- ii. *Identify and locate appropriate information sources*
- iii. *Identify and locate appraisal information sources*
- iv. *Know how to gain access to the information contained in these sources*
- v. *Evaluate the quality of information obtained*
- vi. *Organize the information, and*
- vii. *Use of information effectively.*

Information Literacy (IL) and Bangladesh

The term Information Literacy, sometimes referred to as information competency, is generally defined as the ability to access, evaluate, organize and use information from variety of sources. The term Information Literacy (IL) is relatively a new disclosure to Bangladesh. However, the whole picture is not that much bleak. A small group of teachers, researchers and library professionals of Bangladesh have already got trainings in information literacy from home and abroad.

It is widely observed that society we live in has been gradually turning into a knowledge

society (Singh, 2010). Few private universities of Bangladesh organized international and national workshops on information literacy respectively for foreign and local librarians, information workers, faculty and students (Informatics, 2009). Time has come to draw sharp demarcation lines between data, information, knowledge and wisdom. It is clear that ICT has come under the broad concept of information literacy.

Today, information has become a strong catalyst in the development of a society. Information industries are becoming larger and larger in developed countries. One has to believe that, for a developed society, the generation, organization, evaluation and dissemination of information is very significant. It is important to say here that with the heavy flow of information, all must learn to find, organize and evaluate information for their educational and personal use. In the fast pace of life, we need to develop independent learners, those who can search correctly and find relevant information for themselves.

In the school of developed countries, IL courses are compulsorily embedded into their curriculum even at the primary level. From the very beginning, students learn to search, organize and evaluate information for their educational and recreational purposes. They have developed IL standards and made strategies to meet those standards. They have recognized the value of IL skills and made their educational policies and curricula accordingly (Batool, 2012).

With the advent of internet, we are witnessing an unprecedented increase in the production of information all over the world. With the provision of so much information, and therefore more misinformation, it becomes imperative for educated people to not only have reading skills but information skill too (Hoq, 2006). Paul Zurkowski was first to use the term 'Information Literacy'. According to him, information literate people are those who know how to apply information resources to their work (Zurkowski, 1974). No literacy is complete without the use of ICT.

Statement of the Problem

Information Literacy forms the basis for lifelong learning. It is common to all disciplines. Therefore, the government of Bangladesh, with the assistance from library and information professionals, should embark it on the national programme for information literacy. Question may now arise from what point this programme should be initiated? Experts and university teachers opined that, in the beginning, the 'Information Literacy' programme should be started in the different rural schools of Bangladesh situated in rural and sub-urban areas. The village, union, thana (Police Station), and upazila (sub-district) schools should be given priority as their need is more urgent than that of urban schools (Hoq, 2006). It is widely recognized that IL is vital for learning and growth of school students. In fact, most of the students of the rural schools of Bangladesh are more or less in vacuum stage so far information sources are concerned. Students do not understand how information can be useful to them. Students even do not know that, they are suffering from information deficiency. This situation may be termed as 'Information Poverty' (Britz, 2004).

Information literacy is becoming a global priority as society moves further into the digital information environment. Information literacy is a critical life skill for all students. It provides a foundation for learning today, tomorrow and always. The skills need to become to ingrain that students apply them automatically for all their information needs, both academic and personal. Practice of IL exercises will make the students up-to-date, independent learner, increase their general

knowledge and even enhance their intuition. Probably, IL has a link with quality education and here IL can be termed as teaching learning situation. No programs for improving these capabilities can be conceived until an objective investigation is conducted about the level of information literacy skills among secondary school students of Bangladesh. The proposed study will be designed to address this vital need to Information literacy (IL) awareness raising campaign for rural secondary schools of Bangladesh. While teacher provides standard materials with proper teaching learning system, the quality education is ensured.

Rationale of the study

The short review of related literature reveals that students should be introduced with the global scenario of information production; the problem of information explosion and how to gather the right information at the right time from the right information sources using the most appropriate tools and techniques.

Government of Bangladesh is trying to have Digital Bangladesh within 2021(Election Manifesto of Bangladesh Awami League, 2008). Digital Bangladesh will require information based society and knowledge based country. Probably, information literacy is pre-requisite for all the above mentioned conditions (The Ittefaq, 2010). Right to Information (RTI) Act, 2009 has been adopted by the Bangladesh Parliament and the government has already set up Information Commission Bangladesh. It seems that, IL will be required in implementing RTI Act (The Independent, 2010). Besides, the Bangladesh Government declared the first national policy on ICT known as the ‘National ICT Policy, 2002’ with a vision for a “knowledge-based society” in the country by 2006 as a terminal goal. It is also noted that the National Education Policy 2010 has recognized the importance of lifelong learning in the ‘Library Section’ of the Education Policy of Bangladesh (MoICT, 2010). Both ICT policy and Education Policy of Bangladesh gave importance to the education of ICT and IL respectively. So IL must be included in the secondary school education which lead to learn of ICT and Education. Time has come to integrate IL course in the different curricula of school, college and university. It may be mentioned here that IL is observed globally in the month of October every year.

So, nationwide campaign for raising awareness in the field of information literacy becomes inevitable for Bangladesh. No programme for improving these capabilities can be conceived until an objective investigation is conducted about the level of Information literacy skill among Bangladeshi school students.

Objectives of the study

Considering all the above views in mind, NAEM is requested to fund a benchmark survey on ‘Information Literacy (IL) skills of secondary school students of Bangladesh: a case study of Keraniganj upazilla, Dhaka, Bangladesh’. On the basis of available literature, no comprehensive research has been conducted in Bangladesh so far. However, the main research question, what is the level of Information Literacy skills of secondary school students of Keraniganj Upazilla, Dhaka, Bangladesh.

The Sub Research Questions (SRQ) are:

SRQ 1) What is the ability to Locate the Information of students of secondary school?

SRQ 2) How to Evaluate the Information Source by the students?

SRQ 3) How to Use the needed information?

SRQ 4) How to Suggest IL is implemented in secondary school students of Bangladesh.

Scope and Limitation of the study

In order to make the study meaningful and manageable, it will be conducted on a defined sample and population of six school of Keraniganj upazila of Dhaka district which are included the study. The study is limited to the 180 (30 student × 6 school) students studying in the class nine. It was decided the students of class (IX) would serve as sample population. However, questionnaire is based on text book of class (IX). It helps to understand the relationship between IL and education. Moreover, the study explores the present situation of IL to understand the education at secondary school level in Bangladesh.

Therefore, it is concluded that the assessment of IL level among the secondary school student cannot be evaluated on a single criteria and there is a need to measure multiple variable simultaneously to actually know whether IL level is poor or not. For the purpose of the study, Information Literacy can be defined as the ability to locate, evaluate, organize and use information from variety of sources. In the light of above discussion, following variables are taken into consideration for the study towards measuring the level of IL:

- i. General knowledge
- ii. Ability to locate information;
- iii. Evaluate the information;
- iv. Use of information;

Sampling

It is conducted on a defined population. For this purpose, high school students studying in their class nine (IX) have been included as the participants of this investigation. Total one hundred and eight students (30 students from each school) of high school of Keraniganj Upazila of Dhaka district have been included in the study. The schools are:

SL No	Name of School	Year of Estd.	Govt./ Non Govt.	Comp. Lab.	ICT Teacher	Multimedia based teaching-learning
1	Zinzira P M Pilot School and College	1922	Non-Govt.	Yes	yes	yes
2	Nayabazar High School	1962	Non-Govt.	Yes	no	yes
3	Zinzira Pir Mohammad Pilot Girls School	1968	Non-Govt.	Yes	yes	Yes

4	Chunkutia Girls' High School	1972	Non-Govt.	Yes	yes	yes
5	Shakta Govt. High School	1972	Government	Yes	yes	yes
6	Keraniganj Girls' School and College.	1972	Non-Govt.	Yes	yes	yes

Table 1: List of Schools and their status

Sources of data and methods of data collection

High school students studying in class nine (IX) have been included for collecting data. Survey method based on close ended questionnaire is used for the study. It's expected that this methodology would take less time in collecting data from a large number of participants. Questionnaire is in Bangla language so that students understand the questions easily. The following table is showing sources of data and methods of data collection:

SL. No	Schools	Method of Data Collection	Questionnaire Distributed To the Students	F	%
1	Zinzira P M Pilot School and College	Questionnaire	30	30	100%
2	Nayabazar High School	Questionnaire	30	30	100%
3	Zinzira Pir Mohammad Pilot Girls' School	Questionnaire	30	30	100%
4	Chunkutia Girls' High School	Questionnaire	30	30	100%
5	Shakta Govt. High School	Questionnaire	30	30	100%
6	Keraniganj Girls' School and College.	Questionnaire	30	30	100%
	Total		180	180	100%

Table 2: Sources of data and methods of data collection

Tools of data collection

The questionnaire has been administered on a section-to-section basis. Since the respondents are secondary school students who could possibly face difficulties in understanding certain questions, the questionnaire have been personally administered among the participants.

For the purpose of the study, the questionnaire has been designed according to four (04) research questions under the major four categories. The research questions help find the expected results through questionnaire. The following table shows the number of questions according to parameters and research questions:

SL. No.	Sections/Parameters	Indicators of Research Questions	Relationship of research question	Questions / Items
1	Observation of General knowledge	Baseline survey	SRQ-1, SRQ-4	6
2	Sources of Information	Ability to locate	SRQ-2, SRQ-3	6
3	Evaluation of Information	Evaluation of Information Sources	SRQ-2	6
4	Use of Information	Use of needed information	SRQ-3, SRQ-4	6
	Total			24

Table 3: Number of questions according to parameters and research questions

Methods of data analysis and presentation

Data has been processed and analyzed using MS Excel. Data is presented in table, graph, etc.

Baseline survey (general knowledge):

A baseline survey has been conducted for measuring the level of the respondents.

Research Question / Item	Correct Answer by the students	%	Wrong Answer by the Respondents	%	Total no. of students
Q.1	113	62.78 %	67	37.22 %	180
Q.2	117	65 %	63	35 %	180
Q.3	135	75 %	45	25 %	180
Q.4	93	51.67 %	87	48.33 %	180
Q.5	103	57.22 %	77	42.78 %	180
Q.6	94	52.22 %	86	47.78%	180
TOTAL	655 (61%)		425 (39%)		1080

Table 4: Baseline survey analysis

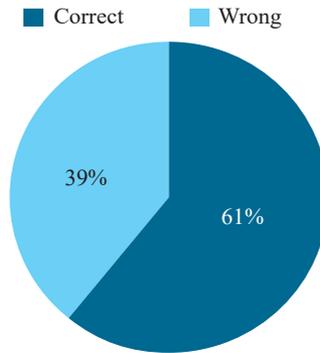


Fig1: Baseline survey analysis

The study found that a good number of students know the textbook sources of information. To identify the baseline status of IL based on their textbooks, a set of questions were given at the first section of the questionnaire. The questions were very basic and found majority of them marked correct answers.

Ability to locate the information:

Research Question / Item	Correct Answer by the students	%	Wrong Answer by the respondents	%	Total no. of students
Q. 1	70	38.89 %	110	61.11 %	180
Q. 2	61	33.89 %	119	66.11	180
Q. 3	37	20.56 %	143	79.44 %	180
Q. 4	41	22.78 %	139	77.22 %	180
Q. 5	49	27.22 %	131	72.78 %	180
Q. 6	51	28.33 %	129	71.67 %	180
TOTAL	309 (29%)		771 (71%)		1080

Table 5: Ability to Locate the information

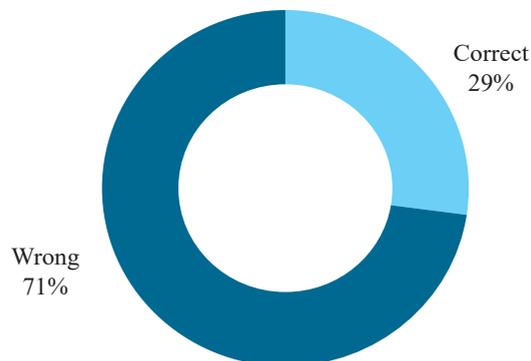


Fig 2: Ration of the ability to locate the information

Though the students were familiar with different information sources found at 1st part of the questionnaire, majority of the respondents are not able to locate the information (71%).

Evaluation of information:

Research Question / Item	Correct Answer by the students	%	Wrong Answer by the respondents	%	Total no. of students
Q1	57	31.67 %	123	68.33 %	180
Q2	63	35 %	117	65 %	180
Q3	56	31.11 %	124	68.89	180
Q4	41	22.78 %	139	77.22 %	180
Q5	43	23.89 %	137	76.11 %	180
Q6	39	21.67 %	141	78.33	180
TOTAL	299 (28%)		781 (72%)		1080

Table 6: Evaluation of Information by the respondents

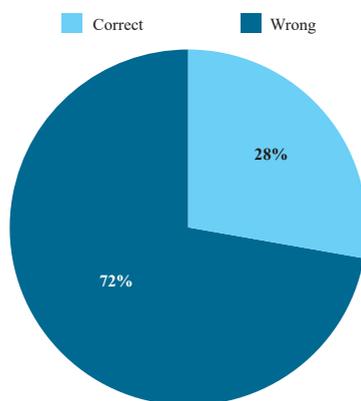


Fig 3: Evaluation of Information by the respondents

The study finds that the evaluation capacity of the respondents is very poor i.e.: only 28%. Majority (72%) of them failed to evaluate the information.

Use of information:

Research Question / Item	Correct Answer by the students	%	Wrong Answer by the respondents	%	Total no. of students
Q. 1	36	20 %	144	80 %	180
Q. 2	3	1.67 %	177	98.33 %	180
Q. 3	41	22.78 %	139	72.22 %	180
Q. 4	39	21.67 %	141	78.33 %	180
Q. 5	31	17.22 %	149	82.77 %	180
Q. 6	29	16.11 %	151	83.89 %	180
TOTAL	179 (17%)		901 (83%)		1080

Table 7: Use of information

Correct Wrong

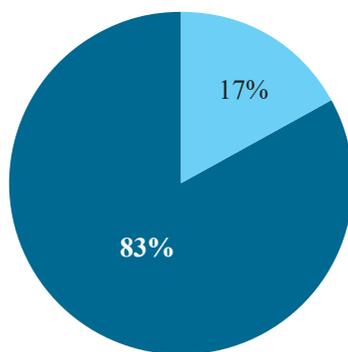


Fig 4: Use of information by the respondents

It is found that only 17% students know the use of information correctly where 83% do not know the use of information in their daily life.

Developing lifelong learners is central to the mission of educational institutions. By ensuring that, individuals have the intellectual abilities of reasoning and critical thinking and by helping them to construct a framework for learning how to learn. Information Literacy competency extends learning beyond formal classroom settings and provides practice with self-directed investigations and increasing responsibilities in all walks of life. The school has an opportunity, and a challenge, to prepare students to meet the demands of the Information Age. Institutions need to identify what graduates should know and be able to do. Recipients of a quality education share certain attributes: critical thinking, problem solving, a global vision and a multicultural perspective, preparedness for work and good citizenship.

Discussion and Recommendations

Information literacy is a new emerging concept for Bangladesh and it is also pre-requisite for lifelong learning as well as reading skills and other information competencies for the secondary school students. The literature clearly indicates that there is not a single empirical study has been conducted in Bangladesh; so it is expected that the benchmark study has to be ensured the following outputs:

- Students' awareness of information literacy for their formal curricula in secondary education.
- Result of study helps and encourages the competent authority understand the importance of information literacy and it's far reaching impacts toward education.
- A course module on information literacy has to be developed to organize and conduct training course at secondary school level.
- After survey, students understood the different between general knowledge, subject knowledge and intuition.
- Quality education was disclosed and practiced at the same time teaching learning situation of the school explored.
- The study has an indirect approach to create awareness about Digital Bangladesh.

Part a from these, it is hoped that the findings of the study helped the policy makers to critically examine the possibility of introducing IL programme in the course curricula of the secondary school students of Bangladesh. It will also help to integrate secondary school teachers and librarians in the IL programmes, like training, workshop, seminars and discussion meetings etc. (Islam & Ahmed, 2011).

The overall ideas that has emerged from this paper is that higher learning can be innovative and rewarding as long as the learners are equipped with the necessary independent learning skills needed to take advantage of it. Information literacy programme is well positioned to develop these skills. Thanks to its learning - how-to-learn framework which is fully articulated in the information literacy standards devised by various associations (ACRL, IFLA, ALA, ALIA, ANZIIL etc.). There is little recognition of the learning - how-to-learn or the knowledge construction approaches in the Indian education system, and these omissions should be addressed through the development of an information literacy policy that is embedded in Indian national learning agenda.

Further Research

Further in-depth research is needed to back these significant findings to determine whether this awareness campaign is effective, review the effectiveness of the survey, suggest a suitable training course module and finally examine the pedagogical issues of the IL programmes. All these aspects will help to arrange, organize and conduct intensive and extensive IL level and training courses for teachers, school librarians and school going students who will hopefully work as trainers in near future.

Conclusion

After this study, it is found that Information Literacy can be defined as the ability to locate, evaluate, organize and use information from variety of sources. Information literacy may also be defined as the ability to find, locate, and evaluate current, relevant, and accurate information and to use this information effectively in order to meet one's needs. A generation ago, most information was found using the newspaper, television, radio, or scholarly journals which could be located using a library card catalog or the Reader's Guide to Periodical Literature. While these media are still used, much information can now be found using computers and the Internet, the current generation of students is the first to grow up immersed in technology and the Internet. Though the study has been conducted in a single Upazila in Dhaka, the scenario will be same or poor than this all over the country. So, it is high time to start Information Literacy programme for the secondary level students.

In developing IL skills of students, the role of teachers in the school is critical. If the teachers are convinced about the significance of IL, they may become willing partners in this process (Rehman and Alfaresi, 2009). The school authority should start IL program immediately and there is a need for determination students' IL skills in order to provide more appropriate services. Provide school libraries with reliable data to support recommendations for the integration of IL into main stream of the school curriculum. More trained and skilled library personnel in the library and enrich computer lab for the schools are necessary and regular evaluation of the IL of the students upon entrance to the school. Further, participation of a library representative in the various program committees and the government of Bangladesh should pay immediate attention for ensuring a sound and sustainable IL programs across the country. The IL training, learning and teaching should be interactive; it means librarian and teacher collaboration will make the programme effective. There should be a co-operation with education departments, government bodies and community organizations to establish policies and set national and regional goals for information skills acquisition for all levels of the population of the country as well as secondary school landscape.

Creation of campaign and marketing strategies of IL trainings should be integrated in the education policy of Bangladesh. IL campaign can not be developed in isolation. Government and non-government organizations, corporate bodies should come forward to support the trainings, campaigns and awareness building activities of IL courses at different levels. Philanthropists, social workers, patrons of education should also join hands in this endeavour. International Federation of Library Associations and Institutions (IFLA), United Nations Education, Scientific and Cultural Organizations (UNESCO) and other development partners can support the proposed training programmes. Finally, Bangladesh can think to form a National Forum on Information Literacy.

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Representation of Gender in Secondary Level English Language Textbooks by NCTB

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Abstract

In order to explore the ramifications of gender inequality in Bangladesh, this study aims at bringing the invisible representation of women onto scholarly platforms by examining gender inequality and stereotypical gender role modeling in Bangladeshi textbooks, with special focus on junior secondary level textbooks published by the National Curriculum and Textbook Board (NCTB). The study applied quantitative approach in order to investigate gender representation in the 4 English Language textbooks prescribed by NCTB. Grade 6-10 was sampled for the purpose of the content analysis; as these textbooks are common for all the government approved secondary schools. An imbalanced representation of gender both in the texts and visuals in textbooks is found in English Language textbooks of NCTB for Grade 6-10. A male biasness in terms of textbook writers existed. No female textbook editor is found for the sample textbooks in any of the grades. A pro-male representation is found in terms of using noun, pronoun, and paired words for male and females. Gender stereotypes prevailed in the textual and visual representation of social and occupational roles. A gender policy should be developed to guide the textbook contents to ensure gender-sensitive textbooks for students.

Keywords: Gender sensitivity, Secondary level education, Textbooks, English language, Bangladesh

Background

In the educational arena, the concept of gender equality has come to the forefront since the Jomtien Declaration 1990 and later in the World Education Forum: the Dakar Framework for Action 2000. The issue of gender equality has also been included in both the Millennium Development Goals (MDGs) and the Sustainable Development Goals (SDGs). The increasing global concern

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on promoting gender equality has recently been reflected in the development of curriculum and textbooks. Textbooks are one of the significant components in the school education system as well as in the socialization of children (Blumberg, 2007). They present essential messages to children on how social relations in their society should be organized (Blumberg, 2007). Therefore, it is essential that how male and female characters, roles and occupations are presented in textbooks. It has been well documented that gender-biased pictures and text in books have an adverse effect on female students, leading to a feeling of exclusion, and a low sense of self-esteem (Marshall & Arnot, 2007). Not only female students but also for male students, gender-biased textbooks have a negative impact, including gender stereotypic attitudes towards their female counterparts. Such gender stereotypes that stem from textbooks may have a long-lasting effect on children and may hinder the creation of a gender-sensitive society as a whole. According to the Global Monitoring Report (2015), the pace of textbook reform receives very low political priority and public support in developing countries. The situation is not so different in Bangladesh, where curriculum and textbook reforms, particularly the investigation of gender biasness in textbooks is an emerging issue and immediate action is needed.

Statement of the problem

Promoting a gender-sensitive society and ensuring gender equality in all sectors has been one of the priority sectors of Bangladesh and the country has achieved tremendous success regarding the female enrollment rate in both primary and secondary levels and closing the gender gap in school enrollment (Marshall & Arnot, 2007). However, education progress cannot rely on access to data alone. Yet, perceptions of appropriate gender roles in rural Bangladeshi society today still accord mostly with traditional stereotypes such as woman should not earn more than her husband as this can lead to tensions within the home; boys need more nutrition than girls to be strong and healthy; and that the husband should have the final say in all important family matters (Asadullah, Huq, Islam, & Wahhaj, 2017). In this regard, a question may emerge that why have traditional gender stereotypes persisted despite the significant increases in the schooling of girls? It has been widely witnessed that the answer may lie in the school curriculum and textbooks (Knudsen, 2005; Jabeen & Ilyas, 2012; Marshall & Arnot, 2007). Students' attitudes towards gender roles are strongly shaped by the characters and roles they encounter in the textbook pages (Marshall & Arnot, 2007). Gender biasness in textbooks remains a concern in countries like Bangladesh that has achieved gender parity in access to schooling but prevailed strong traditional gender stereotypes. Hence, it would be worth investigating how gender roles have been presented in secondary school textbooks in Bangladesh.

Importance and rationale of the study

In order to explore the ramifications of gender inequality in Bangladesh, this study aims at bringing the invisible representation of women onto scholarly platforms by examining gender inequality and stereotypical gender role modeling in Bangladeshi textbooks, with particular focus on junior secondary level textbooks published by the National Curriculum and Textbook Board (NCTB). The focus of the research is to identify the area of gender stereotyping and the construction of gender roles that create gender discriminatory pictures in these textbooks. As textbooks are significant agents of change and socialization. Children can be socialized in the existing social order, or their thinking may be transformed with the help of textbooks to change the existing

social order (Zafar, 2005). Thus, it is imperative to investigate whether there exist any stereotypical images and texts in textbooks and to be replaced with gender-balanced material. In this study, researchers will try to explore gender role modeling in the textbooks of Bangladesh with particular focus on the secondary level. The results will highlight the issue of gender disparity in the existing system and how gender stereotypical role modeling in the textbooks encroaches on the mindset of children regarding certain gender roles. The findings will also help to facilitate policymakers to identify the areas of gender inequality and to promote gender-sensitive curriculum and textbooks.

Research questions

The following research questions have been formulated to fulfill the aims of this research:

1. How is gender represented in terms of textbook writers and editors?
2. How is gender represented in the reading passages in the secondary level English textbooks in terms of lexis and grammar?
3. How males and females are represented in terms of frequency of occurrence (both ‘types’ and ‘tokens’); and ‘categorization’ (family relationship and occupational roles)?
4. What is the frequency of (a) the ‘generic’ use of he, man and man-compounds and (b) the ‘generic’ use of she, woman and woman-compounds when the sex of the referent is not specified?

Methodology

The study employed a content analysis approach to investigate gender representation in the English Language textbooks published by NCTB.

Sampling

The study followed a non-random: purposive sampling technique. Four English Language textbooks prescribed by NCTB for Grades 6-10 were sampled for the content analysis, as these textbooks are conventional for all the government-approved secondary schools.

Tools of data collection

A textbook analysis checklist (NCERT, 2013) was adapted to use for analyzing the selected textbooks to investigate the gender-focused situational analysis in the sampled textbooks. The content analysis of gender representation includes only textual analysis. The textual analysis was based on linguistic analysis (including nouns, adjectives and verbs) as well as an investigation of the use of gender-biased language (i.e., sexist language) in the textbooks. Both manifested and latent content was analyzed. 4 C’s (Coding, Categorizing, Comparing and Concluding) as prescribed by Cohen (2007) was followed for content analysis. To ensure the reliability of the content analysis, Inter-rater reliability was employed by using Cohen’s kappa. The calculated Cohen’s kappa = 0.80, which indicates very good agreement between the pairs of raters.

Data analysis and presentation

Quantitative measures (e.g., frequency distribution and percentage) were used to analyze the texts in the textbooks. The findings were presented in graphical and tabular forms.

Results

Gender representation in terms of textbook writers and editors

The content analysis was initiated by investigating the gender representation of textbook authors and editors. The figure below shows the gender representation of textbook writers across different grades in terms of frequency

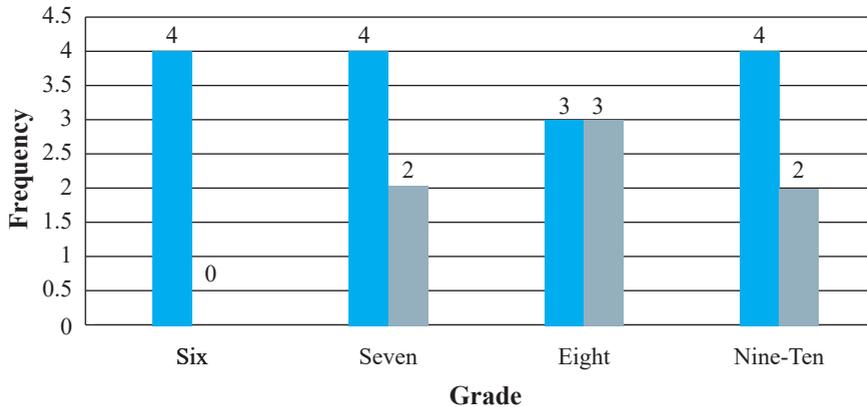


Fig 1.1 Gender representation of textbook writers across grade levels

Figure 1.1 presents that there exists a male biasness in terms of textbook writers. No female authors' name is found in Grade 6. An imbalance is found in both Grade 7 and 9-10, where the number of male authors is double the number of female authors. However, a balance between male and female writers is found in Grade 8.

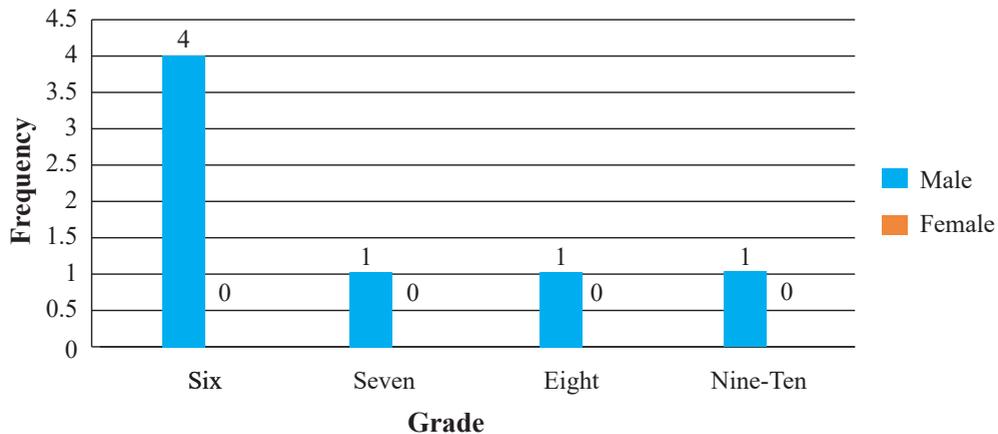


Fig 1.2 Frequency of textbook editors across different grade levels

Figure 1.2 shows that an absolute male biasness exists in terms of textbooks editors. No female editor is found in any of the sampled English Language textbooks in any of the studied grades.

Textual representation of gender

Grade	Gendered terms for males	f	Gendered terms for females	f
Six	He	82	She	46
	His	68	Her	39
	Him	15	Teacher	12
	Father	15	Mother	12
	Dad	14	Mom	16
	Son	12	Daughter	02
	Brother	03	Sister	04
	Mr.	11	Mrs.	13
	Boy	05	Girl	01
	Sir	04	Mam	03
	Men	03	Women	05
	Man	03	Lady	01
	Husband	02	Wife	02
	King	11	Queen	02
	Uncle	03	Aunt	11
	Himself	01	Ms.	01
	Doctor	06	Nurse	01
	Farmer	03	Grandma	03
	Pilot	01	Apa	01
	Waiter	01	Waitress	01
	Accountant	01	Lawyer	01
	Postman	01	Student	01
	Businessman	01	Architect	01
	Salesman	10		
	Cleaner	01		
	Rickshaw puller	01		
	Newspaper Hawker	01		
	singer	01		
Total	Total no. of 'Types': 28	Total no. of 'Tokens': 280	Total no. of 'Types': 23	Total no. of 'Tokens': 179

Table 1.2.1.: Pairs of gendered terms for males and females and their frequency in Grade six (G-VI)

Here, Table 1.2.1 represents the pairs of gendered terms for males and females, including their frequency of Grade Six. The table shows that in the English textbook of Grade six, there's a variation of using male terms and female terms where male terms dominate female terms. The total frequency of using male terms is 280 (61%) and the frequency of the female terms is 179 (39%). There are 28 types of gender terms used to represent male where female represents 23 types. Mostly used male terms are HE (f=82), HIS (f=68), FATHER (f=15). On the other hand, most used female terms are SHE (f=46), HER (f=39), MOM (f=16), TEACHER (f=12). The difference shows that the uses of male types represent twice than female types.

Grade	Gendered terms for males	f	Gendered terms for females	f
Seven	He	150	She	64
	his	67	her	72
	him	32		
	himself	4	herself	1
	man	12	woman	4
			lady	2
	men	4	women	5
	boy	7	girl	7
	Mr.	8	Miss	4
			Mrs.	4
			Ms.	7
	father	13	mother	28
			mum	3
	brother	7	sister	11
	husband	7	wife	1
			daughter	5
	uncle	7	aunt	2
	male	1	female	2
	giant	26	witches	2
			fairies	2
grandfather	1	grandmother	1	
Total	Types: 16	345	Types: 20	227

Table 1.2.2.: Pairs of gendered terms for males and females and their frequency in Grade seven (G-VII)

Table 1.2.2 represents pairs of gendered terms for males and females and their frequency in the English textbook of Grade seven (G-VII). The table shows that there is a visible difference in using male terms and female terms. The total frequency of using male terms is 345 (60%) and the frequency of the female terms is 227 (40%). There are a total of 15 types of gender terms which are used to represent males where females are represented 20 types. Mostly used male terms are He (150), HIM (32), MAN (12), HUSBAND (7), GIANT (26) and the mostly used female terms are HER (72), WOMEN (5), MOTHER (28) and SISTER (2). Hence, it can be said that the represented data of this table shows a clear dominance of males over females.

Grade	Gendered terms for males	f	Gendered terms for females	f
Eight	He	70	She	49
	His	33	Her	65
	him	11		
	Man	27	Woman	29
	Mr.	18	Mrs.	1
	Father	15	Mother	7
	dad	1		
	Brother	2	Sister	3
	Uncle	8	Aunt	3
	Gentleman	1	Ladies	3
	Himself	2	Herself	1
	Son	5	Daughter	1
Male	1	Female	3	
Total	Types: 13	194	Types: 11	165

Table 1.2.3.: Pairs of gendered terms for males and females and their frequency in Grade Eight (G-VIII)

Here, Table 1.2.3. demonstrates the pairs of gendered terms for males and females, including their frequency of Grade Eight. The table shows that in the English textbook of Grade Eight, there is a variation of using male terms and female terms where male terms dominate the female terms. The total frequency of using male terms is 194(54%) and the frequency of the female terms is 165 (46%). There are 13 types of gender terms which are used to represents male, whereas female are represented 11 types which are less than that of male types. Most uses male terms are HE (f=70), HIM (f=11), MAN (f=27), Mr. (f=18), and FATHER (f=15). On the other hand, most used female terms are SHE (f=49), HER (f=65), WOMAN (f=29). The difference shows that the uses of male types represent twice than the uses of female types.

Grade	Gendered terms for males	f	Gendered terms for females	f
Nine-Ten	He		She	
	He	228	She	126
	His	136	Her	143
	Him	48		
	Man	27	Lady	01
	Mr.	27	Ms.	10
			Miss	02
	Father	22	Mother	69
			Mamma	12
	Brother	11	Sister	05
	Himself	10	Herself	06
	Men	06	Women	13
	Son	06	Daughter	05
	Prince	05	Empress	01
Husband	04	Wife	04	

	Uncle	03	Aunt	01
	Dad	01	Mom	02
	Widower	01	Widow	02
Total	Types: 15	535	Types: 16	402

Table 1.2.4 demonstrates the pairs of gendered terms for males and females, including their frequency of Grade (G-IX-X) The table shows that in the English textbook of Grade (G-IX-X), there's a variation of using male terms and female terms where male terms dominate the female terms. The total frequency of using male terms is 535 (57%) and the frequency of the female terms is 402 (43%). There are fifteen types of gender terms used to represents male, whereas female represents sixteen types. Most used male terms are HE (f=228), HIS (f=136), HIM (f=48), MAN (f=27) and FATHER (f=15). On the other hand, most used female terms are SHE (f=126), HER (f=139), MOTHER (f=69).

Grade	Words	Collocates	f
Six	He	Father	15
		Brother	03
		Dad	14
		Son	12
		Uncle	03
		Husband	02
Total		Types: 6	49

Table 1.2.5.: Family relationship roles associated with different node words for males in Grade six (G-VI)

Here, Table 1.2.5 demonstrates the categorization of family relationship roles associated with different node words for males of Grade six (G-VI). The total number of collocates, which is related to the family relationship of male representatives are six and the total frequency is forty nine. Here, collocates using for Male terms are Father, Brother, Dad, Son, Uncle and Husband, where the most frequently used relationship in male terms is 'FATHER (f=15)' and 'HUSBAND (f=2)' is the less frequent.

Grade	Words	Collocates	f
Six	She	Mother	12
		Sister	04
		Mom	16
		Daughter	02
		Aunt	11
		Wife	02
		Grandma	03
Total		Types: 07	50

Table 1.2.6.: Family relationship roles associated with different node words for females in Grade 6

Here, Table 1.2.6 above shows the categorization of family relationship roles associated with different node words for females of Grade six (G-VI). The total number of collocates, which is related to family relationship of female representatives, found to be seven (07) and the total frequency is fifty. Here, collocates using for female terms are mother, sister, mom, daughter, aunt,

wife and grandma where the most frequently used relationship in female terms is ‘MOM (f=16)’ and ‘WIFE (f=2)’ is the less frequent.

Grade	Words	Collocates	f
Seven	He	Brother	7
		Father	13
		Husband	7
		Uncle	7
		Grandfather	1
Total		Types: 5	35

Table 1.2.7: Family relationship roles associated with different node words for males in Grade seven (G-VII)

Here the Table 1.2.7 above shows the categorization of family relationships along with different node words for the male of Grade seven (G-VII). The number of collocates that are related to the family relationship of male representative types are five in total where the total frequency is thirty five. Here the collocates using for male terms are father, brother, husband, uncle and grandfather, where the most frequently used relationship in male terms is FATHER (f=13) and the less frequently used relationship in male terms is GRANDFATHER (f=1).

Grade	Words	Collocates	f
Seven	She	Sister	11
		Mother	28
		Daughter	5
		Aunt	2
		Wife	1
		Mum	3
		Cousin	2
		Grandmother	1
Total		Types: 8	53

Table 1.2.8: Family relationship roles associated with different node words for females in Grade seven (G-VII)

Here Table 1.2.8 shows the categorization of family relationships along with different node words for females of Grade seven (G-VII). The number of collocates which are related to the family relationship of female representatives are eight (08) in total where the total frequency is fifty three. Here the collocate use for female terms are mother, sister, daughter, aunt, wife, mum, cousin and grandmother where the most frequently used relationship in female terms is MOTHER (f=28) and the less frequently used relationship in female terms is WIFE (f=1) and GRANDMOTHER (f=1).

Grade	Words	Collocates	f
Eight	He	Brother	2
		Father	15
		Dad	1
		Uncle	8
		Husband	4
Total		Types: 5	30

Table 1.2.9.: Family relationship roles associated with different node words for males in Grade eight (G-VIII)

Here, Table 1.2.9 demonstrates the categorization of family relationship roles associated with different node words for males of Grade Eight (G-VIII). The total number of Collocates that are related to the family relationship of male representatives is five and the total frequency is thirty. Here, collocates using for male terms are father, brother, husband, uncle and dad, where the most frequently used relationship in male terms is 'FATHER (f=15)'. On the other hand, the less frequently used relationship in male terms is 'DAD (f=1).

Grade	Words	Collocates	f
Eight	She	Sister	3
		Mother	7
		Aunt	3
		Daughter	1
Total		Types: 4	17

Table 1.2.10.: Family relationship roles associated with different node words for females in Grade eight (G-VIII)

Here, the 1.2.10 table shows the categorization of family relationship roles associated with different node words for females of Grade Eight (G-VIII). The total number of Collocates that are related to the family relationship of female representatives is four, and the total frequency is seventeen Here, collocates using for female terms are mother, sister, daughter, and aunt, where the most frequently used relationship in female terms is 'MOTHER (f=7)' and 'DAUGHTER (f=1)' is the least frequent.

Grade	Words	Collocates	f
Nine-Ten	He	Father	22
		Brother	11
		Son	06
		Husband	04
		Uncle	03
		Grandfather	01
		Dad	01
		Forefather	01
Total:		Types: 08	49

Table 1.2.11.: Family relationship roles associated with different node words for males in Grade Nine-Ten (G-IX-X)

Here, Table 1.2.11 demonstrates the categorization of family relationship roles associated with different node words for the male of Grade Nine-Ten (G-IX-X). The total number of collocates, which is related to the family relationship of male representatives are eight and the total frequency is forty nine. Here, collocates using for male terms are father, brother, son, husband, uncle, grandfather, dad and forefather, where the most frequently used relationship in male terms is 'FATHER (f=22)'. On the other hand, the less frequently used relationship in male terms are 'DAD(f=1), GRANDFATHER(f=1) and FOREFATHER (f=1)'.

Grade	Words	Collocates	f
Nine-Ten	She	Mother	69
		Mamma	12
		Sister	05
		Daughter	05
		Wife	04
		Mom	02
		Cousin	02
Aunt	01		
Total:		Types: 08	100

Table 1.2.12.: Family relationship roles associated with different node words for females in Grades Nine-Ten (G-IX-X)

Here, Table 1.2.12 shows the categorization of family relationship roles associated with different node words for females of Grade nine-ten (G-IX-X). The total number of Collocates that are related to the family relationship of female representatives are eight and the total frequency is hundred. Here, collocates using for female terms are mother, mamma, sister, daughter, wife, mom, cousin and aunt, where the most frequently used relationship in female terms is 'MOTHER (f=69) and 'AUNT (f=1) is the least frequent.

Grade	Words	Collocates	f	Words	Collocates	f
SIX	He	Doctor	06	She	Teacher	12
		Salesman	10		Waitress	01
		Pilot	01		Lawyer	01
		Businessman,	01		Nurse	01
		Salesperson	01		Architect	01
		Newspaper Hawker	01		Student	01
		Rickshaw puller	01			
		Waiter	01			
		Cleaner	01			
		Postman	01			
		Accountant	01			
		Farmer	03			
		Singer	01			
Total		Types: 13	29		Types: 06	17

Table 1.2.13.: Social (occupational roles) categorization associated with different node words in Grade Six (G-VI)

Table 1.2.13 demonstrates the occupational roles that are dominated by males over females. This diversification of social, occupational roles in the textbook of Grade six (G-VI) shows that the male plays various roles in various types of workplace where it is limited for women. The types of collocates (male: 13, female: 6) and total frequency (male: 29, female: 17) for male and female occupational roles are shown in the table. From the table, it is seen that the occupational choices for males are diverse, whereas, for females, few options are available in the textbooks.

Grade	Words	Collocates	f	Words	Collocates	f
Seven	He	Teacher	1	She	Teacher	26
		Shop Assistant	1		Swimmer	1
		Principal	2		Social Worker	2
		Head Teacher	7		Shooters	1
		Doctor	13		Singer	2
		King	1		Student	1
		Sir	1		Player	1
		Player	8			
		Manager	5			
		Striker	2			
		Coach	3			
		Footballer	1			
		Football Player	5			
		Football Organizer	1			
		Cricketer	1			
		Captain	2			
		Landlord	2			
		Inventor	3			
		Deputy Magistrate	1			
		Newspaper Editor	1			
		Director	1			
		Social Worker	1			
Total		Types: 22	63		Types: 7	34

Table 1.2.14 demonstrates the occupational roles that are dominated by males over females.

This diversification of social, occupational roles in the textbook of Grade eight (G-VIII) shows that the male plays various roles in various types of workplace where it's limited for women. The types of collocates (male: 22, female: 7) and total frequency (male: 63, female: 34) from the table show the variation of male and female occupational roles. From the table, it is seen that the occupational choices for males are diverse, whereas for females, few options are available in the textbooks.

Grade	Words	Collocates	f	Words	Collocates	f
Eight	He	Teacher	9	She	Teacher	9
		Doctor	11		Fashion	1
		Driver	3		Designer	3
		Captain	1		Seller	1
		Immigration Officer	8		Queen	
		Hair Dresser	2			
		Director	6			
		Prime Minister	1			
		Snake Charmer	1			
		Class Captain	2			
		Sir	6			
Total		Types: 11	50		Types: 4	14

Table 1.2.15.: Social (occupational roles) categorization associated with different node words in Grade eight (G-VIII)

Table 1.2.15 demonstrates the occupational roles that are dominated by males over females. This diversification of social and occupational roles in the textbook of Grade eight (G-VIII) shows that the male plays various roles in various types of workplace where it's limited for women. The types of collocates (male: 11, female: 4) and total frequency (male: 50, female: 14) from the table shows the variation of male and female occupational roles. From the table, it is seen that the occupational choices for males are diverse, whereas for females, few options are available in the textbooks.

Grade	Words	Collocates	f	Words	Collocates	f
Nine-Ten	He	Chairman	10	She	Teacher	9
		Poet	7		Lawyer	4
		Boatman	5		Social Scientist	2
		Professor	4		Social Worker	2
		Farmer	4		Maid	1
		Painter	4		Doctor	1
		Doctor	4		Homemaker	1
		Governor-General	3		Engineer	1
		Chief Executive	3		Head Teacher	1
		Head Teacher	3		Crew Member	1
		President	3		Scientist	1
		Clerk	2		Part-time worker	1
		Fisherman	2		Artist	1
		Teacher	2		Professional	1
		Scientist	2		Garments worker	1
		Leader	2		Best friend	1
		Olympian	1		Girls	10
		Sportsman	1			

		Day laborer	1			
		Slum dweller	1			
		Hawker	1			
		Merchant	1			
		Moneylender	1			
		Musician	1			
		Science Teacher	1			
		Historian	1			
		Artist	1			
		Mime	1			
		Photographer	1			
		Co-founder	1			
		Adviser	1			
		CEO	1			
		General	1			
		Lawyer	1			
		Space Traveler	1			
		Politician	1			
		Archeological surveyor	1			
		Principle	1			
		Freedom fighter	1			
		Writer	1			
		Banker	1			
		Bureaucrat	1			
		Dramatist	1			
		Friend	1			
Total:		Types: 45	89		Types: 17	39

Table 1.2.16.: Social (occupational roles) categorization associated with different node words in Grades nine-ten (G-IX-X) Table 1.2.16 demonstrates the occupational roles that are dominated by a male over female. This diversification of social, occupational roles in the textbook of Grade nine-ten (G-IX-X) shows that the male plays various roles in various types of workplace where it is limited for women. The types of collocates (male: 45, female: 17) and total frequency (male: 89, female: 39) from the table show the variation of male and female occupational roles. From the table, it is seen that the occupational choices for males are diverse, whereas for females, few options are available in the textbooks.

Grade	Generic use of he	f	Generic use of man	f	Man-compounds (list)	f
Six	-	-	Love for Man	1	Postman	1
			Mankind	1	Businessman	1
					Salesman	9
Total:			Types:2	2	Types: 3	11

Table 1.2.17.: Frequency of generic use of he, man and man-compounds in Grade six (G-VI)

Table 1.2.17 shows the frequency of general use of He, Man and Man-compounds. In Grade six (G-VI), there are no uses of the generic term 'He' whereas the total types of 'Man' and 'Man-compounds' are 02 and 03. Here, 2 and 11 are the frequency of generic use of 'man' and 'man-compounds.'

Grade	Generic use of she	f	Generic use of woman	f	Woman-compounds (list)	f
Six		0		0		0
Total		0		0		0

Table 1.2.17.: Frequency of generic use of she, woman and woman-compounds in Grade six (G-VI)

Table 1.2.17 shows that in Grade Six, there are no uses of generic use of ‘She,’ ‘Woman’ and ‘Woman-compounds.’

Grade	Generic use of he	f	Generic use of man	f	Man-compounds (list)	f
Seven		0		0		0
Total		0		0		0

Table 1.2.18.: Frequency of generic use of he, man and man-compounds in Grade Seven (G-VII)

Table 1.2.18 shows the frequency of generic use of He, Man and Man-compounds. In grade seven (G-VII), there is no use of the generic term ‘He,’ ‘Man,’ and ‘Man compounds.’

Grade	Generic use of she	f	Generic use of woman	f	Woman-compounds (list)	f
Seven	our mother earth	1		0		0
Total		1				

Table 1.2.19.: Frequency of generic use of she, woman and woman-compounds in Grade seven (G-VII)

Table 1.2.19 shows the Frequency of generic use of She, Woman and Woman-compounds. In Grade seven (G-II), there is no use of the generic term of ‘Man’ and ‘Man-compounds’ whereas the total types of ‘She’ is 01 and the frequency is also 01. For example, Our Mother Earth: The earth takes care of us like a mother.

Grade	Generic use of he	f	Generic use of man	f	Man-compounds (list)	f
Eight			love for all	1		
			men	1		
			gentlemen	2		
			early man	1		
			man	1		
			men	2		
			mankind’s	1		
			happy	1		
			man			
			happy man			
Total				13		

Table 1.2.20.: Frequency of generic use of he, man and man-compounds in Grade eight (G-VIII)

Table 1.2.20 shows the total types along with the frequency of generic use of He, Man and Man-compounds. In Grade Eight (G-VIII). There are total nine types of generic use of ‘He’, ‘Man’ and ‘Man-compounds’ each and the most frequently used term are EARLY MAN (F=2) and MANKIND’S (f=2). For example Happy the man: Happy the man, whose wish and are a happy man: What things does a happy man have?

Grade	Generic use of she	f	Generic use of woman	f	Woman-compounds (list)	f
Eight	ladies	3				
Total		3				

Table 1.2.21.: Frequency of generic use of she, woman and woman-compounds in Grade eight (G-VIII)

Table 1.2.21 demonstrates the frequency of generic use of ‘She,’ ‘Woman,’ and ‘Woman-compounds.’ In Grade Eight (G-VIII), there is just one type of generic use of ‘She’ term with frequency three. There’s no use of ‘Woman’ and ‘Woman-compounds’ in Grade Eight (G-VIII). For example:

Ladies: The Meena Mela in Sylhet was sponsored/arranged/organized by Dhaka Ladies Club.

Grade	Generic use of he	f	Generic use of man	f	Man-compounds (list)	f
Nine-Ten	Forefathers	1	Man-made	2	Bad Men	1
	Founding Father of Bangladeshi Art	1	Mankind	3	Englishman	1
	Forerunner	1	Old gypsy Man (time)	4	Chairman	10
Total:	Types: 3	3	Types:03	9	Types: 3	12

Table 1.2.22.: Frequency of generic use of he, man and man-compounds in Grade 9-10

Table 1.2.22 shows the total type along with the frequency of generic use of He, Man and Man-compounds. In Grade Nine-Ten (G-IX-X), there are total (03) types of generic use of ‘He,’ ‘Man’ and ‘Man-compounds’ each and the frequency is sequentially 3, 9 and 12. The following example represents the generic use of he, man and man compounds:

“Majumder, he is undoubtedly a forerunner in the field of mime in Bangladesh”.

“Time, you old gypsy man, you will not stay.”

“Bad Men appear good and they hide their inner ugliness under fine clothes.”

Grade	Generic use of she	f	Generic use of woman	f	Woman-compounds (list)	f
Nine-Ten			Mother of Gods	1		
			Goddess of Love	1		
			Goddess of Wealth	1		
			Goddess of Health	1		
			Mother of Humanity	1		
			Motherland	1		
Total			Types:6	6		

Table 1.2.23.: Frequency of generic use of she, woman and woman-compounds in Grade nine-ten (G-IX-X)

Table 1.2.23 demonstrates the frequency of generic use of ‘She,’ ‘Woman’ and ‘Woman-compounds.’ In Grade Nine-Ten (G-IX-X), there are (06) types of generic use of ‘woman’ term with the frequency (06). There is no use of ‘She’ and ‘Woman-compounds’ in Grade Nine-Ten (G-IX-X). For example, this little girl would (01) day become the mother of humanity.

Discussion

The present study shows that an over representation of males in texts exists and does not reflect the actual number of the male and female population in Bangladesh. Males were represented more than females in the reading passages as there is a more significant number of node words for males than females when counted as ‘tokens,’ and there is a higher frequency of occurrence of masculine than feminine pronouns. Because of the higher number of ‘tokens’ of node words for males than females, the frequency of occurrence of masculine pronouns in the reading passages found to be higher than that of the feminine pronouns when counted as ‘tokens.’ This finding is similar to the findings of the cross-cultural study conducted by Islam and Asadullah (2018) where they found a high degree of gender stereotypes in the form of ‘exclusion’ and ‘the quality of representation’ in all the sampled English Language textbooks in Bangladesh and Pakistan.

Moreover, female characters were mostly associated with traditional and low wage occupations, as well as more passive personality traits. Previous studies of social categorization through occupational roles (Amini & Birjandi, 2012; BahiyahDato’ Hj. Abdul Hamid et al., 2008; Gharbavi & Mousavi, 2012a; Lee & Collins, 2008) have tended to show women engaging in fewer or a more limited range of occupations than men, or in occupations that are stereotypical for females such as teacher, nurse, and housewife. Better-paid and higher-status jobs (e.g., engineer, pilot) or physically demanding jobs (Lee & Collins, 2009) tended to be engaged in by males. However, In this study though males were represented in a more excellent range of occupations and activities than females, females no longer only engage in stereotypical occupations; they were seen to be involved in an occupation like divers, lawyers and scientist which is compatible to findings of Islam and Asdullah (2018).

At the grammatical level, no ‘generic’ use of he and man-made compound words found in some places of the textbooks. However, the prevalence is much negligible. Overall the findings suggest there exists an over-representation of males and a manifold gender stereotype both in textual and visual contents of the textbooks. It can be said that despite laudable efforts for reducing the gender gap and gender stereotype from the society, the country is yet to free its textbooks from gender stereotypes.

Recommendations

Because of the findings derived from the study, the following recommendations can be:

- A participatory approach that ensures a broader consultation of teachers, authors and reviewers of both genders in curriculum and textbook review and development process should be adopted. Such participatory consultation processes should also include comprehensive expert reviews of textbook gender contents.
- There should be specific policy guideline that ensures a gender balance in term of selecting textbook authors and editors.
- A gender policy should be developed to guide the textbook contents to ensure gender-sensitive textbooks for students.
- A national-level gender audit should be conducted with textbooks from other subject areas and other streams of education (e.g., Madrasah) to understand the notion of the portrayal of gender as a whole.

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Does English as a Medium of Instruction Accomplish EFL(English as a Foreign Language) Learning at Tertiary Level?

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Abstract

The study explores the extent of accomplishing EFL learning where English has been used as a medium of instruction. It also aims at finding out the challenges the tertiary EFL students face in the class. This study was a mixed method approach in nature. Data were collected from sixty students studying in the 4th and 5th semesters of Prime University in Dhaka in different departments, whose 85% respondents had general education background and 10% from Madrasha education and the rest from English medium before coming to university. Data were also collected from twelve university teachers of 02 private universities. Both teachers and students were interviewed through open ended and closed type of questionnaire. Besides, 06 classes were attended and observed by the researcher following observation schedule. Major findings of the study showed that English as a medium of instruction (EMI) in teaching non- English academic subjects had greater possibilities in developing language skills. 90% and above respondent - students and 70% and above respondent - teachers were positive in their opinions regarding language learning through EMI. However, to continue teaching learning through EMI both of the stakeholders experienced a number of challenges i.e. lack of teachers' English skills, students' lack of motivation, and both having the tendency of using the first language in the class . Finally, a number of recommendations were given based on the findings of the study.

Keywords: English as a foreign language (EFL), English as a medium of instruction (EMI), Computer assisted language learning (CALL), Content and Language integrated learning (CLIL)

Introduction

The term 'English as a Medium of Instruction' is appropriately applicable where English is not the native language. Dearden (2014) states that EMI is used as a tool to teach academic subjects where English is not used as first language but dominates the first language of the then countries. English as a medium of instruction not only is connected with the instruction over teaching –

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learning of any subject, especially non English subject, but also has greater opportunity to learn a language in the EFL context. Many studies show that content based language learning is highly accepted and outcome based. Actually language learning has been concentrating on different approaches or methodologies over the last 50 years. From translation method to CLT or the most recent computer assisted language learning (CALL) is contributing to language learning. The term ‘Content and Language Integrated Learning’ (CLIL) is an umbrella term working for dual-concentrated education where attention is given to both topic and language of instruction. In the context of Bangladesh, English is being used as a medium of instruction to study different subjects at tertiary level. This integrated educational approach is being used to study any discipline where English language works as a medium that not only ensures content learning but also develops language learning (Coyle, 2000). It also states an educational situation where English language is used for the teaching learning of subjects rather than the language itself (Wolff, 2006). Wolff (2006) also claims that the integration of content subject and language inspires students to learn and create a learning environment which cannot be gained within isolated subject or language teaching.

Considering these, the present study tries to find out how much English as a medium of instruction in different tertiary level subjects contributes to English language learning and explores the challenges university students face in terms of English language learning through EMI. Moreover, the study offers a number of recommendations for getting maximum outcomes of language learning following EMI.

Objectives of the study

The main objective of the study is to show to what extent English as a medium of instruction contributes to language learning outcomes in the EFL context and the challenges teachers and students face in collaborating EMI approach in the class for the instruction on academic non English subjects.

Research questions

1. To what extent English as a medium of instruction contributes to EFL learning?
2. What type of challenges do students face in developing their language skills through EMI?

Rational of the study

At university level in Bangladesh for the study of the non-English academic subjects, English has been introduced as a medium of instruction with an aim to establish the global environment in the field of teaching–learning. Studies show that English has become the most significant language of instruction in higher studies, which is being influenced by economic, social and political and educational phenomena (Doiz et al. 2013). Findings of the different studies show that EMI has been introduced for the instruction on content knowledge with a view to establishing the connection with the global education field and to have the access to the research and education in order to cope with the modern trend of education (Coleman, 2006) & (Margić, 2015).

The present study turns a new exploration in the field of teaching-learning styles as it will show that to what extent English as a medium of instruction can influence to the field of English language learning. It also shows some pitfalls which help students and teachers to enter the issue properly.

Literature review

Content and Language Integrated Learning (CLIL) approach was established in Europe as an alternative to language teaching of the traditional approaches and this term was created in 1994 by David Marsh. In the present world, it has been widely accepted as an effective approach to teaching-learning of content as well as language. CLIL approach can be used to consider the present study as it signifies language learning through EMI approach. In the context of CLIL, content and language are integrated that has the best outcome in learning a foreign language where language is used as a medium of learning content. There is a focus not only on content but also on language and each is interwoven (Marsh & Hood, 2010).

In this study the researcher reviewed a number of previous studies related to the present study to have the real context happening in this regard. In most cases those studies faced more challenges than their outcomes. The studies of Uys, van der Walt, van den Berg, Botha (2007) & EFMoE (2015) show that teachers have the responsibility to teach the students language skills in the subject content classroom but due to their lack of training and competence, they cannot carry on. Coleman (2006) claims that teachers may have a lack of language proficiency that makes students inhibit, causes anxiety and last of all, hinders learning and for which students become demotivated to attend the class lest they should be embarrassed before their classmates. Kilickaya (2008) states that in most cases, teachers use their mother tongue as their instruction on the subject content and they have a little inclination to use English as a medium of instruction. The studies from Wilkinson (2005) & Vinke, Snippe & Jochems (1998) show that the outcome of training and testing through the instruction of L1 language is greater than the instruction of English as a medium in the class.

However, the present study is different in its focus as it examines the language outcomes through English as a Medium of Instruction (EMI) irrespective of any subjects, especially including non-English subjects. As this study mainly demonstrates the real context of the content based education with regard to English language learning following EMI, no doubt, it adds a new phase to the existing studies.

Methodology

The study was conducted following a mixed method approach. Data were collected from the students of Prime University and also from the teachers of two private universities in Dhaka city along with classroom observation. sixty (60) students were selected purposively, whose 85% respondents came from general education background and 10% from Madrasha education and the rest from English medium. Students of Law, Computer Science & Engineering and Business Studie were belonging to the 4th and 5th semesters, with their medium of instruction in English were interviewed through the questionnaire and from each department twenty (20) students were selected and the ratio of boys and girls for each department was equal in number. twelve teachers were also interviewed individually, who were directed to the application of EMI approach while taking class.

Both open ended and closed type of questionnaire were used by the researcher for collecting data from the students and teachers. Six (06) classes were attended and observed by the researcher where English was used as a medium of classroom instruction. The duration of each class was 1.30 hours and the class size was medium. What the researcher observed in the classes was noted down and presented in the thematic style. The open ended data found from the students and the

teachers were analyzed following thematic approach whereas the closed types of questionnaire were analyzed using quantitative research approach. To make the study more convenient, the separate findings and results from qualitative and quantitative approach were presented in a befitting manner. Finally, collected data were triangulated to identify and to recognize the gaps that might be there.

Results of the study based on students' data

S.L No	Questionnaires	Yes	No	Sometimes	No Comments
1	Do you think that English as a medium of education is helpful for EFL learning?	66.67% 40	5% 3	25% 15	3.33% 2
2	Are your course materials friendly for developing English skills?	16.67% 10	16.67% 10	58.33% 35	8.33% 5
3	Do you understand your teachers' instruction in English on your subject contents?	53.33% 32	30% 18	11.67% 7	5% 3
4	Do your teachers speak English in the class?	30% 18	60% 36	10% 6	0%
5	Do you use English while asking questions?	50% 30	30% 18	10% 6	10% 6
6	Are students more focused on content knowledge than language learning in English medium instruction?	75% 45	10% 6	11.67% 7	3.33% 2
7	Are you motivated learning through EMI	50% 30	5% 3	36.67% 22	8.33% 5
8	Do you follow grammatical rules when you write on your academic course?	36.66% 22	46.67% 28	8.33% 5	8.34% 5
9	Do your teachers encourage you to write correct English?	25% 15	50% 30	15% 9	10% 6
10	Is English learning possible through EMI in the class?	83.33% 50	11.67% 7	0%	5% 3

Table 1

Source: Field survey

In response to the question no. 1, it was found that the majority (66.67%) students thought that EMI was helpful for EFL learning and 25% respondents chose 'sometimes' while a few were from other options i.e. 'no & no comments'. In question no. 2, the data showed that 16.67% respondents considered the course materials friendly and another 58.33% selected 'sometimes' as their choice while 16.67% respondents replied negatively. In regard to question no.3, the data demonstrated that 53.33% respondents understood their teachers' instruction in English and 11.67% could do 'sometimes' whereas 30% respondents could not understand. Data from the question no. 4 showed that only 30% respondents stated that teachers spoke English in the class while 60% respondents stated negatively in this connection.

In response to question no. 5, it was found that 50% respondents used English in the class and 10% used 'sometimes' whereas 30% respondents stated 'no'. In response to question no. 6, the majority (75%) of respondents stated that subject content was more focused through EMI while 10% of the respondents stated negatively. The question no.7 demonstrated that 50% respondents were motivated and 36.67% chose 'sometimes' in this regard while a few were from the options i.e. 'no' and 'no comments'. The question no. 8 showed that 36.66% respondents followed grammatical rules while writing and the other 8.33% followed 'sometimes' while 46.67% respondents did not think so. In response to question no. 9, it was found that 25% of the respondents claimed that teachers encouraged them to write correct English and 15% stated it as 'sometimes'. However, 50% stated negatively in this connection. As the response to the last question, the majority (83.33%) respondents agreed that through EMI approach, English leaning is possible.

Students' qualitative data

Focus on subject content:

Majority of the students claimed that EMI focused on subject content in which teachers' thinking was confined to giving students instruction on their respective subjects and students hardly remembered the application of language in order to develop EFL learning. However, they agreed to the fact that content based learning had higher possibilities in case of learning a language. One of the students responded,

Contextual learning encourages me to learn from different contexts and contents. In this learning style I have enough scope to go through reading; writing and speaking that accelerate my language skills.

But a number of students stated that they were devoted to accumulating knowledge on their academic subjects, heeding no importance to language learning in this way.

Challenges of the instruction

The qualitative data revealed that students faced a number of challenges when teachers taught them through EMI approach in the class. They stated that they were mainly from Bangla

medium background up to higher secondary and so, it became difficult for them to understand teachers' lecture in English. Contrarily, more than (50%) respondents claimed that teachers were not interested in taking class following EMI due to their lack of English language skills. One of the students responded that he did not understand teachers' lecture and then he sometimes requested his teachers to speak in the first language in the class. However, some students opined that they were very much interested and English as a medium of instruction inspired them to be motivated more to study the subject content coupled with language in the EFL context.

Possibilities of learning English

Majority of the students thought that English as a medium of instruction had greater scopes to learn English language apart from gaining knowledge on their disciplines because in the classroom exchanging of views regarding class topic between teacher and students occur in English and students are to give presentation using in English. One student stated,

We believe in the possibilities of English language learning in the classroom where English is a medium of instruction but has some pitfalls.

Results of the study based on Teachers' data

S.L No	Questionnaires	Yes	No	Sometimes	No Comments
1	Do you speak English in the class while delivering lecture?	50% 6	0	33.33% 4	16.67% 2
2	Do you encourage students to speak English in the class?	58.33% 7	8.33% 1	33.33% 4	0
3	Do you suggest your students to write sentence correctly?	50% 6	0	41.67% 5	8.33% 1
4	Do you face any challenges while giving students instruction in English?	50% 6	8.33% 1	33.33% 4	8.33% 1

5	Do you think that grammatical mistakes in writing fail to convey the intended message?	41.67% 5	8.33% 1	41.67% 5	8.33% 1
6	Do your students feel comfortable in English instructed class?	33.34% 4	33.34% 4	33.33% 4	0
7	Do you think that English instructed class contributes to language learning?	41.67% 5	16.67% 2	33.33% 4	8.33% 1
8	Are teachers motivated to teach the students through EMI	41.67% 5	41.67% 5	8.34% 1	8.33% 1

Table: 2

Source: Field survey

In response to question no.1, the data showed that 50% teachers delivered lectures in English and 33.33% did it ‘sometimes’ whereas 16.67% chose ‘no comments’ in this connection. In question no. 2, the data showed that 58.33% respondents encouraged students to speak English and 33.33% did it ‘sometimes’. In regard to question no. 3, 50% teachers stated that they suggested their students to write correct sentences and 41.67% did it ‘sometimes’. In question no. 4, it was found that 50% teachers faced challenges while lecturing in English in the class and 33.33% faced ‘sometimes’ However, a few respondents did not face this.

In response to question no. 5, 41.67% respondents thought that grammatical mistakes interrupted to convey the intended meaning and the other 41.67% stated as ‘sometimes’. In question no. 6, 33.33% teachers stated that students felt comfortable in English instructed class and 33.33% felt ‘sometimes’ whereas 33.33% stated negatively in this connection. In response to question no.7 , 41.67% teachers opined that English instructed class contributed to language learning and 33.33% considered it as ‘sometimes’ while 16.67 % stated negatively . In the last question, 41.67% respondents stated that they were motivated to teach their students following EMI approach and 8.33% chose ‘sometimes’ in this regard while 41.67% stated negatively.

Teachers’ qualitative data

Students’ involvement and motivation

Data showed that majority of the teachers emphasized on students’ motivation and they also claimed that motivation was the first stage for the involvement of the learners to carry on their

studies. Without motivation English as a medium of instruction might result in the negation. One teacher responded,

Learning outcome is perceived when students are motivated to accept the learning approach designed for them.

Inclusion of research and global education

Majority of the teachers stated that English as a medium of instruction encouraged research and global education. In this regard, students have every opportunity to go into the world research and education for gathering knowledge from books written in English and at the same time, students become skilled in English.

Difficulties in understanding

Majority of the teachers opined that EMI approach was really difficult for students to understand as they came from Bangla medium background. They also stated that lack of competence over English language many teachers dared not take the class through English medium instruction though they were asked to do so. One of the teachers responded,

I take classes on the academic subject following English medium instruction and first time students face difficulties but later on they are capable of understanding my lecture in English. Besides, they are receiving benefits in language learning as well.

Classroom observation schedule

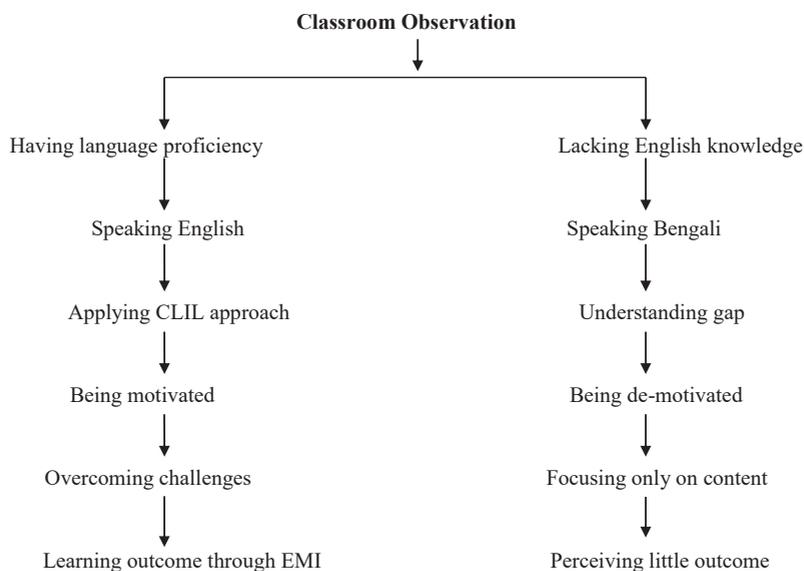


Figure: 1 Source Classroom observation schedule

It was found from the classroom observation that students and teachers who were motivated to speak English and followed CLIL approach, could easily overcome challenges that resulted in maximum learning outcomes in English language. However, the respondents who were lacked in

English skills, used Bengali and it created an understanding gap. Consequently, little outcome was perceived.

Overall view regarding EMI approach

Students' response on learning language

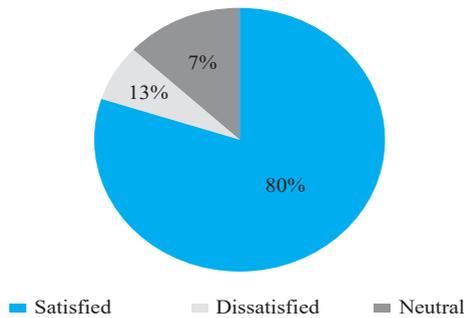


Fig 2

Source: Field survey

The graph shows that 80% students were satisfied and 7% remained neutral whereas 13% were dissatisfied regarding EMI in regard to developing English language skills.

Overall view regarding EMI approach

Teachers' response on teaching language

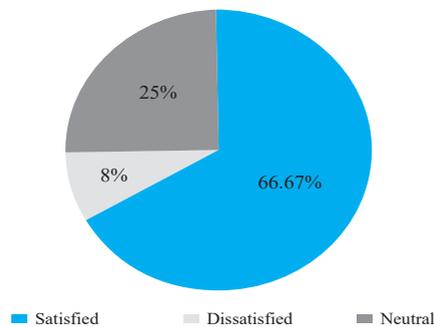


Fig 3

Source: Field survey

The graph shows that 66.67% teachers were satisfied and 25% remained neutral whereas 8% were dissatisfied regarding EMI while teaching.

Major findings and discussions

From the result sections, it is found that 91.67% students including (Yes and Sometimes) think EMI is helpful for English language learning and 75% teachers ((Yes and Sometimes) think that EMI contributes to language learning. Moreover, the data reveal that the majority of the students and teachers are motivated to teaching –learning through EMI though the level of motivation in case of teachers is less than the students. The figure related to the percentage of English speaking of the teachers shows extensive contrast as students state, only 40% teachers speak regularly or

sometimes while in teachers' statement in this regard is 83.33%. It is noteworthy to mention that all respondents (students and teachers) are well-aware that EMI makes them confident contributing to developing English language skills. This idea is supported by Chang (2010) who claims that EMI programs have contributed a lot to accommodating students' content knowledge and English language proficiency. Similarly, Londo (2012) states that CLIL is the only approach that ensures language teaching object explicitly.

Contrarily, 83.33% teachers stated that students always or sometimes face challenges in EMI class and sometimes are found to be demotivated attending class. Moreover, students are found to be complained in case of teachers' performance and command over English having difficulties in their understanding. The idea is supported by Sancho Guinda (2017). The study also reveals that majority of the students are more focused on achieving the content knowledge than getting stick to language learning as in many cases they are not content with the course materials designed for them. Coleman (2006) & Byun (2011) are of the same opinion that there arise the difficulties like shortage of competent teachers and learners, content and language inefficiency as are also found in the qualitative results from the students and the teachers.

Recommendations

Based on the findings of the study along with classroom observation, the researcher likes to present some recommendations as follows:

- The integration of the content and language should be taught by the teachers.
- Teachers should make themselves motivated and also work for increasing motivation among their students to this purpose.
- Teachers should make the classroom student-friendly and get the learners engaged in different classroom activities.
- Teachers should not speak in the first language while conducting classes.
- Teachers should encourage the learners to write correct sentences when they write.
- Teachers should make the students understand that language learning is an inseparable part to study subject content in the EMI approach.

Conclusion

The study has concentrated upon the extent of EMI in contributing to language learning and the challenges students and teachers face in this teaching-learning approach. In this study, it has been witnessed that students have enough scope to learn English when English is used as a medium of instruction but in this connection they need motivation that can help teachers to implement EMI fully for maximum outcomes on subject knowledge and language proficiency. However, the study faces some challenges like lack of teachers' English skills, lack of motivation, tendency of using the first language in the class, etc. Finally, the study has given a list of recommendations based on the findings with a view to helping students to have maximum outcomes in this regard.

Acknowledgement

I am delighted to know that the article "Does English as a Medium of Instruction Accomplish EFL Learning at Tertiary Level?" is going to be published in the NAEM Journal. My heart-felt thanks goes to the concerned of the NAEM Journal. Specially I am very much thankful to the Ministry of Education, Dhaka, Bangladesh.

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Opportunities and Challenges of Digitalization of Higher Education in Bangladesh

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Abstract

Globally education is one of the significant sectors to witness revolutionary changes in recent times. Education and human development are tied together as an international agenda, at least since 2000. It is in particular a blessing for developing countries, which chronically suffer from ailment of access and affordability. The field of education is mainly reactive, as new technologies are developed, applied and accommodated into existing educational cultures and systems. Today with the advent of technology, teaching and learning both process have changed due to need and requirement of the time, environment and need based. As on date, we require fast and easy approach to learn as well as to teach. With hi-tech network and multimedia, the education sector has emerged to be one of the fast emerging fields. Technological advancement has enabled our classroom to be tech savvy. However, there are various obstacles and barriers to achieve that goal. This study will explore the opportunities and challenges therein and suggest overcoming them. However, the implementation of this process faces various obstacle of multiple stratas. We tried to identify those challenges and make suggestions to combat them. There is no one-size-fits-all solution to these challenges. While it is tempting to think that all institutions are broadly the same, they are of course each unique and we need to make a definite comprehensive approach to get the maximum form this initiative of digitalization of education

Key Words: Higher education, digitalization, challenges, digital-divide, technology, internet.

Introduction

Digital Education is the panacea for this anathema of education all over the globe. It is in particular a blessing for developing countries, which chronically suffer from ailment of access and affordability. With wise coverage over various means of communication, it becomes a natural choice to learn even for those in the hinterlands. However, the importance of digital learning

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may help our young generation to engage in education and shared experience and ideas in a transformative approach. Sustainable Development Goals (SDGs) which follow the Millennium Development Goals (MDGs) have become the code of belief for countries around the world today. In 2015, all countries came together and agreed unanimously on the 2030 Agenda for Sustainable Development that consists of 17 separate goals popularly known as SDGs. These goals are all strongly linked to education especially five of these goals under the theme “Empowering people and ensuring inclusiveness and equality”, they are: Goal

8 (Decent Work and Economic Growth), Goal 10 (Reduced Inequalities), Goal 13 (Climate Action), Goal 16 (Peace, Justice and Strong Institutions) and Goal 17 (Partnership). Especially during this ‘corona pandemic’, digitalized education has recognized unanimously as best possible option worldwide. Our government has sworn to make a “Digital Bangladesh” by creating digital generation. Nevertheless, sustainable development cannot be achieved without digitalization of higher education process. Especially during recent worldwide pandemic “Covid-19” has shown us the importance of digitalized online education and our unpreparedness.

This empirical study aims at discuss in the future of education system which how people, processes, and information technology are invo to transform current education system the opportunity and challenges of digitalization of higher education and to suggest the remedies to overcome them. We researched the cost and benefits acquire from this project, the system’s architecture and design as well as the suggestion for system implementation.

Statement of the problem

Today’s students who are digital natives have different learning styles and understanding than previous generations. Technology is also levelling the playing or learning field for students who have special needs or are non-traditional learners, by enabling them to learn in style or at a pace that works best for them. New digital tools and technologies such as visual, low-code platforms can help schools efficiently automate internal processes, streamline routine activities and enhance communication among the stakeholders especially students, teachers and parents. We speak about considerable efficiency changes that could change what employees do every day. It could make a significant difference by allowing educators to focus on students rather than paperwork. However, sustainable development (according to UNESCO) cannot be achieved without digitalization of higher education.

Rational of the study

With so many different ways to define digital learning and the educational approaches that can be taken in these learning environments, digitalization of education is an innovative approach to learning.

It is a holistic way of teaching and learning that meets the needs of today’s digital natives. Digitalization of education is a powerful trend in terms of reformation and modernization of global education environment. Digitalization means transformation of all information types (texts, sounds, visuals, video and other data from various sources) into the digital language. Instructors and learners must embrace the shift away from traditional classroom practices to a digitalized learning approach to education. In developing countries like Bangladesh, digital education comes with a premonition of “Digital Divide” and therefore government should make efforts to include all stakeholders in this initiative to make this venture “inclusive & sustainable” for all. This is why we are trying to find the obstacles of this initiative of digitalization of education to help government to achieve their target of sustainable development.

Objectives of the study

The research has been conducted on the basis of the following objectives:

1. To review the digitalization in all levels of education Sector of Bangladesh in general and tertiary level in particular;
2. To compare in depth between traditional higher education system and digitalized higher education in Bangladesh;
3. To identify the strengths, weaknesses, opportunities and threats/challenges for digitalizing the higher education in Bangladesh;
4. To describe the benefits of higher education digitalization that contributes to economic growth;
5. To suggest measures to overcome the weaknesses and challenges for digitalizing the higher education in Bangladesh.

Review of the literature

Teaching and learning is a continuous process, which starts from the day one until the death. The level of learning and its impact on our life varies from stage to stage and time to time. Teaching and teaching methodology changes the level and gravity of learning. Scientists and experts have an insight where in the future, the method of education will be improvised compared to this age, which can be achieved by implementing educational technology to the current education system. In Bangladesh, digitalizing the education sector has been started in order to achieve quality education as per the demand of 21st century. Still side by side ineffective traditional education system is running in most of the institutions. It is the need of time, to analyze the prevailing situation for knowing the effectiveness of digitalization in all levels of education sector of Bangladesh. In this regard, the following studies of this sector will be reviewed which will prove the justification of conducting present study: The British Council

Pakistan (2019) mentioned in its study that this process is changing education itself. According to the

Boston Consulting Group, the process of digitalization has influenced the learning process in a variety of ways. They identify six dominant trends which are changing the competitive landscape of Higher Education:

- Democratization,
- Lifelong learning,
- Individualization of education,
- Experimental technological advancement,
- Digitized students, and Changes in workforce demand.

Md. Sayeed Al-Zaman (2019) recommended in his paper that the concept of “Digitalization of education” is randomly used by the Bangladesh government and other authorities to promote the education system of education upgrade. To what extent the impact of digital technology will have the entire education environment is a matter of speculation. Nonetheless, the lack of developments and mismanaged initiatives are, in part, weakening the administration system in higher educational institutions of Bangladesh. In order to receive the highest potential from digitized education, both constituents- government and civic society are need to be aware of the merits and benefits from digitized education.

Kim (2016) pointed out that the quality of education can be improved provided that investment for technology and educator are made”. This indicates that, investment for both technology and educator are important to transform the current state into better state.

Pooja Thakar, Anil Mehta, and Manisha (2015) discussed educational data mining which was based on different survey results. Machine learning helps us find out informative information to solve a problem. Radhika R Halde (2016) introduced machine learning approach for predicting the students’ performances and also compared different machine learning algorithms. Grant, Malloy & Murphy (2009) stated that the students in many U.S.A states are required to demonstrate computer proficiency early in their educational experience by means of passing an assessment test.

Izmirli & Kurt (2009) suggested that the integration of technological instruction should be designed properly in order to make education more effective. For this purpose, instructional technologists are expected to be experienced in instructional design.

Husa (2008) mentioned that ICT skill is one of the significant determinants for teachers’ competence.

Teachers’ poor ICT competence and lack of confidence in using new technologies in teaching affect directly the quality of education. Because an instructional technologist is expected to have effective communication skills to produce opportunities for working together with the other shareholders in the institution as well as with those from other institutions.

Guclu (2010) showed that having a personal computer or having the possibility to access computer from the lab at the faculty that they attend affected students’ computer skills in a positive way.

Park & Son (2009) found that teachers’ lack of computer skills and knowledge, in particular, make them uncomfortable in front of a class and add extra time for preparing teaching materials and resources. This indicates that teaching with computers requires more time and effort from teachers.

Radhika R Halde (2016) was introduced machine learning approach for predicting the students’ performances and compared different machine learning algorithms. One of the digitalization impact of Bangladesh is 1 to class 10 including teacher’s training and other necessary books are available at this website www.ebook.gov.bd website (2009). The government provides laptops and multimedia projectors to 20,500 public and private educational institutions to improve the classroom teachinglearning process. There are many online social networking sites like Facebook, Twitter, My Space, eBay etc. Among all of these sites, participants of Facebook are the highest. Facebook is an online social networking service. Its name stems from the colloquial name for the book given

to students at the start of the academic year by some American university administrations to help students get to know each other (Eldon, Eric, 2008)

It is thus, seen that several studies have been relating to different aspects of Digitalization in Education. Nevertheless, there is hardly any separate comprehensive and in depth study that analyzed the issues like opportunities, challenges etc. of digitalization in higher education in Bangladesh. It is evident that our traditional education system mostly failed to generate qualitative human resource. Such being the situation, it is high time to study above issue in depth. This study is an attempt to fill the reviewed gap

Method

This section presents an overview of the research methods to be used in this study. The mixed method approach is followed to conduct this study, which is considered logical for achieving objectives of this research. Both qualitative and quantitative data has been used to interpret the findings.

Source of data and method of data collection

In this research, both primary and secondary data have been used. To collect primary data, above mentioned tertiary level educational institutions have been selected. For secondary data, various government reports, books, articles, journals, documents, and dailies are treated as source

1. Data from students, educators & teachers through survey questionnaire and Focus group discussions;
2. Data from education experts and government authorities through survey questionnaire, interview;
3. From various government report, books, articles, journals, documents and dailies.

Sampling

All tertiary level educational institutions are considered as population of this study. However, we have selected some major universities both public and private sector and consider some colleges (university level) as sample from both urban and rural areas. Total 50 teachers & educators, 100 students (10 each) from 10 selected institutions and 10 personnel (related with education authority) are considered as sample for this study as follows:

1. Three public universities (one from Dhaka, rest from other divisions);
2. Three private universities (one from Dhaka, rest from other divisions) and
3. Four (university level) colleges. (One from Dhaka, rest from other divisions).

Tools of data collection

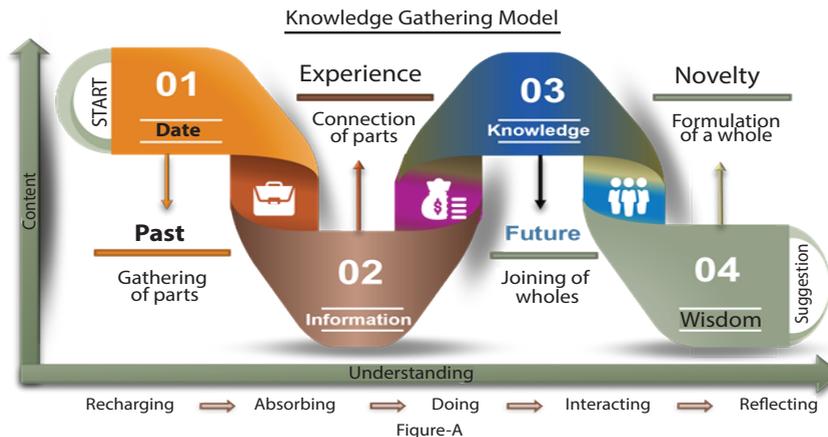
For collecting primary data, a well-designed questionnaires (4 sets) interview schedule and checklist were prepared. The researchers visited the selected institutes and collect firsthand data. The researcher also contacted with government official of ministry of education, NAEM, NCTB,

UGC, NTRCA, BANBEIS, Education Board etc. for secondary data. These data were analyzed with statistical and other methods which seem most appropriate. A number of suitable data collection tools were used to convey this study, such a

- i. Survey questionnaire
- ii. Interview; iii. Focus group discussion (FGD);
- iv. Content analysis;

Method of data analysis and presentation

Proper and systematic data analysis is the most important and integral part of the study. First, we have organized the data, shape them into information to interpret and summarize it and then convert the responses to the structured questions into percentages. The collected and converted data are analyzed by using Excel and SPSS. An analysis model is made as follows:



Knowledge gathering model represents that we gather past experience through data then turn them into information by joining those data. By connecting those experiences, we conclude the problem into solution. This gives us knowledge and help us to decide for future. We understand the contents through recharging, absorbing, doing, interacting and reflecting the knowledge. Thus, we figure out future activities and create wisdom.

Conceptual framework of the study

The literature study yielded several challenges belonging to four main categories; Challenges pertaining to individuals' characteristics (both students and teachers); technological challenges; course challenges; and contextual challenges. Table -1 summarizes these findings

Table-1

Individual Challenges	Students'
	Motivation Conflicting priorities Economy Academic confidence Technological confidence Social support (home and employers) Gender & Age
	Teachers'
	Technological confidence Motivation and commitment Qualification and competence Time
Course Challenges	Course design
	Curriculum pedagogical model Subject content Teaching and learning activities Localization Flexibility
	Support Provided
	Support for students from faculty Support for faculty
Contextual Challenges	Organizational
	Knowledge management Economy and funding Training of teacher and staff
	Social / Cultural
	Role of teachers and students Attitude on digitalized learning Rules and regulation
Technological	Access Cost Software and interface design Localization

Digitalization Model shows that first, we have to establish a digital education ideology, a concept.

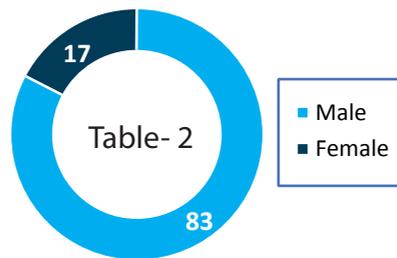
Then we have to form a proper digital learning pedagogy. Then we will need a digital learning environment and then we have to reach our learners. Thus, we can achieve our desired higher digitalized education system.

Findings, analysis and discussion

For collecting first hand data, we have developed a questionnaire and interview schedule. With the help of those data collection tools, we have the answers to our question to make some comments.

Demographic data of the respondents

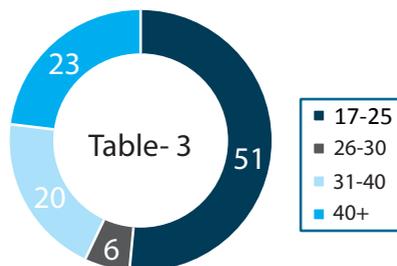
A set of questionnaire was prepared specifically designed for the study. We delivered and collected (mostly) the questionnaire to 50 teachers/educators and 100 students from 10 selected institutions. Analysis of respond to those questionnaires are shown below:



Age of the Respondents

According to response to the questionnaires, we found that 83% respondents were male, and rest 17% were female respondents (see table-2)

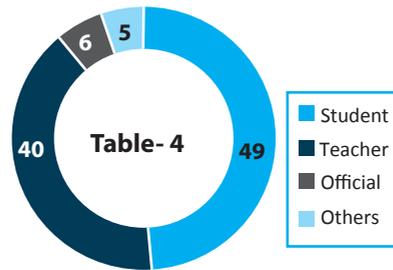
Age of the respondents varied from 17 to 40+ years. Age ranging 17 to 25 years were 51%, age



Occupation of the Respondents

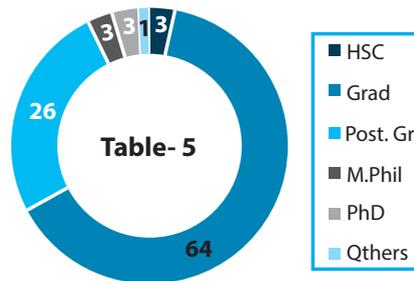
ranging 26 to 30 years were 06%, age ranging 31 to 40 years were 20% and age above 40 were 23% of the respondents.

Respondents of those questionnaires were of various profession's. Of them, 49% were students, 40% teachers & educators, 6% officials and 5% of the respondents were of other profession's (see table-4).



Gender of the Respondents

Educational background were as follows: 03% of the respondents were HSC passed, 64% were graduate, 26% were post-graduate, 03% were M.Phil. 03% were PhD. and rest 02% were of other educational background (table-5).



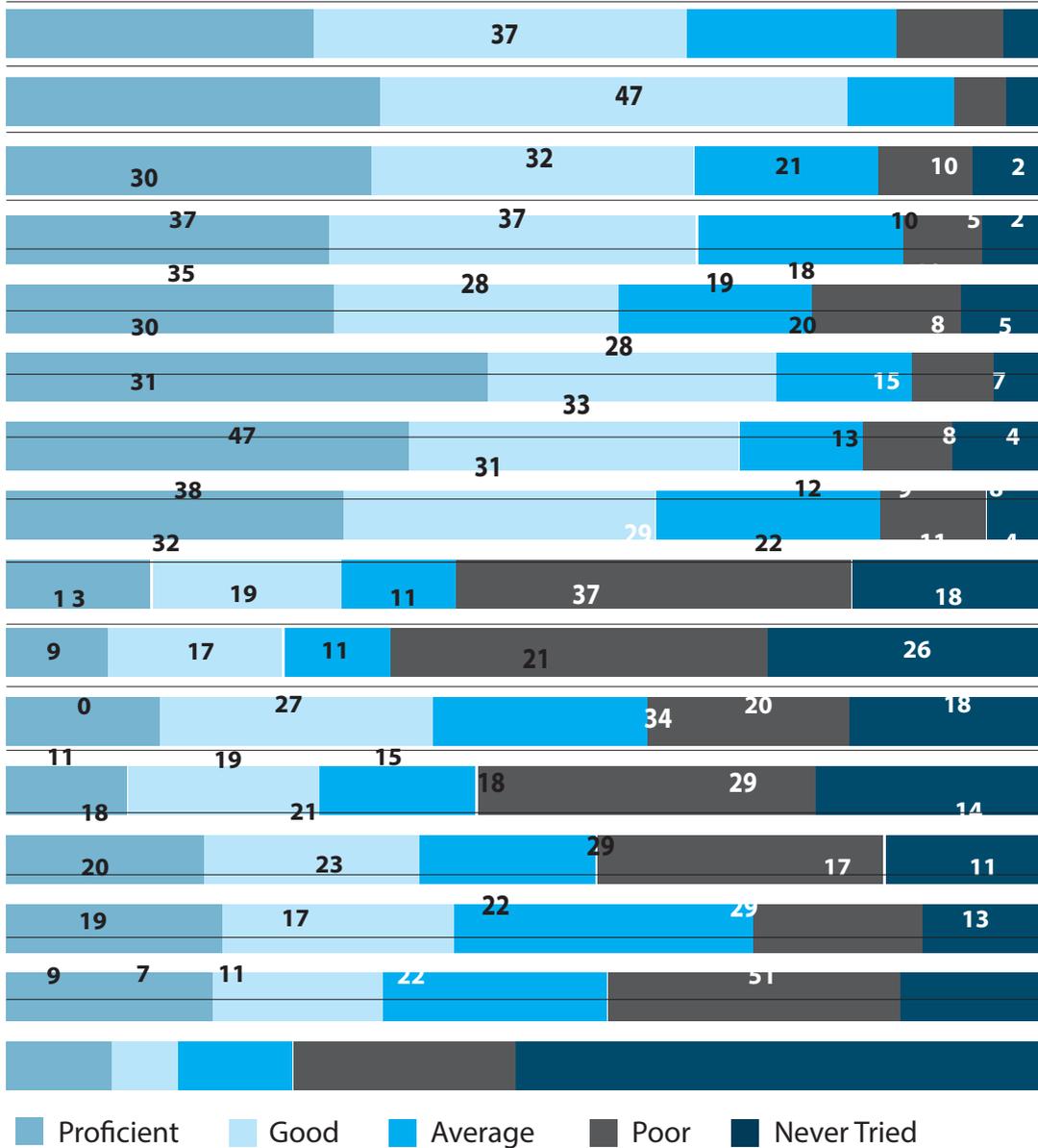
Educational Background

Computer skills of the respondents

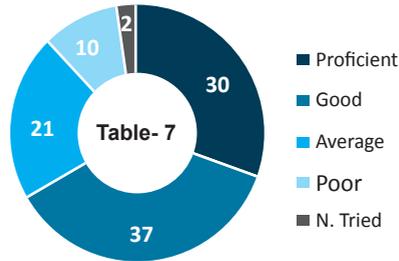
We examined the basic computing and internet using skills of the respondents through a set of questions. We found the following result:

Browse and search information on web Writing reports / letters / documents Draw paint Prepare (slide) presentation Scan document /image Send/receive msg or attachment via email / msngr. Write, upload / download document on the web Print document Create database Search library database Prepare spreadsheet (e.g. result, payroll or budget) 14 Statistical data analysis Edit image/picture and attach them in document Edit video and attach them in the presentation Debug computer and install programs Author multimedia courseware From the above data (table-6), it is revealed that respondent are proficient and good in using computer basic operations and internet are 28% and 30% respectively (which is totaling 58% skill). We also found that 22% of the respondents are below average in using computer basic operations and internet which is certainly alarming. Some important issues are discussed in details below:

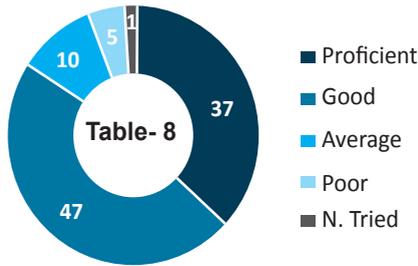
Table-6



Browse and searching on internet and websites are the basic skill of an adult user. Only 30% are found proficient and 37% are good at this. Which means rest 33% are not good at it. It is not at all a good news and it certainly affect the ultimate aim of digitalization of education process in our country (see table-7).



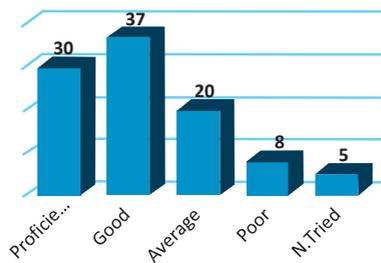
Writing report and documents are very core skill in computer usage, but we found that only 37% are proficient and 47% are good at it. Which means rest 16% are still under average (see table-8).



Writing Report & Doc

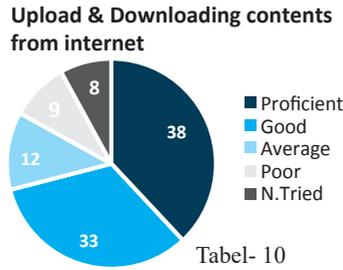
Slide preparation and presentation is a very important skill for online and digitalized education system. However, as we found that 30% and 37% are proficient and good at it, rest 33% are not good in this skill (see table-9).

Table-9 Prepare Slide Presentation



For digitalized online education, uploading and downloading educational content from internet is very essential. Only 72% believe themselves good at this, rest 28% accept that they are

below average. This skill is also a core need for this kind of initiatives (see table-10).



Tabel- 10

We found that very few of our respondents are familiar with this skill. Only (14+27) 41% are good at this, rest 59% are not up to the mark, which is very alarming for the digitalization of our education (see table-11)

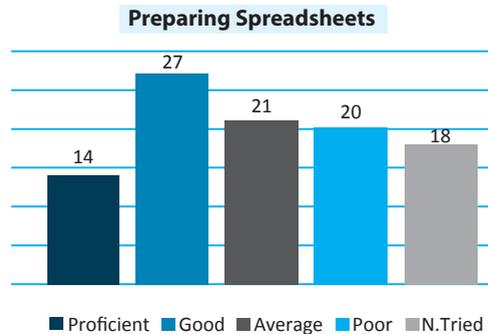
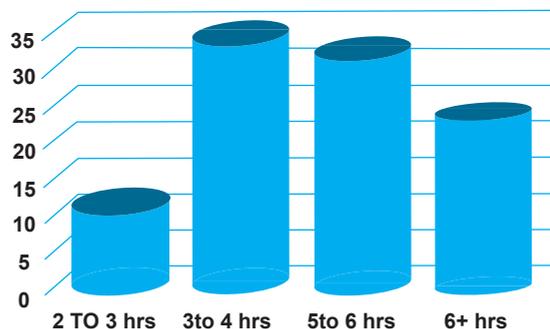


Table: 11

The collected data reveals that most of the respondents are average skilled in basic computing skills. Nevertheless, unskilled portion is also big in number which is a big challenge for establishing the digitalized education system in Bangladesh.

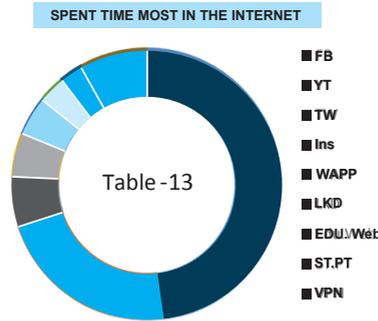
Computer usages of the respondents: We have examined the average usage of the respondents through some structured questions, the answers show the following: It is revealed that most of the respondents used internet for 3 to 4 hours a day (34%). 11% respondents uses 2 to 3 hours, 32% respondents use 5 to 6 hours, and 17% use 6+ hours.

Table-12
How much time do you spend on internet



uses 5 to 6 hours and 23% uses more than 6 hours a day. On an average, it is seen that respondents spent 4.72 hours a day in Internet (see table-12).

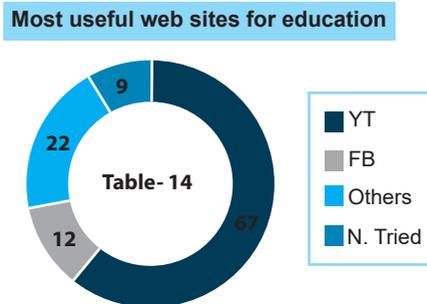
Most of the respondents spent their most of the time in Facebook. They visit 48% of their time on FB followed by 22% on YouTube, 08% on streaming platform, 06%, 05% on Tweeter and LinkedIn respectively (see table-13).



The respondents found YouTube most useful website for education. 67% of the respondents voted for YouTube followed by 22% and 12% on others and Facebook respectively. 08% of the respondents never tried the websites for education (see table-14).

Conceptual understanding of education & digitalization

I have tried to examine the conceptual understanding of education and digitalization of education through some structured questions. Answers to those questions helped us to find the understanding and thinking of the respondents about our education and digitalization.



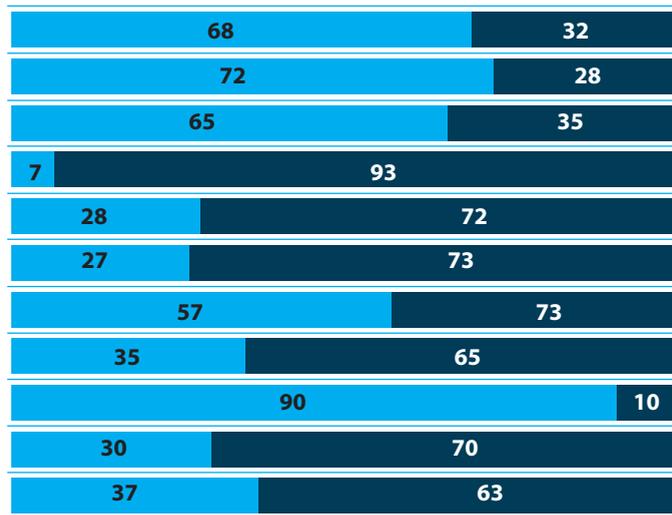
Do you think DoE will help in sustainable development of Bangladesh?

Do you think DoE will increase job opportunity?

Do you feel that internet really helps you/one in classroom study?

Do you use or ever-used web based teaching programs or apps?

Are you familiar with web based teaching programs or apps?



■ Yes ■ No

Are you happy with the present situation of digitalization ?

Do you use educational web-based contents for classroom study/PRS ?

Do you find websites useful for education?

Do you believe digitalized higher education system is more effective Do you know the important issues of National Education Policy-2010?

Are you familiar with the highlights/focus points of SDG-4?

It is found that ‘National Education Policy (NEP)-2010’ and ‘SDG-4’ are not very familiar to the respondents that much. Though they believe that digitalization of education is essential and very much needed for future development of our country in holistic approach, 72% of the respondents are not familiar with the web based education programs or apps from free internet. 93% of them do not use this kind of apps or program though 73% respondents are not happy with the present scenario of digitalization of education in Bangladesh. From this discussion, it is clear that in spite of believing digitalization of education is now a crying need. We are far behind taking proper initiatives to achieve that goal.

Challenges of Digitalization of Higher Education in Bangladesh:

According to the answers to the questionnaire and interviews, a list of challenges of digitalization of higher education in Bangladesh is found and they are stated below according to their priority .

Steps to be taken to mitigate those challenges:

There is no universal solution to these challenges as they are of course each are unique. We figured some remedial steps from the opinion made by the respondents and got a prioritized list of activities for mitigating the challenges of digitalization of higher education in Bangladesh is stated below:

One of the biggest problems we have faced during this pandemic lockout was online exam or

evaluation process and we had to cancel several public examinations. A set of targeted steps and areas of digitalization of higher education in Bangladesh is pin -pointed and shown below

Our research reveals that digitalization of higher education in Bangladesh stands on four separate efforts such as digitalization of learning materials, creating required environment, pedagogical transformation and a visionary leadership. Creating required environment depends on other four components like online facility, expense management, rules & regulation formulation and institutional competency. Online facility stands on proper availability of internet device and internet connectivities. Visionary leadership depends on sound and proper management and technical

1. High price of Internet connectivity and higher internet bandwidth;
2. Lack of Technical knowhow of the teachers' of tertiary level education;
3. Absence of central authority with vision to lead the digitalized education system;
4. Socio-economic structure of the country and digital-divide in the society;
5. Lack of evaluation / examination process;
6. Lack of Technical knowhow of the students' of tertiary level education;
7. Institutional Infrastructural latency;
8. Insufficient teacher teaching/training programs for digital education;
9. Inappropriate curriculum for digitalized education;
10. Under reformed government policy as well as education policy.

Table- 16

support. Proper management consists of properly ensuring of online platform, online class, training of the trainers and exam facilities. In accordance with the previously mentioned efforts, making available the digital equipment like smart-phones, laptops, PC's etc. for the students is also very important. Creation internet based curriculum, digital library, smart class-rooms, digital class contents, revising the education policy is also recommended by the respondents.

Most of the teachers of our country use 'Zoom', Messenger, 'Microsoft Team' or 'Google Duo' as a medium of online classes instead of standard 'Learning Management System (LMS)' like other educational institutions of the part of the world. In this kind of software, professors can take classes, post and manage assignments, quizzes, take exam, make evaluations as well

1. Make internet bandwidth free or cheaper for the teacher and students;
2. Train the teachers for developing good net based class contents;
3. Make available of computer/laptop/smart phones to the students;
4. Establish a proper central controlling authority;
5. Create/ develop proper exam / evaluation process:
6. Improve institutional internet facility and infrastructure;
7. Establish/create smart classroom for the teacher and students;
8. Develop net -friendly & relevant curriculum for digitalized education;
9. Develop (or upgrade) an appropriate education policy;
10. Improve digitally learning environment by creating digital library.

Table- 17

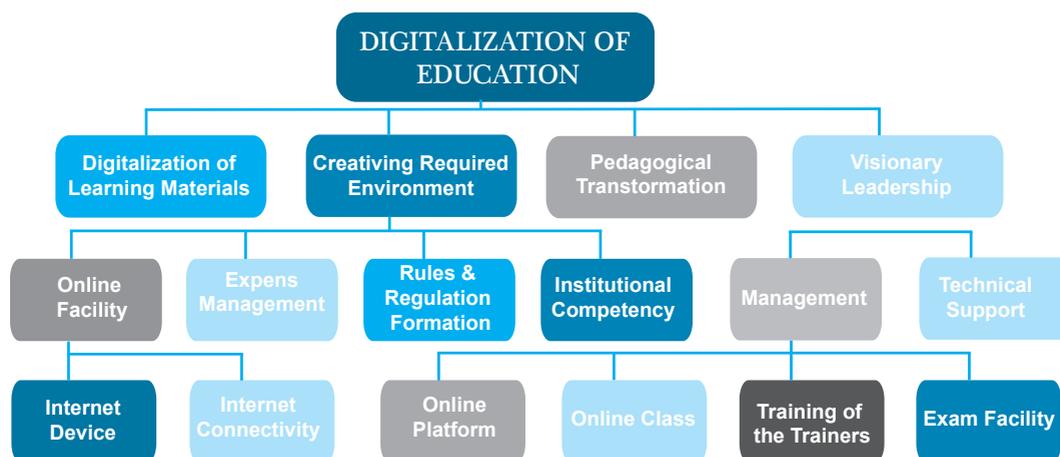


Figure-D

as can make students database in a single comprehensive digital platform. It is seen that some private universities are using LMS's for effective online classes still public universities are still staying behind. Our government colleges are facing a big challenge of class attendance especially in higher education. LMS can be a solution to this issue also. Continuous assessment like class test, MCQ, quiz etc. can be done through this software. Every class will be followed by an exam and it can create a big effect for them and bring the students to the class. Insufficient institutional infrastructural capability is also a major problem.

Our educational curriculum also have to cope with this new process of education.

Backbone of our digitalized education is our internet connectivity. As the total number of mobile users climbed to 108.19 million (which has been double in last 5 years, as it was 54.12 ml. in 2015), about 92% students are dependent on mobile internet (Daily FE Report, 2020). Our mobile operators have very low amount of 'Spectrum' (47%) in the context to their huge need (number of connections), as a result, the internet speed is very poor in the user-end (Daily Ittefaq, 2021) in our country. A survey reveals that the quality of internet connectivity/service of our country is ranked 136th among the 140 mobile internet user countries of the world (SGI Report, 2021).

It is revealed that our stakeholders are mostly users of 'Web-1.0'. Which means they are still using the static and non-flexible internet, the first generation of Web-era where people are limited to viewing content in a passive manner. In the new age of the Internet, there is a higher level of information sharing and interconnectedness among participants. Web 2.0 (also known as Participative and Social Web) refers to websites that accentuate user-generated content, ease of use, participatory culture and interoperability (i.e., compatible with other products, devices and systems) for end users. This new version allows users to actively participate in the experience rather than just acting as passive viewers who take in information.

We have discussed with the technical experts for finding a solution to this problem of high cost of internet in our country. According to them, there could be a narrow way to provide our student-teachers free or cheap internet/connectivity for digital/online education. At national stage, if we can establish a local (ISP) server in our country, establish an Intranet (or LAN) service where we can setup a central LMS (Learning Management System) software to manage day-to-day class, exam, attendance, evaluation etc. and access through mobile network, this service can be free or very cheap. Bangladeshi first-ever geostationary communications and broadcasting satellite 'Bangabandhu-1' can play a vital role in this intervention. In this process, the students and teachers will use their own mobile network to access that specific website with an app, login and then use the required actions like lesson download, part in an exam, quiz etc. Every institute will become a separate workstation, manage their own students' teaching-learning process, exam, attendance, evaluation separately, and update the results to the central server periodically.

International ICT development index shows that our country stands at 147th out of 176 countries (ITA, 2020). We also could not establish an effective online education platform in last 15 months. As this is the situation, we have suggested an alternative way to eradicate the said challenges of higher education digitalization in our country.

Further research

The findings of this research opens some further research options like finding an operational model of establishing Intranet to connect the stakeholders of digital education and create a well-balanced net generation as well as mitigate the digital divide among the society. Further research will help us to find the way to get the most from technology and achieve desired progress of our country.

Conclusion

Digitalization could be termed as one of the innovation in the sector of education as it highlights the various activities that lead to the modernization of business model or regarding education sector. Education is a basic need for every human being and digital education is the current trend and necessity for every students or learners to be more focused and inclusive in their learning.

We all support ‘Digital Bangladesh’ but we should be aware of the dangers and setbacks, so that we can prepare ourselves for the upcoming challenge especially in education sector. We need to be mentally prepared for the changes and challenges in implementing digitalized higher education in Bangladesh, only then it would be possible to change it to reality. Digital Education is the panacea for this anathema of education all over the globe. Our educational system and, in particular, the way we learn and teach must therefore be adapted for this era of digitalization. Technology can become the ‘wings’ that will let the educational world to fly farther and faster than ever-before. We must change not only ‘what’ we learn, but also ‘how’ we learn. But we face challenges of digitalization are in every sector right from policy making, changing the work flow up to changing the mentality of the government officials. The best part about the digitization of education in the 21st century is that, it is combined with the aspects of both; classroom learning and online learning methods. Walking hand in hand both act as a support system to each other, which gives a stronghold to our modern students

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Teachers' and Learners' Attitudes Towards the Use of Bangla in English Lesson in Bangladeshi Secondary Level Classroom: A Comparative Study between Rural and Urban areas

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Abstract

This study investigated into the behavioral and emotional aspect of attitude of Bangladeshi secondary level English teachers and learners towards the use of Bangla in English lesson. In this research a questionnaire survey on participants' behavioral and emotional attitudes was carried out and the collected data were put in SPSS and thereafter, the statistical results were interpreted. A Mann-Whitney U Test was performed to get the result of the difference of attitude on the basis of regional variation of the participants. Students show positive attitude towards the use of Bangla in English lesson in terms of their behavioral and emotional aspects. There is statistically significant difference between urban and rural students in terms of behavioral attitudes but no statistically significant difference in terms of their emotional attitudes towards the use of Bangla in English lesson. The secondary level English teachers show negative attitude towards the use of Bangla in English lesson in terms of their behavioral and emotional aspects. There is no statistically significant difference between the rural and urban teachers in terms of their behavioral and emotional attitudes towards the use of Bangla in English lesson in Bangladeshi secondary level classroom.

Keywords: Bangla, Attitudes, Emotional intelligence (EI), Social anxiety disorder (SAD)

Introduction

Living life requires predominantly positive attitudes due to its nature of high and low cycle. Attitude is the key element for learning a language (Karahana, 2007 as cited in Sangeetha, 2019). According to a Stanford Research Institute study, the path to success is comprised of 88% attitude and only 12% education (as cited in Islam, 2015). Gardner (1985) found that students' attitude affects students' learning process of second language acquisition (as cited in Lizawati, 2019). There exists a conflicting issue whether to use or not to use Bangla or whether to go for the English-only policy or to take recourse to Bangla in English lesson at the secondary level education. Current

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CLT approach cannot change the teachers' and students' attitude towards the use of Bangla in English lesson. Haider & Chowdhury (2012) observe that while reading the English text aloud to the students most teachers use Bangla translations to explain the meaning of the text.

Attitude includes evaluations of people, issues, objects, or events. Attitude has (03) aspects viz. behavioral, cognitive and affective which are further based on the theories of respectively behaviorism, cognitivism, and humanism. According to Al- Mamun et al (2012) attitude is a psychological construct defining a particular behavior (as cited in Alam, 2017). Emotion has a substantial influence on the cognitive processes in humans, including perception, attention, learning, memory, reasoning, and problem solving. Considering different issues, the present study selected two important aspects i.e. behavioral and emotional. Behavioral aspect of attitude concerns the way one reacts and behaves in certain situations while Emotional Aspects involves one's emotions or feelings, pride, importance, enjoyment and confidence etc. Weinburgh (2000) holds that attitude influences selecting and reading books and speaking a foreign language (as cited in Alam, 2017). Tella et al (2010) find correspondingly, positive attitude enhances EFL learning and negative attitudes, in contrast, 'result in the students' poor performance in English' (as cited in Alam, 2017).

Mixed reactions are observed regarding the function of L1 in L2 classrooms. Macaro (1997) sees the exclusion of the mother tongue impractical and deprives learners of an important tool for language learning (as cited in Konomi, 2015). If teachers use L1, they deprive learners of the opportunity to receive input in the target language (Kellerman, 1995; Krashen, 1981; Weschler, 1997 as cited in Kavari, 2014). Atkinson (1989) gives the solution recommending an optimal ratio of (5%) to L1 and (95%) to L2 (as cited in Prace, 2010).

Regional variations have been existing in the process of studying English and academic achievement of the learners in Bangladesh. Alamgir (2017) observes that 'Rural-urban gap in education widens' in Bangladesh. Moreover, around 88% of the 78,415 teachers giving English lessons at secondary level did not study English as a core subject in graduation and master' levels (Habib & Adhikary, 2018). So it is very necessary to know the attitudes of the teachers and learners of different rural and urban areas of Bangladesh about the use of Bangla in English lesson. Attitude is a changeable mechanism inside the human being. An attitudinal change can make learners habituated to communicative English irrespective of rural and urban areas. Lifrieri (2005) affirms that a proper and positive attitude is imperative for achievement in language learning. If your thoughts don't change, your results won't change (Keller, 2001). Therefore, it is inevitable to possess an appropriate understanding of motivation and attitude of the students (Gardner & Lambert, 1972 and Midraj 1998, 2003 as cited in Khan, 2016). The findings of the study will bolster Bangladeshi secondary level English teachers and learners to understand each other's feelings, emotions, attitudes and needs.

Statement of the problem

The secondary level English classroom instructions are expected to be in English. But English teachers as well as learners both use excessive Bangla in English lesson, which reduces the amount of holistic English practices in real situation. As a result, learners' English language proficiency becomes sub-standard. Teachers and learners have already been habituated to use Bangla in English lesson, which created a great concern. It is necessary to investigate their attitudes towards the use of Bangla in English lesson.

Rationale of the study

DSHE, Ministry of Education, issued an order for the English teachers to conduct the English classes in English (Memo no 37.02.0000.101.05.001.17.33017/9 date 17/10/2017). It is necessary to know the teachers' and learners' attitude regarding the order of DSHE. The greater demand of English language learning for the instrumental purposes and the failure of the secondary level learners to achieve the target level of proficiency have made the researchers to think about this study. It is necessary to know whether the current CLT curriculum can make the learners skilled enough to practice English without the over use of Bangla.

Objectives of the study

- a. To determine teachers' attitudes towards the use of Bangla in English lesson in terms of their behavioral and emotional aspects.
- b. To determine learners' attitudes towards the use of Bangla in English lesson in terms of their behavioral and emotional aspects.
- c. To find out the difference between the rural and urban teachers' attitudes towards the use of Bangla in English lesson in terms of their behavioral and emotional aspects.
- d. To find out the difference between the rural and urban learners' attitudes towards the use of Bangla in English lesson in terms of their behavioral and emotional aspects.

Scope and limitation of the study

COVID-19 lockdown restrictions hampered the normal activities of the study. The researchers could not consider some important variable such as teachers' grade level, subject area, educational background, teachers' and learners' socio-economic status in this study. Sample size was relatively small. Yet the researchers included sample population both from government and non-government high schools and madrasahs of rural and urban areas to have a tangible outcome.

Formulation of hypothesis

- a. Bangladeshi secondary level English teachers have negative attitudes towards the use of Bangla in English lesson in terms of their behavioral and emotional aspects.
- b. Bangladeshi secondary level students have negative attitudes towards the use of Bangla in English lesson in terms of their behavioral and emotional aspects.
- c. Urban teachers don't differ from rural teachers in terms of attitudes because of the necessity and life expectancy.
- d. Urban students don't differ from rural students in terms of attitudes because of the necessity and life expectancy.

Methodology of study

The research is an empirical study. The purposive technique was followed to select the samples for the study. The population of the study was the teachers and the students of class Nine (G-IX) of secondary level institutions of Bangladesh. One government and one non-government high

school, and one non-government madrasa from the rural and urban areas of Rajbari, Chandpur, Sunamgonj and Brahmanbaria each was taken for sampling. The government schools were only boys' or only girls' type high schools and the non-government high schools and madrasas were co-educational. one (01) English teacher and five (05) students of class nine (G-IX) from the above mentioned institutions were selected for sampling. All types of schools, madrasas, its teachers, and students were selected randomly.

Both primary and secondary sources were explored to collect data for the study. A total of twelve English teachers (six from rural and six from urban area) and one hundred and twenty students (sixty (60) from rural and sixty (60) from urban area) of class Nine (G-IX) from the above mentioned schools and madrasas were the primary source of data. In order to collect data from students and teachers, three methods were applied. There were two (02) separate survey questionnaires used for teachers and students. The researchers sat with that interviewed teachers and students separately in FGDs to get more explanations and tendencies about their attitudes. Class observation was done to have actual facts. The attitude of the teachers and students was investigated through questionnaire consisting of ten (10) questions for teachers and fifteen (15) questions for students about the use of Bangla in English lesson. FGDs and class observations were analyzed qualitatively. The questions of the questionnaire were adopted and modified from Gardner's Attitude / Motivation Test Battery AMTB (2004) and further taken and modified from the questionnaire of Behavioral, Cognitive and Emotional Attitude towards English of Eshghinejad (2016). The first multi-item scale used eight (08) items of statements to figure students' behavioral attitude and the second multi-item scale had seven (07) items of statements to measure their emotional attitudes. Likewise, five (05) items of statements were used to figure teachers' behavioral attitude and another five (05) items of statements were used to measure their emotional attitudes. The study employed a mixed method design. Descriptive statistics, graphical and tabular forms were used for the quantitative data analysis and presentation. Thematic analysis was done for the qualitative data. The validation of data analysis was carried out through maintaining the triangulation of data.

During coding and categorizing the data, the following findings emerged

Item No.	Statements	N	Min.	Max.	Mean	SD
1.	I am implementing the order of DSHE by not using Bangla in English lessons.	120	1.00	5.00	3.1000	.79282
2.	As my English is improving day by day, I am avoiding Bangla in my English lesson.	120	1.00	5.00	3.2833	1.0546
3.	I am interested in using the resources in the first language.	120	1.00	5.00	2.1167	.58242

4.	I like to enjoy bi-lingual classroom instruction from my primary level.	120	1.00	4.00	2.1500	.71772
5.	It is not important that I speak only English in class as long as I complete all the tasks that I have to.	120	1.00	5.00	3.4417	1.0191
6.	Using Bangla while studying English lesson helps me better recall the content of a lesson later.	120	1.00	5.00	2.0333	.68518
7.	When my teachers use Bangla in English lessons, I tend to speak more Bangla.	120	1.00	5.00	2.6417	.87731
8.	When we do group-work (or pair-work) in class, we talk to each other in Bangla because this makes us more efficient (e.g., we finish the task faster).	120	1.00	5.00	2.1833	.84995

Table 1: Descriptive Statistics of students' Behavioral Attitude

The findings here suggest that 77% students do not implement the order of DSHE. It is lamenting that only 2% student favors the extreme paradigm strongly agree that they try to implement the order of DSHE by not using Bangla in English lesson. This result is, however, not an accident because Erling et al. (2012, as cited in Islam & Rahman, 2019) identified very few occasions in which individuals or groups of students were encouraged to speak in English, merely 2–4 per cent during lessons. 58% students behave like this that they try to avoid Bangla in their English lesson but 42% students conduct themselves in the way that they are very much interested not to avoid Bangla in English lesson. Most secondary level English teachers are seen not to persuade the learners to have more exposure to English. Cherry (2020) suggests that people can alter their attitudes in two ways. First, they can be motivated to listen and think about the message, thus leading to an attitude shift. Or, they might be influenced by the characteristics of the speaker, leading to a temporary or surface shift in attitude. 97% participants use resources in the first language while 93% respondents are positive with Bangla instruction in English lesson. 60% learners try to speak English enthusiastically while doing different activities; nevertheless, another 40% students try to avoid English speaking. This result supports the findings of Palacios (1998) that students 'feel more anxious in productive skills i.e. speaking and writing than in receptive skills i.e. listening and reading' (as cited in Alam, 2017). Using Bangla while studying English lesson helps 94% learners better recall the contents of a lesson later. This indicates that these students are habituated to memorization based learning. Butzkamm (2003) observes that it is not possible to avoid interference, but it can be greatly reduced. 83% learners use more Bangla if their teachers use it. Meltzoff (2005, as cited in Zhoua & Guob, 2016) observe that infants and children imitate more and learn more effectively in dyadic interactions or group discussions. 91% learners use Bangla to do their pair and group activities.

Item No.	Statement	N	Min.	Max.	Mean	SD
9.	I feel English language is difficult to learn.	120	1.00	5.00	3.3250	1.07814
10.	It seems to me that I am making mistakes at the time of speaking English.	120	1.00	5.00	2.3167	.75574
11.	My teacher does not feel unhappy at my use of Bangla in English lesson.	120	1.00	5.00	2.4250	.92275
12.	I do not feel interest at my English for Today Book.	120	1.00	5.00	3.5333	1.03659
13.	I feel my teachers' poor English teaching capacity induce me to speak Bangla.	120	1.00	5.00	4.0333	1.02844
14.	When I watch TV programmes (drama or movies etc.), I feel happy if there are English subtitles.	120	1.00	5.00	3.6333	1.07636
15.	I feel happy when someone speaks English without Bangla with me.	120	1.00	5.00	3.6750	.86153

Table 2: Descriptive Statistics of students' Emotional Attitude

50% learners disagree that English is difficult to learn. Learners need to be motivated to English learning. Grant (2016) observes that you need motivation to repeatedly seek out new language learning experiences, and motivation has been consistently tied to language learning success. 90% learners agree that it seems to them that they are making mistakes at the time of speaking English. These learners are suffering from SAD. Gans (2020) mentions that Social Anxiety Disorder (SAD) is a common but under-diagnosed mental health condition experienced across different age groups and cultures. People with SAD have an irrational fear of being watched, judged, or of embarrassing or humiliating themselves. 81% learners feel that their teachers do not become unhappy in case they use Bangla in English lesson. A large number of secondary learners follow Passive Communication Style (PCS). Cuncic (2020) observes passive communication is a style in which you avoid directly saying what you think or want and that often involves uncomfortable body language. 64% learners feel interested at the present EFT Text Book. Although there raises various questions about the quality of secondary level English teachers, 81% learners are emotionally happy with their teachers' teaching capacity. As learners bear high feeling about present English text book and teachers' teaching capacity, there is an opportunity

to develop learners' Emotional Intelligence (EI). Radu (2014) observes that as teachers, we do need to permanently motivate our students. Emotional intelligence is an important element in the educational process. Emotional intelligence helps teachers to motivate students and to shape their behavior. 68% learners feel happy if they find English sub-titles while watching TV. This is an indication of video captions benefit everyone. Gernsbacher (2015) mentions imagine a technique that can improve children's reading skills (Linebarger, Piotrowski, & Greenwood, 2010), boost adolescents' written and spoken vocabulary (Davey & Parkhill, 2012), increase college students' attention to lectures (Steinfeld, 1998), enhance second-language learners' pronunciation (Mitterer & McQueen, 2009), and raise literacy rates in developing countries (Kothari, Takeda, Joshi, & Pandey, 2002). 64% learners feel happy when their partners speak English without Bangla. Only 10% students directly seek Bangla in the conversation.

The researchers used a total of fifteen (15) behavioral and emotional variables jointly to measure the secondary level learners' attitudes towards Bangla use in English lesson. The most number of items (1,3,4,6,7,8,10 and 11) show positive attitude of the learners towards the use of Bangla in English lesson in terms of their behavioral and emotional aspects. Ajzen (2005, as cited in Lizawati, 2019) described human have a positive attitude if the participants chose more positive statements than the negative statements in the questionnaire. In class observation most students were seen using Bangla injudiciously. In FGD they also argued different reasons for using Bangla in English lesson. Second hypothesis was that Bangladeshi secondary level students have negative attitudes towards Bangla use in English lesson in terms of their behavioral and emotional aspects. But the study shows secondary level learners bear positive attitude towards the use of Bangla in English lesson in terms of their behavioral and emotional aspects. Second hypothesis is rejected.

As stated earlier, there were 120 participants (60 from rural and 60 from urban area) in the sample groups. The study seeks to identify if there is any statistically significant difference between rural and urban students' attitudes towards the use of Bangla in English lesson. To this end, the variables of this study being nominal and ordinal in nature, a non-parametric test i.e. Mann-Whitney Test was decided to be performed, which tested the fourth hypothesis. The results subsuming both groups' mean rank, Mann Whitney U scores, P-values etc. as disclosed are put consecutively in the tables 03, 04, 05 & 06 below:

Table 03. Ranks (Behavioral Aspect)				
Area		N	Mean Rank	Sum of Ranks
BA	Urban	60	54.04	3242.50
	Rural	60	66.96	4017.50
	Total	120		

Table 04. Test Statistics^a (Behavioral Aspect)				
	BA			
Mann-Whitney U	1412.500			
Wilcoxon W	3242.500			
Z	-2.060			
Asymp. Sig. (2-tailed)	.039			
a. Grouping Variable: Area				
	Area	N	Mean Rank	Sum of Ranks
EA	Urban	60	58.30	3498.00
	Rural	60	62.70	3762.00
	Total	120		

Table 5: Ranks (Emotional Aspect)

Table 06. Test Statistics^a (Emotional Aspect)	
	EA
Mann-Whitney U	1668.000
Wilcoxon W	3498.000
Z	-.698
Asymp. Sig. (2-tailed)	.485

a. Grouping Variable: Area

The fourth objective of the study was if there is any difference between urban and rural students' attitudes towards Bangla use in English lesson in terms of their behavioral and emotional aspects. The original hypothesis apropos of the question was that there is no difference between two groups' attitudes. The Mann-Whitney U Test results confirmed that this hypothesis was false. As far as participants' behavioral aspects of attitudes are concerned, the Mann-Whitney U test rejects the null hypothesis (H0) (U=1412.500, p=0.039) – meaning that there is a statistically significant difference between urban and rural students' behavioral attitudes towards Bangla use in English lesson. Ultimately, this implies that urban and rural learners inconsistently behave with the fact of using Bangla in English lesson. Likewise, the Mann-Whitney U test, which was performed on the participants' emotional aspects further rejects the alternative hypothesis (H1) (U= 1668.000, p= 0.485) - meaning that there is no statistically significant difference between urban and rural students' emotional attitudes towards Bangla use in English lesson. Ultimately, this implies that urban and rural learners bear the emotional uniformity in their attitude towards Bangla use. The fourth hypothesis is rejected.

This result is expected probably because referring to the SSC result of 2017, Alamgir (2017) mentioned that the statistics demonstrated the widening gap between urban and rural Bangladesh in education standard as most of the institutions with 0-50 per cent pass rate were from rural areas, said board officials and academics. Habib (2011) referring to the SSC result of 2011, observed that this year's record-breaking SSC results demonstrate the gap between education standards in urban and rural areas with most urban schools dominating the top of the list in every education board. Education Watch 2007 reports that urban schools and madrasas have better facilities than their rural counterparts.

Item No.	Statement	N	Min.	Max.	Mean	SD
1.	I am implementing the order of DSHE by not using Bangla in English lessons.	12	3.00	5.00	4.0000	.42640
2.	Day by day I am trying to avoid Bangla in English lesson.	12	4.00	5.00	4.3333	.49237
3.	I am interested in using the resources in the first language.	12	1.00	4.00	2.3333	.88763
4.	I like to enjoy bi-lingual classroom instruction.	12	1.00	5.00	2.4167	1.08362
5.	When my students use Bangla in English lesson, I tend to use Bangla.	12	2.00	5.00	3.3333	1.07309

Table 7: Descriptive Statistics of teachers' Behavioral Attitude

The study shows 92% teachers bear positive behavioral attitude to the order DSHE. All teachers try to avoid Bangla in English lesson. 74% teachers use Bangla in using resources and classroom instructions. 59% teachers do not tend to use Bangla even if their students use it.

Item No.	Statement	N	Min.	Max.	Mean	SD
6.	I feel English language is difficult to teach.	12	4.00	5.00	4.4167	.51493
7.	It seems to me that I am making mistakes at the time of speaking English.	12	2.00	5.00	3.7500	1.05529
8.	I do not feel unhappy at my students' use of Bangla in English lesson.	12	2.00	5.00	3.1667	1.19342
9.	I do not feel interest at the present English for Today Book.	12	2.00	5.00	4.0833	.79296
10.	I feel slow learners of my class induce me to speak Bangla.	12	1.00	4.00	2.1667	.93744

Table 8: Descriptive Statistics of teachers' Emotional Attitude

All teachers disagree that English is a difficult language to teach. 16% teachers feel that they make mistakes while speaking English. 41% teachers become unhappy at their students' use of Bangla in English lesson. 92% teachers have a positive emotion with the present EfT Book. 83% teachers use Bangla for the slow learners of their classroom.

The researchers used ten (10) behavioral and emotional variables jointly to measure the secondary level teachers' attitudes towards Bangla use in English lesson. The most number of items (1, 2, 5, 6, 7 and 9) shows negative attitude of them towards the use of Bangla in English lesson. In class observation they were seen using Bangla seriously. In FGD they also argued different reasons for using Bangla in English lesson. The first hypothesis was that Bangladeshi secondary level English teachers have negative attitudes towards Bangla use in English lesson in terms of their behavioral and emotional aspects. The study shows secondary level teachers bear negative attitude towards the use of Bangla in English lesson in terms of their behavioral and emotional aspects. The first hypothesis is accepted.

There were 12 teachers (06 from rural and 06 from urban area) in the sample groups. Mann-Whitney Test was performed to test the third hypothesis. The results subsuming both groups' mean rank, Mann Whitney U scores, P-values etc. as disclosed are put consecutively in the tables 09, 10, 11 & 12 below:

Table 09. Ranks (Behavioral Aspect)				
	Area	N	Mean Rank	Sum of Ranks
BA	Urban	6	5.58	33.50
	Rural	6	7.42	44.50
	Total	12		

Table 10. Test Statisticsa (Behavioral Aspect)		
	BA	
Mann-Whitney U	12.500	
Wilcoxon W	33.500	
Z	-.905	
Asymp. Sig. (2-tailed)	.366	

a. Grouping Variable: Area

Table 11. Ranks (Emotional Aspect)	
	Sum of Ranks Mean Rank N Area
EA	35.005.836Urban
	43.007.176Rural
	12Total

Table 12. Test Statistics^a (Emotional Aspect)	
	EA
Mann-Whitney U	14.000
Wilcoxon W	35.000
Z	-.643
Asymp. Sig. (2-tailed)	.520

a. Grouping Variable: Area

The third objective of the study was if there is any difference between the urban and rural teachers' attitudes towards Bangla use in English lesson in terms of their behavioral and emotional aspects. The original hypothesis apropos of the question was that there is no difference between two (02) groups' attitudes. The Mann-Whitney U Test results confirmed that this hypothesis was true. As far as participants' behavioral aspects of attitudes are concerned, the Mann-Whitney U test rejects alternative hypothesis (H1) ($U=12.500$, $p=0.366$) – meaning that there is no statistically significant difference between the rural and urban teachers' behavioral attitudes towards the use of Bangla. Likewise, the Mann-Whitney U test, which was performed on the participants' emotional aspects further rejects the alternative hypothesis (H1) ($U= 14.000$, $p= 0.520$) – meaning that there is no statistically significant difference between the rural and urban teachers' emotional attitudes towards Bangla use. Ultimately, this implies that rural and urban teachers uniformly have negative behavioral and emotional attitude towards Bangla use in English lesson. The third hypothesis is accepted.

This result is expected probably because government established the NTRCA in 2005 for recruiting quality and competent persons in teaching profession in non-government educational institutions. Government has introduced different initiatives such as English Language Teaching Improvement Project (ELTIP), Teaching Quality Improvement in Secondary Education Project (TQI-SEP), TQI-II, English in Action (EiA), Digital Bangladesh' Campaign, establishment of National Teacher Education Council (NTEC), Recognition of Prior Learning (RPL) and A2I programme for Teacher Professional Development (TPD) and Continuous Professional Development (CPD). These initiatives have reduced the attitudinal gaps between the rural and urban teachers regarding to the use of Bangla in English lesson.

Implications drawn from the study

1. Secondary level learners have negative behavioral attitude towards the order of DSHE. Teachers bear positive attitude to the order of DSHE but most of them were seen not to conduct the lesson following the order.
2. More than half of the students of a usual lesson and almost all teachers bear positive behavioral attitude to avoid the use of Bangla in English lesson day by day.
3. Both secondary teachers and learners show positive behavioral attitudes to use bilingual classroom instructions and resources in the first language in English lesson.
4. Speaking activity is deemed as the vital part of classroom behavior.

5. Learners behave that Bangla helps them better recalling of the lesson contents.
6. Learners follow the teachers' Bangla instructions most. But teachers do not imitate learners' Bangla reply.
7. In the behavioral ground Bangla helps the pair work and group work greatly.
8. Most of the learners and almost all teachers feel that English is not difficult to learn and teach. Both teachers and students bear positive emotional attitudes regarding to English teaching –learning strategy.
9. Teachers and learners suffer from Social Anxiety Disorder (SAD) and an emotional fear that perhaps they make mistakes while speaking English.
10. Learners realize that their teachers do not feel unhappy at their use of Bangla in English lesson. Teachers also seemingly do not become unhappy at their students' Bangla use. Both learners and teachers follow Passive Communication Style (PCS).
11. Learners are emotionally happy with their teachers' teaching capacity. But the teachers use Bangla for the slow learners.
12. Teachers and learners bear positive emotional attitude towards the present English text book.
13. Learners can learn English from English sub-titles while watching TV or any other device like this in an easy, fun and communicative way.
14. Learners feel happy with English-English conversation. A little part of learner seeks Bangla in the conversation.
15. Some teachers tend to use so much Bangla in English lesson that students take this for granted and use less English in the classroom. Most students cannot use English competently due to lack of practice.

In line with the implications, the researchers suggest the following recommendations:

1. An all-inclusive measures can be taken to implement the order of DSHE.
2. Teachers can motivate and persuade the learners regularly for an attitude shift to avoid Bangla in English lesson.
3. Authority concerned can collect sufficient English-English dictionaries, English teaching –learning materials such as magazines, news papers, journals, books, arts, maps, charts, drawing, posters and wall paper etc. to motivate the learners.
4. Learners need to be habituated to communicative activities in their classroom behavior.
5. Learners bear this negative behavioral attitude that Bangla helps them better recalling of the lesson contents. Teachers can motivate the learners that it is not because of the use of Bangla but frequent practices help them better recalling of the lesson contents.
6. Teachers can motivate the learners not to imitate the teachers' Bangla instructions but to produce these instructions in English. It is because that the teachers are to control and deal with mixed ability students, so for some occasions, teachers are to use Bangla. This is not for the students.

7. Teachers can motivate the learners that pair and group works are the best initiatives to practice the target language actively in real situation and develop their language proficiency.
8. Teachers and learners are most positive and convinced that English teaching –learning strategy is not so difficult. Integrated and interactive actions are needed to make the strategy easy.
9. Motivation can build-up confidence and remove this emotional fear that perhaps they make mistakes while speaking English.
10. Learners realize that their teachers do not feel unhappy at their use of Bangla in English lesson. Teachers also do not seem to be unhappy at their students' use of Bangla. To remove this negative attitude, teachers can develop a classroom environment and motivate the learners about the purpose of learning English.
11. Learners are emotionally happy with their teachers' teaching capacity. It is teachers' time to change their outlook to the strategy of teaching.
12. Eft Text book should be explored well to make the classroom life-like and communicative. There is an opportunity to develop learners' Emotional Intelligence (EI).
13. Electric media (TV) can use English-subtitles of different programmes for the learners to learn English in an easy and fun way.
14. Teachers, guardians and others concerned can motivate learners for more English-English conversations.
15. Teacher assessment and learner motivation are the good means to reduce the use of Bangla in English lesson.

Conclusion

Students irrespective of regional variations showed positive attitude towards the use of Bangla in English lesson while the teachers bear the negative attitudes in this regards. There exists no significant difference between rural and urban teachers in their behavioral and emotional aspects of attitude towards the use of Bangla in English lesson. Emotionally the rural and urban students show the same negative attitude but they are different in their ways of action at behavioral ground and positive regarding to the use of Bangla in English lesson. The complete Bangla avoidance in English classrooms is not widely supported by urban and rural learners and teachers. Yet it should be stopped at a certain period of time. Learner motivation is a state that energizes, directs and sustains behavior of the learners. It can persuade the secondary level students of Bangladesh for learning English without using Bangla in English lesson.

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Boot Camp for Secondary School Students to Develop English Aural skill

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Abstract

The current study tried to investigate the effectiveness of Boot Camp activities to the development of students' English listening skill; and what, according to the participants, were the more effective and enjoyable listening activities that were used in the camp. It was a mixed-method research which employed pre-and-post-tests of listening with forty three(43) students of ninth grade; FGD (Focus Group Discussion) with the forty three (43) students in three groups and the six (06) facilitating English teachers of Quantum Cosmo School and College, Bandarban, Bangladesh. The first intervention was for six (06) days where the participants were engaged in listening activities from morning till evening; and in the second slot, three (03) days' similar intervention was provided. Although there were some speaking activities associated with the listening, the main focus was listening development. The quantitative data collected through pre and post-tests were analysed using descriptive statistics and the qualitative data were analysed based on the themes of the research questions. The major findings of the study included that Boot Camp had positive effect on listening skill development; and the more effective and enjoyable activities included listening to English music and singing in chorus; watching English movies, facing viva voce, taking part in the listening tests; watching English conversations and famous speeches by the native speakers of English.

Keywords Boot camp, Aural skill, Secondary school, Immersion, Listening tests.

Introduction

English language plays a very prominent role in education, science, technology, business, sports, telecommunication, travel, tourism, and in other international activities (Rao, 2019). Because of its importance, the government of Bangladesh has made English compulsory for all spheres of education starting from primary to undergraduate levels (Podder, 2011). However,

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the compulsory English in Bangladesh cannot improve students' English listening skill and as a result, speaking skill is also hampered because speaking skill development chiefly depends on the listening skill. Language policy of a nation influences the learning and teaching of a language in a country (Hamid, 2010 & 2016).

The government of Bangladesh (GoB), after independence in 1971, attached much importance to Bangla but it also attached importance to English. The Qudrat-e-Khuda Education Commission (MoE, 1974) stated that English would enjoy equal status as it was during the pre-liberation of Bangladesh.

The government decided to take a pragmatic approach to improving English education in the country and the National Curriculum and Textbook Board (NCTB) introduced Communicative Language Teaching (CLT) with a view to developing the four skills of English language (NCTB, 1995). Since 1996 (NCTB, 1995), CLT is being implemented in secondary level institutions but the aural-oral skills of the learners remained almost the same. Therefore it is important to explore how the listening skill of the students can be improved which would spontaneously improve their English speaking skill too.

Statement of the problem

Bangladesh puts emphasis on English language skills development although there was a policy favouring Bangla after independence of Bangladesh in 1971. The long teaching experiences of the researchers show that the policy favouring Bangla gradually minimised the practices and the standard of English at all levels of education. There were several education policies over the last 50 years which favoured English language skills development. However, students' listening and speaking skills were not found to be developed satisfactorily as was expected in the policies (Imam, 2005). Communicative Language Teaching (CLT) approach could not improve the English teaching-learning situation in the country even after 25 years of its introduction. Moreover, English language was made compulsory at secondary level of education and beyond but the students' level of English listening skill remained unsatisfactory (Imam, 2005).

Rationale of the study

The listening skill level of the general education secondary level students is usually low and as a result of that, speaking skill is also poor. However, Bangladesh needs manpower skilled in listening and speaking for its development and for taking active part in the globalized world (Naik, 2018). Studying English language for a long time in secondary schools cannot provide students with the English listening and speaking skills. Therefore, the researchers wanted to experiment whether Boot Camp could improve students' aural skill or not; and which of the activities were effective and enjoyable. If it worked positively, Boot Camp could be thought to include in the national curriculum so that students studying at secondary level institutions would be benefited through the development of English listening skill.

Objectives of the study

The objectives are mentioned below:

1. To study the effect of the English Boot Camp in developing listening skill of students

2. To identify the more effective and enjoyable activities of the Boot Camp in improving English listening skill.

Scope and limitations of the study

Boot Camp is a new concept in the field of education and it is newer in Bangladesh. Learning through Boot Camp has been reported to be effective in developing speaking skill of the secondary level students (Podder, Bilkis, & Rahman, 2020). Although this kind of a camp is organized in Australia to develop a certain area of students' knowledge and skills and the topics are usually research methodology; academic writing skill development; English grammar; English speaking; and so on (Collins dictionary.com), Boot Camp is not common in Bangladesh. This experience in organizing English Speaking Boot Camp encouraged the researchers to undertake the current study to investigate if it similarly works to develop the listening skill of the students or not. Quantum Cosmo School and College authority made the study easier through providing necessary supports including accommodation; fooding; allotting three different classrooms, and a larger room and an auditorium where all the forty three (43) students, six (06) facilitating teachers, research assistants, and the researchers could easily organize a combined program such as opening and closing sessions, and listening pre- and post-tests. Although the mentioned were the scopes of the study, there were some limitations, too. The investigation was limited to only forty three (43) students, six (06) facilitating teachers of a secondary school in Bandarban, Bangladesh. However, the findings of the study could be generalized because of the sincere intervention, honest and unbiased nature of data collection and data analysis.

The concept of boot camp

Boot Camp is a kind of short training where the participants develop some skills through planned and intensive exercises (Collins dictionary.com). In other words, Boot Camp is a kind of intensive training for achieving various types of skills through the total immersion in practising that skill (Mill, 2017). In order to achieve mastery through interventions, SBML (Simulation Based Mastery Learning) can be applied in any subjects in education (McGaghie & Harris, 2018). The foundations of both SBML and Boot Camp are on behaviourism (B. F. Skinner, 1904-1990) and constructivism (Lev Semonovich Vygotsky, 1896-1934) which try to help learners achieve skills through continuous practices and total immersion (McGaghie & Harris, 2018)

Literature review

English is taught as a compulsory subject up to class 12th (g-xii) and beyond but the use of English in everyday activities of the students is not satisfactory (Podder, 2011). Imam (2005) claimed that the standard of English of the university going students in Bangladesh is equivalent to what has been set by the government for the students of class seven (g-vii). Hamid (2016) discussed the politico history and the Language Policy in Bangladesh which revealed that some of the curriculum committees disfavoured the teaching and learning of English in Bangladesh.

Although CLT was introduced to the secondary curriculum in 1995, the teaching of listening skill remained ignored in most cases even though 40% of the everyday communications happens through listening (Roy, n.d.). According to Billah (2018), no institution in the country, not even the highly regarded Cadet Colleges can be said to be quality education providers as on the basis of

ignoring curriculum. The curriculum expects that the Secondary School Certificate passed learners would be able to understand when others speak English and they would also be able to respond properly (NCTB, 1995, 2012).

When all the efforts for developing students' English listening and speaking skills in the educational institutions in Bangladesh go in vain, the successes of Boot Camp in developing English speaking (Podder, Bilkis, & Rahman, 2020); in developing Psychology research report writing in an Australian university (Skues & Wise, 2014); and the apparent successes in several rounds of English Pronunciation Boot Camps by Mr Amin Rahman and the enthusiasm of the teachers as well as the students (Zaman, 2016) inspired the researchers to experiment Boot Camp to develop listening skill of secondary students.

It was revealed from the literature review that English language teaching and learning, especially listening and speaking, situation in Bangladesh secondary level was not satisfactory (Imam, 2005). The current study investigated if the English Boot Camp worked in Bangladesh secondary schools for developing aural skill or not and what activities of the Boot Camp, according to the student participants and the facilitators, were more effective and enjoyable.

Research methodology

The researchers employed mixed method approach with 43 (forty three) students of class nine in presence and participation of six (06) English teachers of Quantum Cosmo School and College, Bandarban. The six (06) English teachers of the school took part as the facilitators. The researchers employed pre-test and post-test strategy for quantitative data collection; and FGD (Focus Group Discussion) with the three (03) groups of student participants separately to identify the most effective and enjoyable activities of the camp. Quantitative data collected through pre-test and the post-tests of listening skill were placed in table to compare the development and to see the changes in skill development because of intervention and the qualitative data collected through FGDs with the students and the six (06) facilitators were transcribed and then coded based on the themes of the research objectives. Quantitative data were analysed using descriptive statistics and the qualitative data were analysed thematically. The researchers read the transcribed data again and again; coded and categorised them based on similarity of themes (Bogdan & Biklen, 2007). Then the coded data were put under the major themes of the research objectives.

The facilitators' role was to provide supports to the students during listening to music, watching movies, answering questions from listening, clarifying the instructions, conducting the viva voce, etc. The facilitators also checked the answers from listening and watching. It is worth mentioning that the facilitators were trained to familiarise them with the Boot Camp activities. Later on, at the end of the first intervention, the six (06) facilitators were invited for FGD. Although the facilitators were invited to take part in the FGD just after the first intervention, the student participants were invited after the second intervention was over. The gap between the first and the second interventions was three (03) months. The three months' gap was designed to provide the learners and the facilitating teachers with much time to practise listening skill consciously in their routine classes.

Tools of data collection

- Listening pre-test
- Listening post-tests
- FGD Schedule for students
- FGD schedule for facilitators

The student participants were in two (02) sections in their school and they have been presented as S1, S2, S3, --- and T1, T2, T3, ---. The school authority provided roll numbers to the students of two sections in this way. Here, S stands for 'Superb' and T stands for 'Talented'. For example, S1 stands for Superb roll number 1; and T1 stands for Talented roll number 1.

Research assistants

The researchers hired three (03) research assistants to provide supports to the researchers during the two (02) interventions. Those three (03) research assistants were provided one-day (01) training and the research assistants provided supports to the student participants by playing music and movies; distributing and collecting the listening answer-sheets; conducting some sessions; providing technological supports during listening pre- and post-tests, and in other areas such as marking the pre- and post-test scripts, interviewing student participants in viva voce, etc.

How the sessions ran

During the whole day from 8:30 to 5:00 the campers attended the sessions and practised as per the trainers' instruction. Each of these sessions followed a specific theme aimed at developing listening skill. A session was of one-and-a-half hours of duration. Each session was comprised of instruction by the researchers; practising the same listening task again and again; asking students questions from the audio-clips and movies followed by positive feedback; practising again after feedback, if required.

Resources used during the listening interventions

The researchers used some songs, for example, John Denver (Almost Heaven, West Virginia & others), Bob Dylan (How many roads must a man walk down & others), George Harrison (Bangladesh Bangladesh); Leo Sayer (I love you more than I can say and others), Swedish pop group ABBA (I have a dream); and Bob Marley (Buffalo Soldier & others) Speeches from Ted.com; English news from BBC (British Broadcasting Corporation) and CNN (Cable News Network); listening tests prepared by NCTB (National Curriculum & Textbook Board) and EiA (English in Action); and viva voce questions were also used to engage the student participants in listening practice. These items were used for the students to listen and to understand the lyrics, answer questions and summarise what has been listened. Then the student participants were engaged in listening tests where students had to answer questions from listening to audio-clips. After that the participants were involved in viva voce where they had to answer questions from everyday life happenings and about their personal and household matters. The viva voce questions were asked from a list of previously set questions. During the viva voce, all the researchers, research assistants, and the six (06) facilitating teachers worked as interviewers. All the interviewers used the list of questions although they had liberty to ask some probing questions based on the answers of the

student participants. The list of questions covered students' personal life, families, hobbies, school, friends, liking and disliking, favourite persons, sports, subjects, etc; aim or dream in life, and so on. The viva voce was organised not to check students speaking skill, it was done to check if the students understood what the interviewers said.

Presentation of findings

The major findings of the study included: the effect of Boot Camp on listening was minimum (4.1); the activities students and the facilitators considered more effective and enjoyable included English music, funny movies with sub-titles, conversations by the native speakers, listening tests and viva voce (4.2). The findings have been presented below:

The effect of boot camp on listening was minimum

While the researchers were talking about the listening skill testing at the beginning, the students were surprised because the idea of listening test and listening skill practise was new to the students. The facilitating teachers, too, did not know that they would have to develop students' listening skill. As teachers and students were not aware of the listening skill and they did not practise it, the students were found weaker in listening. The researchers conducted listening test with an audio-clip prepared by English in Action (EiA) for the students of classes nine and ten. The EiA audio-clip was used as it was standardised for classes nine and ten. The selected students belonged to class nine and the NCTB and EiA prepared the audio-clips for the students of classes nine (G-ix) and ten (G-x). The results of the three (03) listening tests (pre-test, post-test, & post-test at the end of the second intervention) show that students' listening skill was not good and the development after two (02) interventions was not satisfactory may be because the idea of English listening was new to the students; the students participated in the FGD said that their teachers never involved them in listening practices consciously; and the English speaking of the researchers and other listening resources used in the Boot Camp seemed to them like noises at the beginning. The scores in the three (03) tests are given below:

Roll No.	Intervention 1		Intervention 2 post - test Marks	Gain/increase
	Pre - Test Mark	Post -Test Mark		
S1	10	11	08	-2
S2	12	12	13	+1
S3	13	12	11	-2
S4	15	13	Absent (A)	-2
S5	09	09	10	+1
S6	11	06	08	-3
S7	12	09	12	00
S8	12	12	11	-1
S9	10	12	12	+2
S10	12	10	12	00
S11	09	10	08	-1
S12	10	11	12	+2

S13	11	11	13	+2
S14	10	11	11	+1
S15	07	06	07	00
S16	10	14	13	+4
S17	08	13	13	+5
S18	05	13	15	+10
S19	A	A	A	A
S20	11	09	12	+1
S21	09	11	11	+2
S22	10	07	09	-1
S23	11	08	11	00
S24	11	11	13	+2
S25	06	05	08	+2
T1	10	10	11	+1
T2	A	10	11	+1
T3	04	10	12	+8
T4	A	A	A	A
T5	08	18	16	+10
T6	02	14	14	+12
T7	09	14	15	+6
T8	02	12	12	+10
T9	08	15	13	+5
T10	02	09	11	+9
T11	04	12	12	+8
T12	04	15	15	+11
T13	07	14	14	+7
T14	11	15	15	+4
T15	09	11	12	+3
T16	A	A	A	A
T17	09	14	13	+5
T18	07	16	13	+6
T19	07	14	14	+7
T20	07	12	12	+5
T21	A	A	A	A
T22	09	12	12	+3
T23	A	17	15	-2
T24	A	13	11	-2
T25	A	17	13	-4

Note: Students were assessed on 20 marks each time. Total 42 students participated in listening pre-and-post-tests & total gain in listening was 16%

The above table shows that the results of listening tests are not consistent. However, the results in the listening pre-test, and two post-tests showed that the participants did not perform consistently. Out of 42, 11 participants scored lower than the pre-test although same listening audio-clip was played; and three (03) students scored similar in all the three tests. The average growth in listening is 16%. This 16% increase in marks are achieved because of higher scores in the post test by around 10 (G-x) students scored higher in the two (02) post-tests. Although many students scored lower in the two (02) post-tests, on average their scores also increased and became 16%. This 16% increase is half of the speaking skill development of the students after similar lengths of speaking Boot Camp intervention (Podder, Bilkis, & Rahman, 2020). Actually this 16% gain in listening was not true for some students. The students in FGD claimed that the audio-clips seemed to be like noises to them. Many of them confessed that they answered the questions without fully understanding the audio-clips.

The six (06) facilitating teachers claimed in the FGD that they were not aware of the audio-clips NCTB and EiA had prepared and uploaded in the NCTB website. They also confessed that they never, engaged students in listening practices and they believed that listening was not so important as there was no test of listening. For that reason, they avoided the listening part of the textbook. They also stated that listening was never tested in the school examinations. Moreover, none of the teachers had any training on CLT or on four language skills teaching and on assessment and testing.

The above table show that the students performed inconsistently in the listening tests. Some students scored (2nd) higher in the pre-test but lower in the post-tests. It indicates that the scores they achieved might not be considered as valid. Again some participants achieved lower scores in the second intervention. It might have been because those were the first listening tests in their lives and they did not understand fully what to do. In FGD, the students claimed that they could not follow the audio-clips and the answer sheets together. As they were not habituated in listening tests, they wrote or put tick mark without knowing the answers. The researchers believe that the students need long time practices in listening development. When they would be habituated in listening and listening skill testing system, they might perform consistently. Therefore, a good number of mock tests should be arranged for the students. The participants in the FGDs also claimed that they would be able to understand the audio-clips if they continue listening for some months together. Although there was satisfactory development of English teachers in Thailand in dealing with CLT (British Council, Thailand), there needed longer intervention to see the consistent and tangible development in listening.

Students and facilitators considered learning activities more effective and enjoyable

At the end of the six-day (06) first intervention, the participants and the facilitators were asked in FGD which activities were more useful according to them for listening development. Most of the student participants claimed that listening to music and watching English movies with sub-titles was most useful and enjoyable. They liked music to listen and sing together in chorus; and the movies were enjoyable as they could know the pronunciation of the native English speakers from the songs and the movies. The students claimed that pronunciation could be better learnt from movies. The six (06) facilitators, too, mentioned that music and movies were most useful to improve listening and speaking skills of the learners.

The facilitators also claimed during the FGD that, repeated listening to the songs and singing in chorus and watching the films were useful for developing students' listening skill. The following excerpt is an evidence by one of the facilitators that English music and movies were important to develop students' listening skill. The claim of the facilitator was supported by his colleagues. Here goes the comment:

“I was not aware of the importance of listening skill. It was not known to me that there are listening audio-clips in the NCTB website for using in the classrooms. After participating in the Boot Camp, I have been much aware of the importance of English listening skill. I believe that English music and movies can be great resources for developing English listening skill.”

They also alleged that audio-and-video clips by the native speakers of English was useful. The facilitators alleged that the length of the Boot Camp should have been extended as listening skill development is not possible in a short period of time. They also favoured funny movies and songs with English sub-titles. According to them, the sub-titles would help the students to understand what the speakers in the songs and the movies were saying and how they are saying it. The facilitating teachers claimed that English music and movies would help the students to recognize the words and the sounds making English songs, movies, news commentaries, conversations, airport announcement, etc. easier for them to understand in future.

Regarding the more effective listening activities, the student participants in the FGD claimed that listening to music and singing in chorus; listening to English news; listening tests; and watching funny movies were most important activities that could help students develop English listening skill. Participant S8 asserted in the FGD that he knew for the first time that he was weak in listening. He asserted:

“Listening practices and the tests are most important because I knew for the first time that I have listening problem and I have pronunciation problem; and I know for the first time that there is listening and that listening is important for life.”

Another student claimed that the welcoming attitudes of the trainers gave him courage to start listening audio-clips in English; their (researchers) recurrent encouragements inspired him to take part in different listening activities which gradually minimized his listening phobia.

The six (06) facilitators also mentioned the same activities, as mentioned by the student participants, more effective and enjoyable and in addition to those, the facilitating teachers in the FGD asserted that viva voce was more useful as the participants had to answer questions after understanding the interviewers' oral English.

The teachers were surprised to see that the students took part in the activities from morning till night and joined the next day's activities in time. The reason for surprise was probably because the English teachers did not have any training on CLT or participatory teaching-learning approaches. As a result, the facilitating teachers' classes were teacher-centred; students were afraid of the teachers; the teachers also tried to keep them under pressure to keep the students disciplined.. The facilitators agreed that teachers' continuous use of oral English during teaching and in the school campus would improve the listening situation in the secondary schools.

Conclusion

This study was a one group experimental type of research. The significant findings can be replicated in other secondary schools for the improvement of English listening skill of students.

However, the length of each intervention should be increased for better results. The findings showed that the Boot Camp worked well in developing students' English speaking skill (Skues & Wise, 2014; Podder, Bilkis, & Rahman, 2020), and in teacher development in Thailand (British Council, n.d.). Although good results were reported in speaking skill development (Skues & Wise, 2014; Podder, Bilkis, & Rahman, 2020) and in teacher development (British Council, n.d.), the development of listening skill in the current study was not satisfactory (see section 4.1 for details). The most useful and enjoyable activities chosen by the student participants and the facilitating teachers included music, movies with sub-titles, speeches in English by famous personalities, listening tests and viva voce. If this kind of English listening Boot Camp is organized by the school teachers or others, the lengths of every intervention should be longer for better results.

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Suicidal Behaviour among the Secondary Level Students of Dhaka: Vulnerable Age and Grade, Suicidal Thought and Attempt Amongst the Students

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Abstract

Suicide is considered as a deviant behaviour. According to WHO (2012) suicide deaths in Bangladesh reached 19,697 or 2.06 percentage of total deaths and ranked eighth leading cause of death risk (Osterweil, 2007). It is very much alarming in the teenagers or adolescents who are basically reading in the secondary schools of Bangladesh. By considering the urgency of this problem, researchers were undertaken this study. The study tried to identify the vulnerable age and grade or class to suicidal behaviour amongst the secondary level students of Dhaka city and to explore the thought and attempt that student usually adopt for suicidal behaviour. The entire research followed by the mixed method research. To accomplish the study data has been collected from teachers, students, parents, psychologists and educationalists through FGD, semi-structured interview schedule and questionnaire. The result and detailed analysis of the study have revealed that suicidal tendency are predominant between the age group 15-16 (91%) who are basically the students of grade/class 10 (i.e. 73%) wherein female students (30.71%) are in high risk. This study also brought into light that 55.70% students (both male and female) thought to kill themselves (ever) and 11.90% took attempt. In this circumstance, recommendations are given to consider for recovery the overall situation.

Keywords: Suicidal thought, Suicidal attempt, Vulnerable age, Vulnerable grade, Dhaka

Introduction

With the expansion of time suicidal behaviour has increased in the every possible sphere of the society of Bangladesh due to some reasons. Students of the secondary schools are at high risk for their immature age. Some incidents of the different secondary school have drawn great attention

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and vibrant the whole country. This study was carried this into consideration.

Bangladesh, being a densely populated developing country in Southeast Asia, has achieved health-related Millennium Developmental Goals (MDG) but suicide is still under less addressed (Arafat, 2017 and 2016). This study was conducted to address this problem properly from the context of the secondary schools students.

Statement of the problem

Now a day, suicide is so fatal that it should be marked as a serious problem. However we have some astonishing statistics is that, in the last few years there have been more than 10000+ cases of suicide in Bangladesh wherein prevalent numbers were secondary school going students. The following figure is the representation of the suicide in Bangladesh for the last few years.

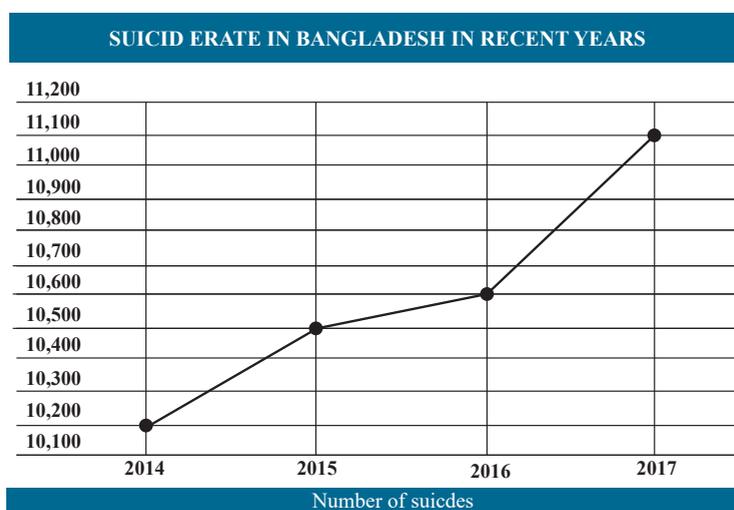


Fig 1.1: Suicide Rate in Bangladesh (Source: Hasan, K. & Rabbi, A.R., 2018)

Here suicide is very common. Suicide makes disorder in schools and society. For this reason it is considered to be a problem. When a person committed suicide others are influenced by this (Ara, Uddin & Kabir, 2016). As a result the rate of suicide is increasing day by day. The religions traditionally consider suicide an offense towards God due to the belief in the sanctity of life. It was often regarded as a serious crime. It violates the rules and regulations of a society. In Bangladesh it creates disorder in family as well as in society so we considered it as a big problem for Bangladesh and for this reason we chose our research topic on suicidal behaviour of the secondary schools student of Bangladesh. Here we have focused on the vulnerability of the students towards suicidal behaviour in terms of age, class/grade and gender as well as figured out the thought and attempt adopted by the students.

On the other hand, suicide is a global public health problem too often neglected by researchers and Bangladesh is not an exception. There is no suicide surveillance and nationwide study is yet to be conducted in the country. In the perspective of secondary schools, this condition is very poor and negligence. Henceforth, this research study was taken to carry out.

Rationale and significance of the study

With the passage of time different types of suicide and suicidal attempt occur in schools, colleges and universities of Bangladesh. Right now, suicide is ultimately a threat for most of the schools and colleges that defames the features of the educational institutions, as a result it affects quality of education. Suicidal behaviour never brings peace rather it impacts over the educational institutions, family as well as society negatively (Pervin & Ferdowshi, 2016). The importance of this study is very high as it has focused to identify the vulnerability of the students towards suicidal behaviour in terms of age, class/grade and gender and bring an easy solution of it. As a developing country, if we want to make this country peaceful and stable, as we demand about it then it is very important to make a suicide free society and bring smooth situation in country through uprooting suicidal behaviour from all educational institutions especially secondary level of education.

As secondary students in Bangladesh can be considered as adolescents who are the most vulnerable to the suicidal behaviour, they were considered in this research. Moreover, the secondary level is very important in Bangladeshi context, since this is the terminal education for one-third of the total number of students (Bangladesh Bureau of Educational Information and Statistics [BANBEIS], 2006). These students do not or cannot continue their formal education beyond secondary education and they usually join to the workforce of the country. Investigating secondary students can therefore provide a scope to know the suicidal behaviour of students who may or may not continue their formal education after this level and also help to know its' effects on quality of education. In this sense, this study is vastly significant.

Suicide places a heavy burden on the schools; ultimately for the nation in terms of the emotional suffering that family and communities experience as well as the economic costs associated with government investment, family investment, medical care and lost productivity. Considering all of these, the researchers have interested to conduct a research study on this topic.

Aim and objectives of the study

The prime aim of the current study was to identify the actual scenario of the suicidal behavior (thought and attempt) amongst the secondary level students of Dhaka city.

In accord with the research aim, the specific objectives of this study have been stated below that was followed in this context -

1. To find out the vulnerable age to suicidal behaviour of the secondary level students of Dhaka
2. To identify the vulnerable grade or class to suicidal behaviour of the secondary level students of Dhaka
3. To explore the thought and attempt of the suicidal behaviour that students frequently adopt
4. To provide some recommendations for minimizing the situations on the basis of data

Methodology

Nature and design of the study

The nature of this study was exploratory and descriptive, where the researcher used mixed method, i.e. quantitative and qualitative research approaches were manipulated to achieve more descriptive and in-depth information from the key informants. Structured parts of the questionnaire and interview schedule were used for quantitative information, whilst basic interpretive study design was used for qualitative part by using FGD, open-ended portion of the questionnaire and interview tool.

Sample and sampling of the study

For this study, the secondary schools were chosen conveniently. Teachers, Parents, Psychiatrist and Educationalist had selected through purposive sampling technique. And from each secondary schools 50 students had selected through random sampling process. In total twenty secondary schools were selected from Dhaka city. Area, respondents and schools were selected with considering the easy access of the researcher and to complete the research perfectly and minutely in imposed date.

The whole sample design of the study is depicted below:

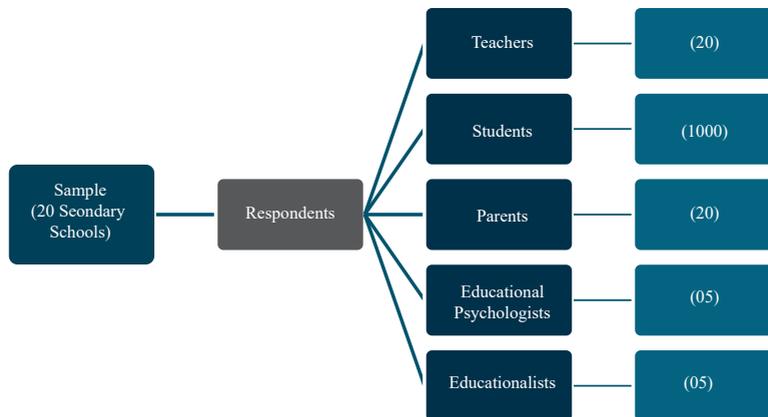


Figure-3.1: Sample design of the study
(Source: Authors)

Tools of Data collection

Defining appropriate tools is really important for a successful research. The researcher used different kinds of tools to collect necessary data by adopting data triangulation method. For the data assortment, three distinct tools had been used in this study. Following data collection tools were used:

Paykel scale

First of all, Paykel scale was used for the students to identify vulnerable (target sample) students who are mostly prone to suicidal behaviour. By using this scale targeted students were identified then semi-structured questionnaire were provided amongst these targeted sample to collect necessary data for the research.

Semi-structured interview schedule

The semi-structured interview schedule had developed for the Teachers, Parents, Psychiatrists, and Educationalist.

Semi-structured questionnaire

It was used for students. By questionnaire some related data about causes, effects, challenges etc. of suicidal behaviour had collected.

Focus group discussion schedule

Focus Group is a form of qualitative research in which a group of people are asked about their perceptions, opinions, beliefs and attitudes towards different ideas or issues. For collecting more valid, rich and reliable data, FGD schedule was conducted with the students. Twenty FGD's had conducted in twenty schools. In every group, eight to ten students were participated.

Methods of data analysis and presentation

Both quantitative and qualitative data analysis techniques were applied for this study. Descriptive statistics had used for quantitative data and thematic analysis technique for qualitative data.

Research Approach	Data Analysis Technique
Quantitative	SPSS
Qualitative	Thematic analysis

Table 1: Data Analysis Technique of the Study
(Source: Authors)

Finally, analysed data was presented through graph, charts, figure, table and sometimes in the theme and quotation.

Ethical considerations

Social researchers acknowledge that ethical issues are vital for doing any research projects. Any persons or organizations were not disturbed or hurt by the researchers during the research process. For gathering data it had ensured to take permission of the participants. Confidentiality of the data maintained properly and strictly.

Result and discussion

Salient result of the study

The salient findings of the research comprise of the following:

- Most vulnerable age to suicidal behaviour is 16 both for male and female students

(46.85% male and 44.88% female students give their response in the favour of it) and 2nd most is age 15 (39.37% female and 22.94% male students give their response in the favour of it).

- Severity/Intensity of the suicidal behaviour is the highest among the students of class/grade Ten (i.e. 73%) on the other hand, the 2nd most severe position is class/grade Eight (i.e. 21% in the favour of it).
- On the basis of gender/sex the severity/intensity of the suicidal behaviour is found mostly in female students and the percentage is 30.71% while among the male students it is found 24.56%.
- 55.70% students (both male and female) thought to kill themselves (ever).
- 46.60% students (both male and female) frequently thought to kill themselves during the past 12 months.
- 4.70% students frequently thought to kill themselves at present.
- 11.90% students frequently took attempt to suicide/kill themselves (ever).
- 9.50% students frequently took attempt to suicidal behaviour or kill themselves during the past 12 months.

Discussion of the result

The following discussion proceeds considering the research objectives of the study based on the findings and their interpretations. The whole discussion has presented following some segments. Major findings are described under these segments with the support of other literatures and research findings.

Most vulnerable age to suicidal behaviour

In this portion, proportion of most vulnerable age group is described from students' views, teacher's views and experts' views.

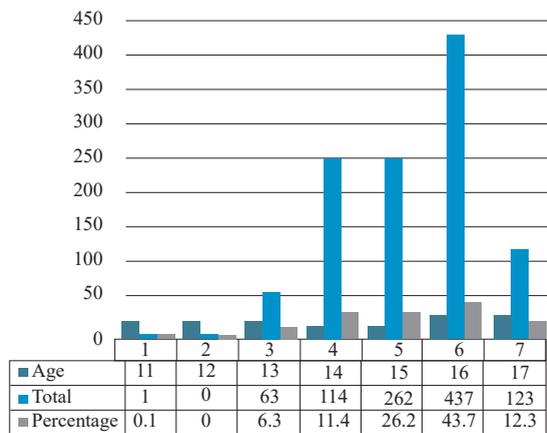


Fig 3.1: Most vulnerable age to Suicidal Behaviour
[Source of data: Primary data collected from fieldwork, January 2020]

Figure-3.1 depicts that most vulnerable age for male students' to suicidal behaviour is 16 (290 male students give their response in the favour of it, 46.85%) and 2nd most is age 15 (142

male students give their response in the favour of it, 22.94%). Another noticeable side of this graph is that most vulnerable age for female student to suicidal behaviour is also age 16 (171 female students give their response in the favour of it, 44.88%) and 2nd most is age 15 (150 female students give their response in the favour of it, 39.37%).

Most of the teachers (70%), educational psychologists (80%), and educationalist (60%) gave their opinion in favour of this.

Both age 16 and 15 are goes to adolescents as well as teenagers group. This finding is strongly agreed with the finding of Ara, M. J., Uddin, M. F., & Kabir, M. S. (2016) study finding who observed that the rate of suicide is high among the teenagers.

In the similar fashion, Gonçalves, A., Sequeira, S., Duarte, J., & Freitas, P. (2014) study result showed that students' ages varies between 17 and 49 ($X = 23,9$ years old $\pm 6,107$ sd) who are very much prone to suicidal behaviour.

Severity/ intensity of suicidal behaviour among the students on the basis of class/grade

The following section highlights about this-

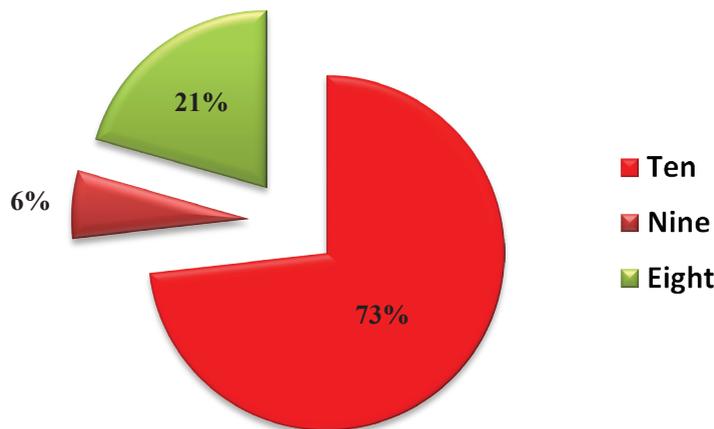


Fig 3.2: Intensity of Suicidal Behaviour among the students on the basis of class/grade
[Source of data: Primary data collected from fieldwork, January 2020]

Regarding the severity/intensity of suicidal behaviour among the students on the basis of class/grade it is seen that students of class/grade 'Ten' are in severe position (i.e. 73%) and on the other hand, the 2nd most severe position is class/grade 'Eight' (i.e. 21%) in the support of it.

Most of the teachers (60%), educational psychologists (60%), and educationalists' (80%) gave their opinion in favour of this. They mentioned that this grade (grade-X) student have faced a lot of worse experienced compare to other grades which drive them to suicidal behaviour.

As the both grades covered age between 13-16, and part of the adolescent group, are also identified as the risky grade to the suicidal behaviour.

Same result also found by the Strandheim A, Bjerkeset O, Gunnell D, et al. (2014) study entitled 'Risk factors for suicidal thoughts in adolescence-a prospective cohort study: the Young-

HUNT study’ mentioned that suicidal thoughts are frequent among high school students in Norway. In that study, the researcher also concluded that the most risky age for the suicide is age of 13–15 years, were strongly associated with developing suicidal thoughts during late adolescence. This age group student read basically in class eight to ten.

Severity/Intensity of Suicidal behaviour among the students on the basis of gender/sex

Severity of SB among the students basis on gender are presented in this slot-

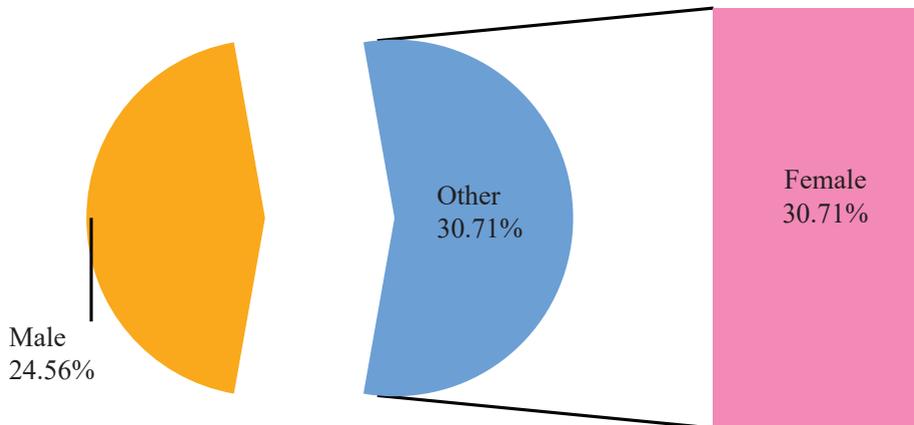


Fig 3.3: Intensity of Suicidal Behaviour among the students on the basis of gender

[Source of data: Primary data collected from fieldwork, January 2020]

On the basis of gender/sex the severity/intensity of suicidal behaviour is mostly in female students and the percentage is 30.71% while among the male students it is seen 24.56%.

Most of the teachers (80%), educational psychologists (60%), and educationalist (80%) gave their opinion in favour of this. One educational psychologist strongly said that –

“In one side, adolescent is very sensitive slot of human life cycle. On the other hand, female students are more sensitive and emotional than male students. These reasons made female students much more high risk for suicidal behaviour than their counterpart.” (EPI5)

This result is intensely sustained by the Gonçalvesa, A., Sequeirab, S., Duartea, J., & Freitas, P. (2014) study result where they showed that students’ who are very much tend to the suicidal behaviour is age group 17 and 17+ with the great majority (64.7%) being females.

Almost same result is found by the Shah, M.M.A., Ahmed, S. and Arafat, S.M.Y. (2017) study that 61% of the reported cases were below 30 years of age, 58% were female.

Similarly, Strandheim A, Bjerkeset O, Gunnell D, et al. (2014) study evidenced that one in six young adults experienced suicidal thoughts, girls predominating.

Students' thought of killing themselves (ever)

The following figure showed students' thought of killing themselves (ever)-

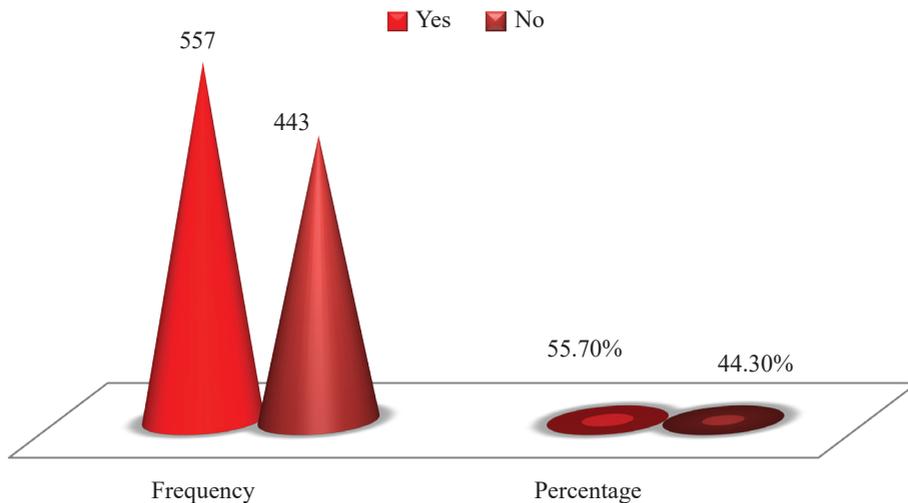


Fig 3.4: Students' thought of killing themselves (ever)
[Source of data: Primary data collected from fieldwork, January 2020]

Among the students (both male and female) the frequency of thought of killing themselves (ever) is 557 and their percentage is 55.70% which is alarming no doubt while 443 students (percentage 44.30%) didn't think in support of this.

Most of the teachers (70%), educational psychologists (80%), and educationalist (60%) gave their opinion in favour of this. Educational psychologist posited that-

“Naturally, human being faces various difficulties, ups-downs in his/her life. Sometimes, he/she is able to handle it and sometimes not. Human being like adolescent student usually unable to handle such critical time as they are not enough mature which causes depression and thought of killing themselves (ever) in their entire life.” (EPI3)

Students' thought of killing themselves (during the past 12 months)

Students are asked in the questionnaire about thought of killing themselves (during the past 12 months). The responses of them are given in the chart below.

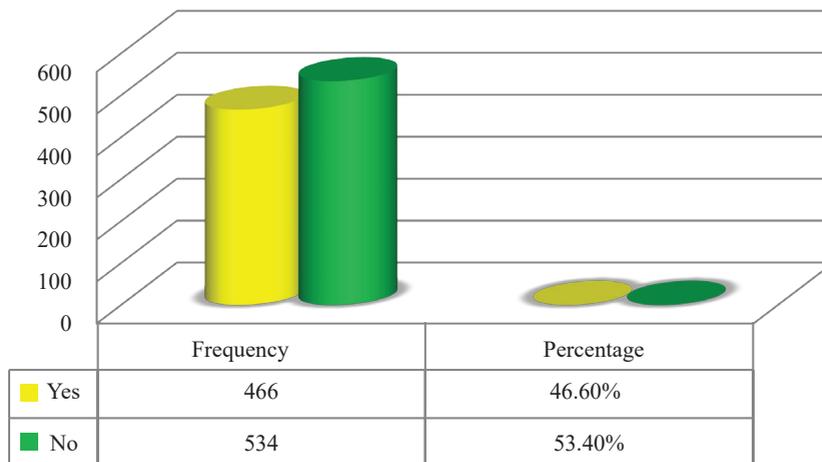


Fig 3.5: Students' thought of killing themselves (during the past 12 months)
 [Source of data: Primary data collected from fieldwork, January 2020]

The graph shows that 466 students both male and female frequently thought to kill themselves during the past 12 months which is 46.60% on the other hand, 534 students (percentage 53.40%) didn't think to do so.

Reasons of thinking about killing themselves (ever + during last 12 months)

When they were further inquired why they thought it, they mentioned some reasons which are very astonishing. Some of the remarkable responses are mentioned below in this regard-

- Yes, I thought. Because sometime I have felt depressed about my life and I thought I can't do or achieve anything. (data from Ss SSQ)
- Not only once but I thought for many times. My mother never tries to understand, how I can express you, sometime I think why God is so cruel. Why doesn't he call me to him? I don't want a cruel life. (data from Ss SSQ)
- Yes, I do for not admitted into Cadet College, but after someday I realize that I shouldn't commit suicide for such a minor reason. (data from Ss SSQ)
- Yes, when my family members were scolding and beating me. Hence, many time I lost the will and desire for life
- Yes, because my mother was psychologically imbalanced and my family members were blaming me for it happened only for my academic failure (data from Ss FGD)
- Because I was always compare with my siblings and friends Yes, sometimes I think the universe is so huge that my action doesn't change anything (data from Ss SSQ) [Source of data: Primary data collected from fieldwork, January 2020]

Students' thought of killing themselves (at present)

When students are asked 'Do you have thoughts of killing yourself at present?' their responses about this are given in the following-

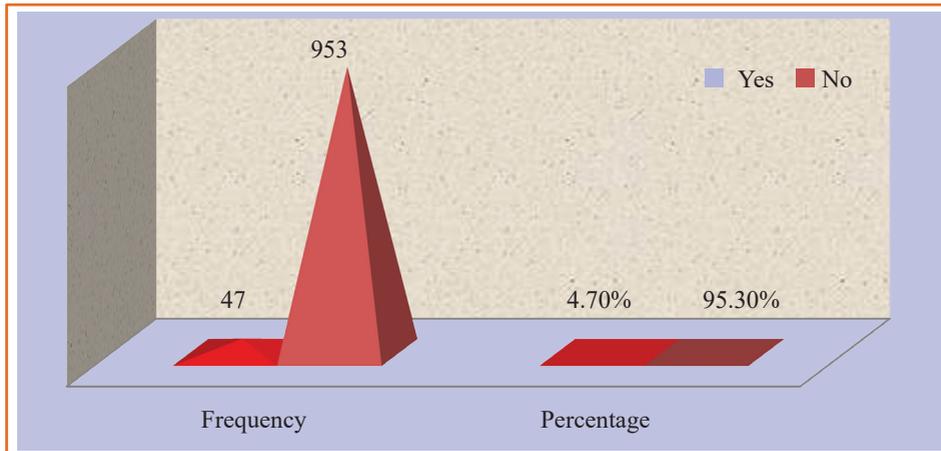


Fig 3.6: Students' thought of killing themselves (at present)

[Source of data: Primary data collected from fieldwork, January 2020]

The graph explains the frequency of students' thought of killing themselves at present. It shows that at present 47 students among the respondents frequently thought to kill themselves which is 4.70% of the total. On the contrary, 953 students (95.30%) didn't think to kill themselves at present. It is worth mentioning that knowing this shocking tendency of the students, researchers tried to inform the concerned parents and in some cases concerned teachers to take recovery action.

The researchers also asked probe question to those students why they thought like this. Their frequent answers stated below-

- Yes, because my father and step mom don't love me
- Yes, when I think about my mother and that person who touched me negatively
- Because I will lose my heaven.
- Yes, for my study people told me many things [Source of data: Primary data collected from fieldwork, January 2020]

This finding is slightly coherence with the Strandheim A, Bjerkeset O, Gunnell D, et al. (2014) study finding wherein they found that one in six young adults experienced suicidal thoughts.

In accordance with our research finding Alzahrani (2017) study revealed that the overall prevalence of suicide among students was (19%). The prevalence of depression among medical and medical sciences students was 34%, where 41% among medical students and 28% among medical sciences students. 19% of the whole sample was thought of suicide act, where 23% medical students and 17% medical sciences students.

Students' attempt to suicidal behaviour or kill themselves (ever)

When students are asked 'Have you ever made an attempt to kill yourself?' their responses about this are given in the following-

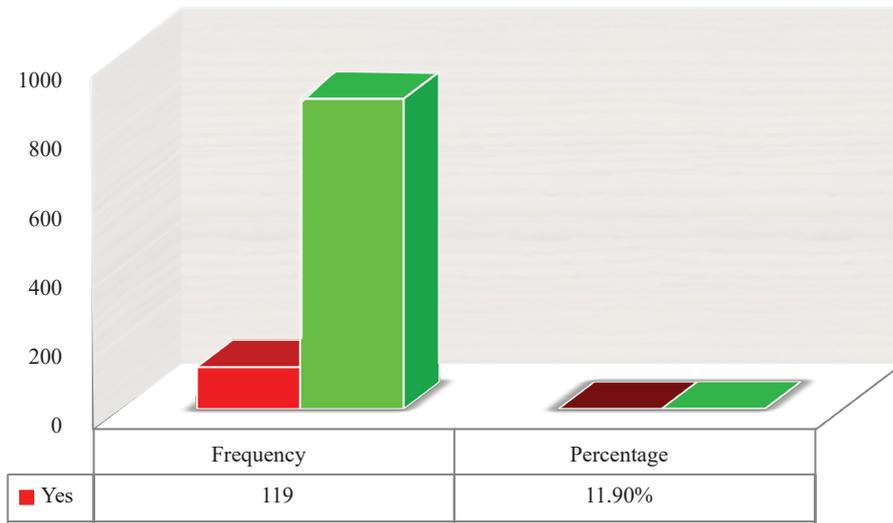


Fig 3.7: Students' attempt to suicidal behaviour or kill themselves (ever)
 [Source of data: Primary data collected from fieldwork, January 2020]

The graph is about the frequency of the students' attempt to suicidal behaviour or kill themselves (ever). It is seen that 119 students frequently took attempt to suicide/kill themselves (ever) which is 11.90% of the total students while 881 students never thought to take attempt to kill themselves (ever) and their percentage is 88.10%.

Students' attempt to suicidal behaviour or kill themselves (during the past 12 months)

Students are asked in the questionnaire about 'Have you, during the past 12-months, made an attempt to kill yourself?' The responses of them are given in the chart below-

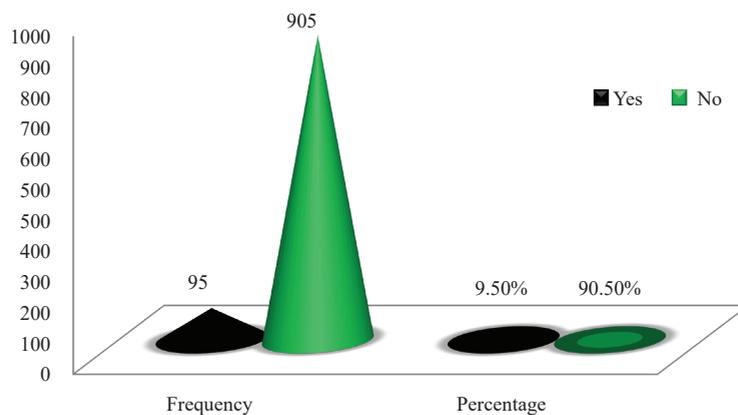


Fig 3.8: Students' attempt to suicidal behaviour or kill themselves (during the past 12 months)
 [Source of data: Primary data collected from fieldwork, January 2020]

This graph clearly mentions regarding the frequency of the students' attempt to suicidal behaviour or kill themselves during the past 12 months. A total of 95 students among the respondents frequently took attempt to suicidal behaviour or kill themselves during the past 12 months and their percentage is 9.50%. On the other hand, it is seen that 905 students i.e. 90.50% did not take attempt to suicidal behaviour or kill themselves in the mentioned period.

Types of the attempt to suicidal behaviour or kill themselves (ever + during the past 12 months)

The researchers also asked probe question to those students- what types of suicidal behaviour do you usually adopt? Their frequent answers are specified below-

- I ate silicon which we can get with new shoes or something
- Attempt to kill myself with knife
- Hanging by the fan
- Taking sleeping pills
- Punching on things
- Cutting hands with pencil compass (data from Ss SSQ and FGD)

[Source of data: Primary data collected from fieldwork, January 2020]

These findings are varying with other researchers as the types of the attempt to suicidal behaviour varied from context to context. In Bangladesh, these types are prevalent within the students of secondary level of the Dhaka city. Data derived from the respondents shocked us and forced to present and disseminate the robust findings for taking proper steps.

Recommendations

Following recommendations are prescribed to consider in this regard which are emerged from actual situations during data collection stage with the experts and other respondents -

- Appoint at least a psychologist in each secondary schools
- Take a class on counselling with students on the daily/weekly basis
- Appoint a student counsellor in each secondary schools
- Parents should be the ideal person/idol to child and similarly teacher to the students
- Engage students in creative work e.g. co-curricular activities
- Student should not pass much time in using mobile phone, game and internet
- Student should avoid bad company
- Student should busy with favourite pastime, spend a lot of times with friends, share everything with family members without any hesitation
- Parents should not compare their children with other

Conclusion

Suicidal behaviour is now predominant within the secondary school going students of Dhaka city as they are the most vulnerable due to adolescent age. This study revealed the exact situation in the context of Dhaka city of Bangladesh. The situation is alarming and need to take proper initiative for uprooting its roots without further delay. Advance research will need to carry in a large scale throughout the country.

Acknowledgement

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A Study on the Attitude of Parents, Students and Teachers Towards Primary Education Completion (PEC) Examination in Bangladesh

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Mohammed Zahirul Islam²
A K M Shah Alam³

Abstract

In 2009 and 2010 Directorate of Primary Education, Bangladesh introduced Primary Education Completion and Ebtedayee Education Completion examinations for the students of grade-5 with a view to ensure the quality at the primary education level respectively. It was expected that these exams will remove the students' fear to face the competitive assessment and improve equality for the students to learn. In response to the question on the necessity of these exams, all the respondent's group gave their consent affirmatively. They opined that students are encouraged to attend the exams for the following reasons; students are enthusiastic to do better results as because their schools failed to complete syllabus within the time frame; these exams support the students to face the competitive exam to remove the exam phobia and improving their opportunities in future admission tests to a reputed institution. According to the summary of the focus group discussion (FGD), it has both positive and negative reflections i. e. these assessment systems are the good initiative and demand of the time. The initiative is important it increases competitive citizens; increases learner's enthusiasm and potentialities; increases the learners attention to their study; increases learners creativity, criticality, communication and co-operation skills; make them competitive graduates for facing future challenges; guardians has become more attentive to their children; best performers get the chance to enjoy the scholarship; develop relationship among the teacher-student-guardians and make strong future bondage. Although, primary education is free and subsidized by the GoB but due to launching the exams some problem have been generated i.e. it creates educational inequality between high and low results gainers, girls and boys, rural and urban learners; learners became sick and psychologically pressurized; increase the learner's mental and economic pressure; learners do not participate sports and games, and other recreational

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events because they are always engage in academic assignments; teachers' may become apathy to go to the classes because they are looking for opportunities to bring the learners into their coaching centers; learners become serious for achieving GPA 5 score in memorizing the scripts as a result they are losing their creativity, criticality and analytical capability; guardians have to provide extra facilities for their children; poor students' are depriving from education care due to economic problems where rich students could fulfill their academic gaps; poor students could not compete with the rich students and lastly dropped out from the examination. Some suggestions have made by the respondents i. e. the learners may be assessed through the summative evaluation process at the end of class 5; continuous assessment may be introduced; there should be a specific exam hall at upa-zilla level in order to accommodate the examinees peacefully; learners can be evaluated by some indicators, like regular attendance, preparation of homework, co-curricular activities, cleanliness, etiquette and manners, projects writing, social works, creativity test, etc. The authority should undertake some initiatives to conduct the exam free, fair and transparent in the institutional level across the country. Learners' assessment criteria should be qualitative rather than quantitative ways.

Keywords: Primary education, competitive examination, students of grade five, learning outcome, attitudes of guardians-learners-teachers

Introduction

In a developing country like Bangladesh, education must be the main agenda for attaining knowledgeable human resource, which would ultimately be the engine of national upliftment. Effective, socially oriented and need based education should be given at educational institutions. In Bangladesh, primary education is playing a very important role in students' total endeavour. The students who are studying in primary level educational institutions without helpful assistance may be drop out, which results in massive decrease in knowledge-based manpower. It may be considered as wastage in education that will hamper the ultimate success of our planning. The fundamental role of a teacher is to facilitate learning and to create an enthusiastic learner one who can continue to learn by himself/herself, especially with the assistance of ICT dependent technology even. However, there is a definite deficit in knowledge, skill and attitude needs to ensure quality education as per the demand of the nation through proper assessment system at the end of academic year.

It is quintessential to create learners' friendly environment by adopting pedagogical development, curriculum, assessment and monitoring, and evaluation system for ensuring quality learners at educational institutions in the country. Proper assessment tools and methods provide a unique opportunity in addressing the challenges facing by students for improving their performance in making teaching-learning interesting and enterprising (Gupta, 2018). Teachers are working for several years with the GoB in appropriate use of assessment tools and methods in line with the national curriculum, an effective initiative as changed teaching-learning aids, in education system of Bangladesh. So, the teachers should realize that if it would be able to implement uniform and proper assessment tools and methods based on sessions and contents in conducting a learning friendly environment would ensure quality education in the education arena.

Educational institutions should be ranked based upon the students and teacher's performance and achievement (Ahmad, 2004). Institutions and individuals should be rewarded based upon their performance. It is a hard truth for a prosperous nation that it needs an economic planning to accumulate wealth and ability in creating employment; an administrative and social system that ensures the rule of law; a political institution, essentially an education policy that creates skill citizen with patriotism, knowledge and kindness (National Education Policy 2010). Education reform and development of education policy is the part of total national manpower planning as well that includes the employment need, population planning, and vision of wealth accumulation in near and far future. In view of introducing a secular, scientific and people-oriented education, reforms in education sector were the election commitment of the government. After assuming state power, the education ministry, under the leadership of education minister, had taken an initiative to reform the student assessment system, and PEC and EEC exams for assessing the students of Grade I-V (Saiful, 2016).

In Bangladesh, the problems are stepping together through management and the curriculum. For quality education, primarily government and policymakers should fix up the philosophy to make sure whether education is a purchasable commodity, a free commodity providing to the people by state or it is one of the fundamental citizen rights. The philosophical clarity will give the government a management outlook to develop a proper education system. In Bangladesh, as per the constitution, education is one of the fundamental rights of a citizen.

Statement of the problem

Bangladesh is endowed with a large pool of intelligent young citizens who, with proper education, can be turned into a valuable human resource befitting the needs of the 21st century. Refashioning classroom environment and redesigning the tools and methods of learning and assessment is an important part of the envisioned education reform. Education is the key to success in all the sphere of life. Ministry of Primary and Mass Education (MoPME) are responsible for implementing policy for primary education. In Bangladesh, all citizens must undertake twelve years of compulsory education which consists of eight years at primary schools and six years at high schools. Primary and secondary education is financed by the state and free of charge in public schools.

Within the last few years, in education system in our country, has undergone some substantial changes. For example, in 2009 a new competitive examination-Primary Education Completion (PEC) and in 2010 Ebtedaye Education Completion (EEC) exams have introduced in the education system (Sedere, 2000). Before the initiative, SSC and HSC were the only two board exams which the students had to sit for after finishing their education at the secondary and higher secondary levels respectively. Undoubtedly, the current government came up with the innovative idea of introducing the exams for the students of class-V with a view to enhancing the quality of education at the primary education level. They might have expected that attending the examination will remove the students' phobia to future public examinations and ensure equality for the students to learn.

However, the exams have possibly made the students attentive to their study to some extent, but at the same time it has proved to be rather counterproductive in many ways, causing a great deal of disadvantages to these tender children and their parents. To focus on the matter, ahead of the examination students as well as their guardians remain too anxious about the exams. Students of

class 5 are usually 10-11 years old and when they are promoted to class 8, they turn not more than fourteen or fifteen years of age. Indeed, these years are regarded as the sweetest and most beautiful time of one's life. This is also said to be the best time for their physical and mental growth. However, as these minor students have to undergo huge pressure of completing the huge syllabus ahead of these board exams, they can hardly think of enjoying the freedom of their childhood. Instead, they remain either captivated inside their homes studying for their exam or in the coaching centers attending the lecture. Thus, overburdened with the load of study, these tender-hearted children are being deprived of the joy and happiness of their childhood. So, they hardly have any opportunity to do something creative according to their own will, other than studying books. Speaking practically, such deprivation may take a heavy toll on these children, not only by impeding their proper physical and mental growth but also having on some long-term negative impact. Apparently seems that the authority had hardly taken into their consideration such matters like childhood, their freedom, mental growth or anything seriously while introducing the examination in the education system.

In the meantime, the cost of education has skyrocketed owing to the examination, overburdening the parents and making it too difficult for them, especially for the low-income people, to educate their children. As soon as students step into class five, their parents become anxious for their children's approaching the exams. Besides, nowadays it has been a common trend that students have to be sent to the coaching centers for availing an extra care throughout the year before attending the final exams. There will hardly find any student who does not have at least two private tutors at their homes, except those belonging to financially insolvent families. As most of the parents expect that their children must get A+ in PEC/ EEC exams, the former have no other option but to manage the money to hire private tutors or have to pay the tuition fees of the coaching centers.

The SSC level education is the main stream to enter in the higher education and in the job market as well. However, the learners at primary level failed to achieve national goals, for example, passing out rate, quality, etc. In one study, based on cohort analysis, revealed that only 35% student of grade 10 are able to complete the study up to HSC level (BANBEIS 2018), which is a huge wastage of resource. Our Government has launched PEC and EEC exams for assessing the students of Grade 5 at the end of the year. At present we have a large number of primary level schools. It is necessary to examine either the students are getting quality education, are they suitable enough to accommodate themselves in the next tier and in the society in reality? Moreover, a large number of guardians and coaching practices and serious harassment of learners and financial loss are involved in the present period. With this view, we have selected our research topic- "A study on the attitude of parents, students and teachers towards the newly assessment system at the end primary education in Bangladesh".

Rationale of the Study

Student assessment system will improve overall quality of learning by promoting effective and participatory learning and eliminate decreasing dropout, increasing the unskilled and unsuitable learners graduated from education institutes. The proposed research work has been aimed at increasing the quality and competent learners from educational institutes of Bangladesh to fulfill the need of the society (Ahmad, 2017). Nevertheless, the findings of the research work would be available for using other concerned groups, institutions, research organizations, etc. Researchers and other research organizations will get equal access to the data and information generated through

the research work. A number of training programs may be arranged if necessary, for interested group of people and organizational parameters would be developed and distributed. The findings of the study may be published in electronic and printed media to inform policy makers, teachers about the commissioning and implementation techniques and methods in the field level.

During the period of research work, a series of FGD have been arranged at district level with education actors, teachers, guardians as well as policy makers. Results of this study already disseminated in the education institutes and learners are assessed through appropriate methods. Therefore, in the long run the whole nation will be benefited through the initiatives based on the finding of the research in line with curriculum and socio-economic and cultural heritage of the country.

Therefore, the present study is very timely and appropriate to look into a very crucial problem. The investment in the pre-secondary level education is remarkably high, however, compared to output and outcome, the performance of the system has, for a long time, been dismal. It is, therefore, the need of the time to investigate the appropriateness of contents selection by the students at SSC to relate it in order to minimize the need of the society. The study is thus justified and rationale.

Scope of the study

Ancient China was the first country in the world that implemented a nationwide standardized test, which was called the imperial examination. The main purpose of this exam is to select able candidates for specific governmental positions. The imperial exam was established by the Sui dynasty in 605 AD and was later abolished by the Qing dynasty 1300 years later in 1905. England had adopted this exam in 1806 to select specific candidates for positions in Her Majesty's Civil Service modeled on the Chinese imperial examination. This exam system was later applied to education and it started to influence other parts of the world as it became a prominent standard of delivering standardized tests.

Present government projects to promote the education of children in Bangladesh include compulsory primary education for all, free education for girls, stipends for female students, a nationwide integrated education system and a food-for-education literacy movement. Now, NCTB is responsible for providing books to each and every student every year for class 1-10 free of cost (Ahmad, 2016). Our education faces several problems. The Education system lacks a sound human resource development and deployment system and this has demoralized the primary education sector personnel, including teachers, and contributes to poor performance. The cost of education is increasing day by day, as a result many students are unable to afford it. But, the low performance in primary education is also a matter of concern. School drop-out rates and grade repetition rates are high. Poor school attendance and low contact time in school are new factors contributing to low level of learning achievement. The overall responsibility of management of primary education lies with the MoPME, set up as a Ministry in 1992. NCTB is responsible for the development of curriculum and production of Textbooks. The Directorate of Primary Education is responsible for conducting the PEC and EEC examination at the end of grade 5.

Primary education is financed by the state and free of charge in public schools. Bangladesh conforms fully to the UN's objective EFA and MDGs as well as other education-related international declarations (Ahmad, 2009). Article 17 of the Bangladesh constitution provides that all children receive free and compulsory education. The Ebtedayee Madrasah Education focuses on religious

education, teaching all the basics of education in a religious environment. Religious studies are taught in Arabic and the students in some areas also serve the local area masjids. Students also have to complete all the courses from the general education system. Many madrasas take in homeless children and provide them with food, shelter and education. There are two systems: One, called the “Quomi” Madrasah system is privately owned and funded and is run according to the Deobandi system of Islamic education, which rejects the rational sciences. The other, called the “Alia” madrasah system, is privately owned but subsidized by the government. Quomi Madrasahs account for 1.9% of total primary enrollment and 2.2% of secondary enrollment; Alia Madrasahs account for 8.4% of primary and 19% of secondary enrollment. The Alia system is like the general education system, except that Arabic is taught in addition to general education.

Relevant literature reveals that advanced countries of the world have achieved considerable success in teaching-learning at all level of education by introducing different methods of assessment of the students. Considering the opportunities of implementation of PEC/EEC examinations in the relevant level of educational institutions, an impact study needs to be undertaken to find out the pros and cons of introduction of above-mentioned system Teaching-Learning would be very useful. Therefore, the study had been undertaken which is relevant to the aims and objectives of present Education Policy-2010.

Objectives of the study

The main objective of the study was to assess the attitude of parents, students and teachers towards primary education completion (PEC) examination in Bangladesh. The specific objectives were –

1. To find out the enrollment of learners in the PEC and EEC examinations;
2. To measure the attitudes of learners, guardians and teachers towards the competitive examinations and
3. To determine the impediments on the way to implement the examinations at the end of primary education, Bangladesh.

Methodology

Area of the study

The research work has been conducted in mixed methods i. e. qualitative and quantitative. Primary and secondary data and information have been collected for conducting the research work from the selected fields and sources. Primary data were collected from 6 districts of six divisions of Bangladesh by the team members of the research work. The districts and the institutions were selected through multistage random sampling. Secondary data were collected from different published and unpublished documents from the relevant departments.

Pertinent data were collected from 60 primary schools, although, the whole primary level educational institutions were the populations but due to time constraint 60 educational institutions were selected at a random basis. Districts were selected with a view to make the data collection convenient but keeping it reliable and valid. Proportionate number of government and non-

government institutions were selected on random basis. The research area was restricted and sample size were 60 headteachers, 180 classteachers, 240 students and 120 guardians were consulted for this purpose. The multistage random sampling was adapted for this study.

Source of data collection and data analysis

Necessary tools were prepared for collection of data and information. The tools that is, questionnaire and interview schedule and the directions for FGD were developed. However, these tools and method were finalized through a pretesting by a workshop. Essential modifications were made in the questionnaires to make it more suitable for interviewing the respondents. The questionnaires were consisted of necessary questions and queries, related to objectives. Field visits and FGDs were made in the 6 districts of Bangladesh. The research tools were distributed to the respondents and the members of the research team made the questionnaire understandable to the respondents. A series of interview and FGDs were organized that was needed to collect the pertinent data. The collected data were edited and processed through MS Excel and SPSS. Data were presented through tabular, graphical and descriptive forms. The in-depth interviews and FGDs were conducted and summarize the information in a shorter form.

Results and discussion

The results presented here have been prepared from secondary and primary data sources. The primary sources of data documented here to demonstrate the opinions of the respondent groups. The relevant documents have been analyzed as secondary sources to find out the ongoing scenario regarding the enrolment of students in the primary schools and appeared in the examinations at the end of the grade five. The findings are delineated below-

Enrolment and appeared in PEC exam

This study is very important to find out the number of students are getting enrolment in the primary schools and explore the performance of the graduates passed from this tire of education through the competitive PEC examination. The following table 1 indicate that highest number of students, 29,49,755 (13,60,856 boys and 15,88,899 girls) appeared in the year of 2014 and the lowest number, 18,23,465 (9,33,270 boys and 8,90,195 girls) of students appeared in 2009. On the otherhand, highest number of students, 28,83,356 (13,29,589 boys and 15,53,767 girls) successes in the year 2014 and the lowest number, 18,23,465 (9,33,270 boys and 8,90,195 girls) of students was in the year 2009. The table also shows that the highest passing rate (98.58%) was in 2013. It has been revealed that the pass rate of boys was higher than that of girls between 2009 and 2013 on the other hand the girls pass rate was higher than that boys from 2014 to 2018. The average examinee in each year from 2009 to 2018 was 2600593 ± 347367 across the country according to BANBEIS Report 2019 (Table 1).

Year	No. of Appeared			No. Passed			% of Pass		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Average
2009	933270	890195	1823465	831574	788480	1620054	90.17	87.51	88.84
2010	1242848	962349	2205197	1178892	835074	2013966	98.70	85.98	92.34
2011	1239406	1218512	2457918	1197598	1176705	2374303	97.52	97.08	97.30
2012	1255652	1501840	2757492	1219163	1451672	2670835	97.51	97.19	97.35

2013	1289266	1503748	2793014	1268218	1477396	2745614	98.64	98.52	98.58
2014	1360856	1588899	2949755	1329589	1553767	2883356	97.32	98.54	97.93
2015	1297266	1541973	2839239	1277146	1520128	2797274	98.46	98.58	98.52
2016	1290295	1540439	2830734	1270222	1518210	2788432	98.51	98.56	98.51
2017	1206433	1489783	2696216	1145519	1420752	2566271	94.96	95.40	95.18
2018	1211600	1441296	2652896	1181019	1407885	2588904	97.50	97.68	97.59

Table -1: Students' Enrolment and Pass Rate in the Primary Education Completion (PEC) Examination by Year 2009-2018
Source: Bangladesh Bureau of Educational Information and Statistics (BANBEIS) 2019

Students' pass rate at the PEC exam

The following Fig. 1 shows that highest number of students appeared in the year of 2014 and the lowest number of students appeared in the year of 2009. The trend of enrolment of students did not follow the sequence in line with the population size or population growth i. e. the enrolment trends gradually declined between 2014 and 2018 (Fig. 1).

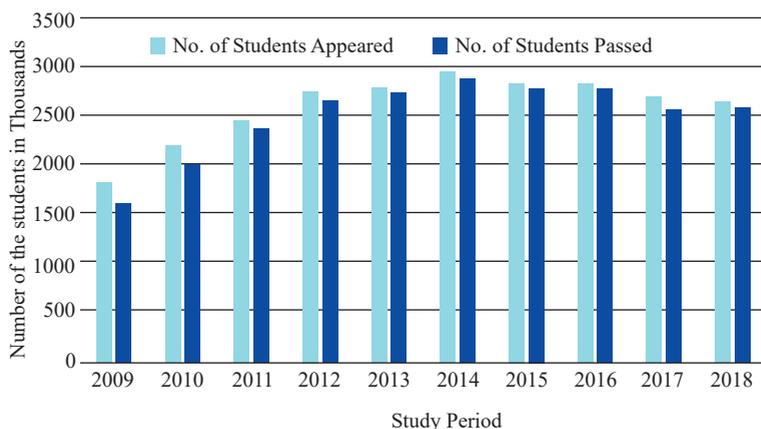


Fig. 1: Students' Enrolment and Pass Rate at the Primary Education Completion Examination (PECE) by Year 2009-2018

Enrolment and pass rate of boys and girls

The Fig. 2 represents the PEC exam results by gender. The number of enrolment of boys was higher between the year of 2009 and 2011 and the number of enrolment of girls was higher than that of boys between the year 2012 and 2018. Moreover, the pass rate of boys was higher than that of girls between 2009 and 2011 and the passing rate of girls was always higher between 2012 and 2018 (Fig. 2) Highest number of girls, 15,88,899 was appeared in the year 2014 and lowest number, 8,90,195 was in 2009 (BANBEIS 2018).

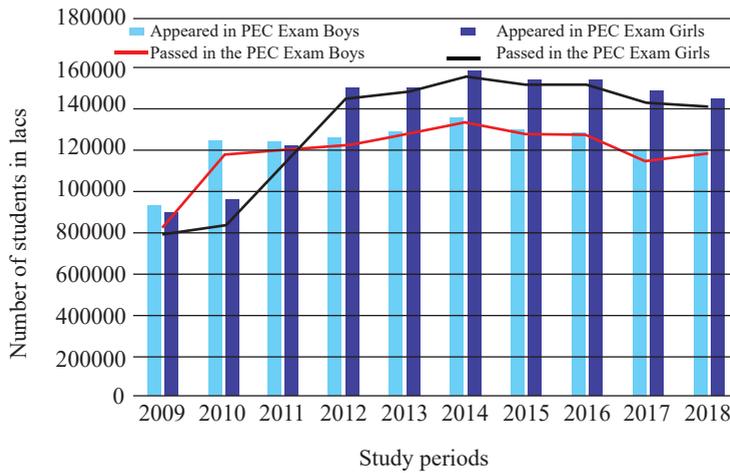


Fig. 2: Comparative Enrolment and pass rate between Boys and Girls in PEC by the Year 2009-2018

Comparative pass rate between boys and girls in PEC

The average pass rate of boys and girls were almost closer throughout the beginning of the examination but fluctuated repeatedly. This figure also shows that the pass rate of boys was higher between the year 2009 and 2013 and declined the pass rate of boys from 2014 to 2018. In 2015 the pass rate girls' students were the highest throughout the period of 2009 to 2018 (Fig. 3). This trend of pass rate between boys and girls was not linearly fitted. The average boys and girls pass rate was higher (98.58%) in 2013 and lower in 2009 (88.84%). On the otherhand the average pass rate between 2009 and 2018 was 96.21 ± 3.23 with a variation between 98.58 and 88.84% (Fig. 3 and Table 1).

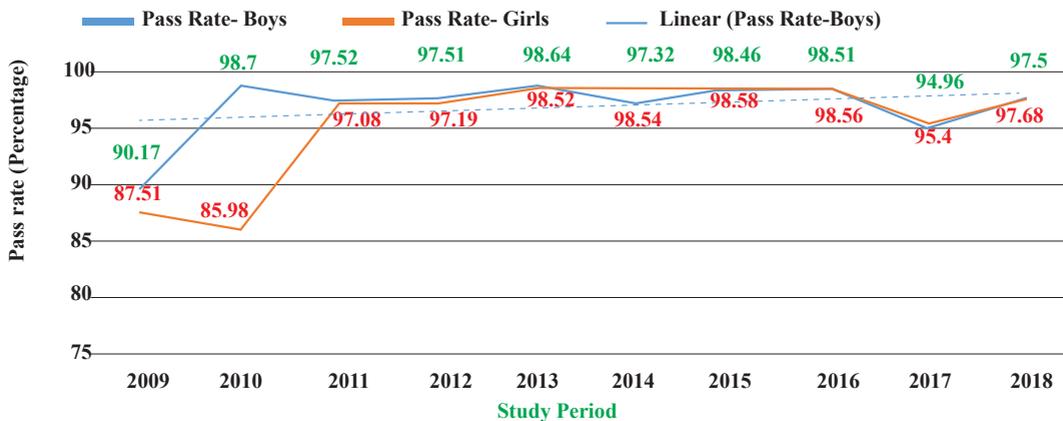


Fig. 3: Comparative Pass Rate between Boys and Girls in PEC by the year 2009-2018

Necessity of primary education completion examination

The primary sources of data have been documented here to demonstrate the opinions of the respondent groups in this report. The pertinent data have been analyzed to explore the attitudes

of guardians, students and teachers on the outcome of the PEC exam at the end of grade five in line with the primary education syllabus and curriculum based on some indicators. The analytical findings are delineated in tabular, graphical and descriptive forms. The results documented here from the opinion, as primary sources, of the respondent groups in the present study. To find out the opinion on the PEC examination the respondents were selected from six districts randomly. Of the respondents, all the headteacher and class teachers opined in favour of existing system. It could be mentioned here the experiences of most of the respondent institutional heads had 11 to 15 years. They argued that PEC exam system is a good initiative and demand of the time taken by the MoPME. This system is helpful for learners because it reduces examination phobia, increases competitive and skilled manpower and educated people and increase learner's enthusiasm.

Students under enrolment, appeared and passed rate and drop-out

The results of PEC examination prepared by different Upazila Primary Education Offices has been collected through e-mail in order to find out the lacuna between the appeared student and the pass rate in percentage. The Table 2 shows the results of 12 Upazila under six districts published in 2018. The column 2 shows the number of students registered their name with a view to appear in the PEC examination and the column 3 shows the number of students appeared in the examination. A good number of students remained drop out in this stage. On the other hand the column 4 showed the number of students who succeeded in the examination and the column 6 is the calculation as the percentage of passed students based on the appeared students, this assessment, very high pass rate, is not correct. The column 5 showed the number of failed students. If we look into the registered and appeared students, we can find out the number of students of grade five who do not attend in the competitive examination. It is alarming. Based on the registered and appeared students we can see a good number of students remain drop out, in column 7, due to fear to exam or other causes prevailing in the primary education environment (Table 2).

Name of Conducting	Students under Descriptive Roll (DR)	Students Appeared	Passed in the Exam	Failed	Pass Rate (%)	Drop out Students
Matlab (North), Chandpur	6156	6054	6028	26	99.57	102
Matlab (South), Chandpur	4182	4069	3946	10	99.75	113
N. Gang Sadar	22275	20552	22247	28	99.86	1723
Sonargaon, N.Ganj	7511	6969	6953	16	99.76	542
Mymensingh, Sadar	13292	12597	12368	229	2457	695
Bhaluka, Mymensingh	7839	7487	7303	184	97.56	352
Babuganj Upazila, Barisal	2972	2908	2891	17	99.40	64
Goronadi Upazila, Barisal	4038	3959	3959	24	99.35	79
Kahrol Thana, Dinajpur	3020	2892	2766	02	99.93	128
Khansama, Dinajpur	3714	3556	3398	59	98.35	158

Tetulia, Panchaghaor	2574	2524	2536	38	98.32	50
Panchoghar Sadar	5317	5208	5175	33	99.53	109

Table -2: Students under enrolment, appeared, passed rate and drop-out in different Upa-Zila Primary Schools and the PEC Exam Results by the year of 2018

Source: District Education Offices of Bangladesh

Family pattern of respondent students

In this study a total of 240 students were selected as respondents, who belong to the grade 5 to 7, through purposive sampling from the schools because they completed PEC examination. A total of 80 respondent students were selected from grade 5, eighty were from grade 6 and eighty from grade 7 for collecting reliable data. Family pattern is important for children care. This survey revealed that 145 (60%) respondent students come from nuclear family, 67 (28%) respondents reported that their family pattern is extended and 28 (12%) respondents argued that they have only single parent. In nuclear family where 145 (60%) respondents reported that their father is the main supervisor of education care in the family and 15 (10%) reported that their father is busy with several occupational activities and mother is the supervisor in the family, 10 (7%) respondents from nuclear family reported that their supervisor for educational affairs is out of parents as like brother, sister etc. The respondent students who have single parent reported that they live with their mother. Mother is the main educational supervisor of their family (Table 3).

On the other hand, 28% respondents argued that they come from extended family. In the extended family 52% reported that father take care for education where 30% reported that mother is the main caretaker for children's educational affairs, 8% argued that they are supervised for education from sister, brother, grandfather, uncle etc. In single pattern of family where all of them argued that they are supervised by mother for educational affairs (Table -3).

Family pattern	Frequency	Percentage	Supervisors for education care in the Family		
			Father	Mother	Others
Nuclear Family	145	60%	145 (60%)	15 (7%)	10 (7%)
Extended Family	67	28%	35 (52%)	20 (30%)	5 (8%)
Single Parent	28	12%	-	100%	-

Table -3: Family Pattern of Respondent Students

Opinion of respondent guardians about PEC exam

In response to the question about the necessity of PEC, all the respondent guardians (100%) gave their consent affirmatively. Nobody answered negatively. The guardians mentioned that students are encouraged to sit for primary education completion examination at the end of the grade five to prove their performance and getting promotion in the next tire of education. Scholar students are seriously feeling to do better results because the primary certificate will be used for getting admission at grade six, better results help to get enrolment in the good schools and provide support scholarship from different government and nongovernment organizations.

Outcome from the PEC examination

In response to the questions prepared based on the indicators on the learning outcome of primary learners. It was revealed that some positive reflection of the PEC exam may revealed in

the academic atmosphere in achieving quality and sustainable education in the country which are depicted under Likert Scale (Five Scale). The respondents' groups were requested to give their consent by tick marks on the criterion. These opinions are prioritized and average weightage was made based on the preferences. The remarkable ones are mentioned below-

Of the respondents HT a total of the 57 (95%) opined that the complete PEC examination created a competitive environment among the learners and the institutes for achieving good results that followed the examination helps to increase the scope for developing learners creativity, criticality, collaboration, cooperation and communication skills 53, learners are encouraged to draw the attention to their studies 52, increased responsibility of Teachers' and Learners' towards teaching and learning in attending to the competitive PEC exam 49 etc. (Table 4). On the otherhand highest number of respondent teachers 156 opined that guardians are very ambitious to find out their children as the best student in the class that followed best performers get the chance to enjoy the scholarship for the next stages of education 148, created a competitive environment among the learners and the institutes for achieving good results 132, guardians has become more attentive to their children for achieving good results 127, learners are encouraged to draw the attention to their studies to do better results 120 etc.

Probable outcome of the PEC Exam	HT (60)		CT (180)		ST (240)		Gar. (120)	
	f	%	f	%	f	%	f	%
Increased Teachers' and Learners' responsibility towards teaching and learning in attending to the competitive PEC exam	49	82	90	50	117	49	57	48
Learners are encouraged to draw the attention to their studies to do better results through the PECE	52	87	120	67	188	78	61	51
Created a competitive environment among the learners and the institutes for achieving good results	57	95	132	73	203	85	87	73
A unique system has been developed for assessing the learners with a uniform and standard assessment tools	38	63	79	44	157	65	59	49
Created an opportunity to ensure the literacy rate through the PEC examination	25	42	58	32	166	69	44	37
Decreased the examination phobia of the learners and made them competitive primary graduates for facing future challenges	43	72	116	64	195	81	89	74
Increased the scope for developing learner's creativity, criticality, collaboration and communication skills in attending the PEC exam	53	88	86	48	87	36	72	60
Guardians has become more attentive to their children for achieving good results	46	77	127	71	109	45	37	31
Guardians are very ambitious to build up their children as the best student in the class	42	70	156	87	128	53	67	56
Developed relationship among the institutions across the country	25	42	13	42	142	59	84	70

Probable outcome of the PEC Exam	HT (60)		CT (180)		ST (240)		Gar. (120)	
	f	%	f	%	f	%	f	%
Best performers get the chance to enjoy scholarship for the next stages of education	37	62	148	82	142	59	59	49

Table -4: Outcome of PEC Exam by the respondent groups

In case of respondent student's majority of students 203 gave the opinion on this PEC exam helps to create a competitive environment among the learners and the institutes for achieving good results that followed decreased the examination phobia of the learners and made them competitive primary graduates for facing future challenges 195. A total of 89 guardians gave their consent to the statement that the exam has decreased the exam phobia of the learners and made them competitive primary graduates for facing future challenges that followed created a competitive environment among the learners and the institutes for achieving good results 87, developed relationship among the institutions across the country 84 etc. (Table 4).

Demerits of PEC exam

In this study it was revealed some negative reflection of the PEC exam on the academic atmosphere which are depicted under Likert Scale (Five Scale). The respondents' groups were requested to give their consent by tick marks on the criterion. These opinions are prioritized and average weightage was made based on the preferences. The remarkable ones are mentioned below-

Of the respondents HT a total of the 57 opined that the examination authority are facing troubles in accommodating a large number of students at a time during the PEC exam that followed parents have to accompany their children to go to the exam hall during PEC exam (92%), a good number of sub-standard Guide Books releases available in the market places and the education administration have to undertake responsibilities for making arrangements for the exam and spent money in this regards (83%), the guardians have to purchase different types of Guide Books as directed by the tutors (80%) etc. (Table 5). On the otherhand highest number of respondent teachers (95%) opined that parents have to accompany their children to go to the exam hall during PEC exam that followed- Some guardians try to involve question leakage or make unfairmeans during exam period (93%), examination authority are facing troubles in accommodating a large number of students at a time during the PEC exam (91%) etc. (Table 5).

In case of respondent students majority of students 230 gave the opinion on this PEC exam increase the learner's mental and psychological pressure due to inadequate motivation on the way to attended the competitive PEC exam that followed- the PEC exam made the teachers' apathy to go to the classes because they are looking for opportunities to bring the learners into the private coaching (83%), learners have to shoulder heavy weight of large number of books and parents have to accompany their children to go to the exam hall during PEC exam (66%), created a competitive scenario among the learners-teachers-guardians for showing their performance in achieving their individual interest (39%) etc. (Table 5). A total of 91 guardians gave their consent to the statement that the exam has created a gap between urban and rural learners in line with the mode of Teaching-Learning and achieving GPA score that followed the PEC exam made the teachers' apathy to go to the classes because they are looking for opportunities to bring the learners into the private coaching (74%), learners have to shoulder heavy weight of large number of books (69%) etc.

Demerits of PEC Exam	HT (60)		CT (180)		ST (240)		Gar. (120)	
	f	%	f	%	f	%	f	%
Increase the learner's mental and psychological pressure due to inadequate motivation to attend the PEC exam	38	63	119	66	230	96	80	67
Created a competitive scenario among the learners-teachers-guardians for showing their performance in achieving their individual interest	29	48	95	53	93	39	15	13
The PEC exam made the teachers' apathy to go to the classes because they are looking for opportunities to bring the learners to the private coaching centre	23	38	27	15	198	83	89	74
A good number of sub-standard Guide Books releases available in the market places	50	83	134	74	95	40	52	43
Created a gap between urban and rural learners in line with the mode of Teaching-Learning and achieving GPA score	28	47	125	69	59	25	91	76
Some guardians try to involve question leakage or make unfair means during exam period	43	72	167	93	42	18	12	10
Examination authority are facing troubles in accommodating a large number of students at a time during the PEC exam	57	95	163	91	53	22	72	60
The guardians have to purchase different types of Guide Books as directed by the tutors	48	80	135	75	158	66	72	60
Parents have to accompany their children to go to the exam hall during PEC exam	55	92	172	95	159	66	52	43
The education administration has to undertake responsibilities for making arrangements for the exam and spent money in this regard	50	83	89	49	49	20	71	59
Learners have to shoulder heavy weight of large number of books	28	47	63	55	159	66	83	69

Table -5: Demerits of PEC Exam by opinion of Respondents Groups

Problems prevailing in implementing the PEC exam

Some problems have been identified through open-ended questions by the respondent groups. The remarkable ones are delineated in the table 6 below. A total of the 53(88%) headteachers opined that student can't understand equally of their teacher's lecture in the classes due to big class size that followed number of students in a specific class or section is very high (87%), teachers are not trained adequately on newly changed curriculum and syllabus (82%), learners don't draw their attention to the lecture in the class because of big class size and unplanned seating arrangement (77%) etc.

A total of 73% of the respondent teachers, opined that number of students in a specific class is very high that followed the teachers are reluctant to oversee all the students in the mainstream schools due to lack of accountability to anybody else (51%), teachers are not trained adequately on newly changed curriculum and syllabus (50%), student can't understand equally of their teacher's lecture in the classes (48%) etc. (Table 6). In case of respondent student's majority of students (85%) gave the opinion on the problems in the institutional level like number of students in a class is very high that followed students remain absent from school in excusing to go to the private coaching (83%), teachers do not draw their attention in the class as per the needs of the students (82%), school administration can't complete the syllabus within the academic year (81%) etc. A total of 89 (74%) guardians gave their opinion regarding the limitations at the primary institutions like most of the teachers do not come to the class with preparation and school administration can't complete the syllabus within the academic year that followed number of students in a specific class or section is very high (73%), student can't understand equally of their teacher's lecture in the classes (60%) etc. (Table 6).

Problems prevails in the primary institution level	HT (60)		CT (180)		ST (240)		GU (120)	
	f	%	f	%	f	%	f	%
Teachers are not trained adequately on newly changed curriculum and syllabus	49	82	90	50	117	49	57	48
Standard Teaching-Learning materials are not available in primary level institutions	32	53	57	32	188	78	42	35
Number of students in a specific class or section is very high	52	87	132	73	204	85	87	73
Teachers do not draw their attention in the class as per the needs of the students	26	43	41	23	197	82	31	26
School administration can't complete the syllabus within the academic year	43	72	45	25	195	81	89	74
Student can't understand equally of their teacher's lecture in the classes	53	88	86	48	112	47	72	60
Learners don't draw their attention to the lecture in the class because of big class size and unplanned seating arrangement	46	77	66	37	109	45	37	31
Teachers are reluctant to oversee the students in the mainstream schools due to lack of accountability to anybody else	22	37	91	51	105	44	62	52
Most of the teachers do not come to the class with preparation	17	28	22	12	171	71	89	74
Students remain absent from school in excusing to go to the private coaching	34	57	61	57	200	83	57	47

Table -6: Problems prevailing in Primary Education by the respondent groups

Steps to be taken to continue the existing PEC exam

The respondents' teachers, learners and guardians have given some suggestions to continue the PEC examination are described below- A total of the 92% of the respondents headteachers opined that learners of grade 5 should be assessed through PEC as a form of qualitative rather than quantitative that followed standard Teaching-Learning materials should be available in all the rural and urban schools equally (88%), learners should be properly motivated highlighting the importance before arranging the PEC exam (83%), teachers should be trained on newly changed syllabus and curriculum (82%) etc (Table 7). A total of 162 (90%) respondent classteachers opined that the learners' assessment should be qualitative rather than quantitative that followed learners should be properly motivated highlighting the importance before arranging the PEC exam (83%), Teachers should be maintained their professionalism (63%), Teachers should look after all the students equally in each of the classroom (60%) etc. (Table 7).

Steps to be taken to continue the PEC exam	HT (60)		CT (180)		ST (240)		Gar. (120)	
	f	%	f	%	f	%	f	%
Learners' assessment should be qualitative rather than quantitative	55	92	162	90	42	18	52	43
Learners should be properly motivated highlighting the importance before arranging the PEC exam	50	83	149	83	177	74	88	73
Teachers should be maintained their professionalism	12	20	113	63	41	17	17	14
Teachers should look after all the students equally in each of the classroom	31	52	108	60	172	72	69	58
Teachers should be trained on newly changed syllabus and curriculum	49	82	90	50	117	49	57	48
Relevant teaching-learning materials should be provided to the school teachers and learners	32	53	57	32	188	78	42	35
Standard Teaching-Learning materials should be available in all the rural and urban schools equally	53	88	86	48	112	47	72	60
Number of students in a specific class should be rationale	46	77	66	37	109	45	37	31
Syllabus should be completed within the academic year	22	37	91	51	105	44	62	52
Competent teachers should be appointed to make their lectures understandable for all level of learners	16	27	79	27	27	11	82	68
There will not be absenteeism both the students and teachers	23	38	112	38	29	12	103	85

Table 7: Steps to be taken to continue the existing PEC examination

In case of respondent students' majority of students 188 gave the opinion on the assessment and sustenance of PEC relevant teaching-learning materials should be provided to the school teachers and learners that followed the learners should be properly motivated highlighting the importance before arranging the PEC exam (74%), teachers should look after all the students equally in each of the classroom (72%), teachers should be trained on newly changed syllabus and curriculum (49%)

etc. (Table 7). A total of 103 guardians gave their opinion regarding the continuation of PEC exam that followed learners should be properly motivated highlighting the importance before arranging the PEC exam (73%), competent teachers to be appointed to make their lectures understandable for all level of learners (68%) etc. (Table 7).

Conclusion

Some facts and figures have been identified in this research work behind the competitive PEC examination. The exam system is a good initiative and very much justified and demand of the time because it reduces exam phobia, increases competitive citizens, ensure learners quality and learner's enthusiasm. The learners are encouraged to draw the attention to their study within the present system; increased the scope for developing learner's creativity and ensured quality education; make the learners competitive for facing future challenges; guardians have become more attentive to their children; best performers get the chance to enjoy the scholarship; relationship among the Teachers-Students-Guardians has become strong in making future bondage. The exam system should be more transparent, examiners selection for evaluating the scripts of the learners should be fare and based on their performance. The pass rate should be qualitative rather than quantitative.

Recommendations

- Learners of grade FIVE should be assessed qualitatively rather than quantitative method by applying some indicators like regular attendance, homework, cleanliness, etiquette and manners, projects writing etc.;
- Assessment tools should be developed in integrating some features which ensures the learners creativity, criticality, collaboration, cooperation and communication skills in order to face the future challenges;
- Learners, guardians and teachers should be properly motivated on the importance of the PEC exam before sitting the PEC examination;
- Relevant facilities required in accommodating a large number of students in PEC exam centers should be provided earlier;
- Standard Teaching-Learning materials and skilled teachers should be ensured in rural and urban schools equally to minimize the discrimination;
- A portion of marks should be allocated for sports, games and other events for ensuring their mental and physical health.

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Conclusion

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