

## **The Scenario of Learning English among Rural Students in Bangladesh: A Study on Students of Kumarkhali, Kushtia**

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### **KEYWORDS**

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### **ABSTRACT**

English is an international language. It has been in use in Bangladesh for nearly 200 years. This research aims to investigate the scenario of students learning English in rural areas of Kumarkhali, Kushtia, in Bangladesh. This research also discusses Kuamrkhali Upozila and Kushtia District, as well as educational institutions in Kushtia. As a research method, this study has been conducted by putting together both primary and secondary sources of data. Primary data was collected by Google Forms, and secondary data was formulated from the census, articles, books, and so on. A mix of both quantitative and qualitative methods was used in this study. The research sample size is 150. The findings show that most of the students can't access an English tutor. Large students agree that schools don't provide additional resources for learning English (e.g., books, audio-visual aids). They also ensure that sometimes teachers use English in the classroom. Due to these challenges, students are unable to achieve good results. This research reveals that out of 150 students, only 10 achieved a score above 80% in English. As a recommendation, this research provides solutions to address the identified problems effectively.

## **1. Introduction**

English in Bangladesh has a history of over 200 years (Rahman, 1996). The beginning of the introduction of English in this subcontinent can be traced back to 31 December 1600, when Queen Elizabeth granted a charter to a few merchants in London, giving them a monopoly on trade with India (Kachru, 1983). Though English has a long history here, the question about the status of English in Bangladesh is curtailed. In the Qudrat-E-Khuda Education Commission report, English was considered a second language in Bangladesh (Ministry of Education, 1974). Later on, the National Education Policy Committee report of 1997 was entitled English as a foreign language in the Bangladesh context (Ministry of Education, 1997). Though there exists a debate about whether English is a foreign or second language in Bangladesh (Kachru, 2005 in Hamid, 2008-2009), there is no doubt that English is increasingly penetrating society and becoming widely popular (Hamid, 2008-2009). Again, gradually, English has become part of the socio-cultural system as it has been used for years and for different purposes (Rahman, 2005). Considering the importance of English language learning in Bangladesh, English has been taught as a compulsory subject in the school curriculum since the birth of this country. Over the years, many research projects and interventions have taken place in this country regarding English language teaching and learning, but we do not observe any mentionable improvement in English competence among the students; rather, they still have a fear of English. In other words, our students are not confident and skilled learners of English. In these circumstances, we have felt an interest in exploring

the students' English language learning journey to learn and understand the opportunities and challenges the learners face on the journey.

## 2. Literature review

Bangladesh, as a developing country, has been facing various challenges in the way students progress and prosper. Education is one of the most promising fields, and the country is struggling with many challenges (Yasmin, 2009). Education focuses on increasing knowledge, social awareness, behavioral and moral awareness, and understanding the latest innovative information. The prime objective of the activities is building a concrete foundation for achieving a successful life. Hence, the message is obvious and clear: education as a whole is the aggregation of all schemes that develop a person's capability (Anderson, 2010). It has been evidenced that the elements of education in general—students, teachers, curriculum, and infrastructure (Halder, 2003)—face no smooth journey to attain the targets. This fact has also been supported by Sadek, Ahmed & Begum, 2006; Rahman, Begum & Zinnah, 2009; Ahsan, 2009. So, naturally, students have to face different difficulties here.

Hargreaves (1984) carried out a study on teachers' questions. He has focused on three types of questions, namely, open, closed, and half-open questions. He collected the data through classroom observation based on the style of ethnographic observation and systematic observation. Two groups of students were taken as the study sample. In group A, 22 students were taken, and in group B, the number of students was 23. Teachers asked a total of 69 questions to group A, where 59% of the questions were open, and 41% of the questions were closed. On the other hand, in group B, teachers asked 89 questions, where only 27% of the questions were open and the rest were closed. Finally, it was seen that the students of group A participated more in the discussion. The nature of the study, although interesting, was not clearly indicated in the report. The number of students was mentioned clearly, but the number of teachers was not clearly mentioned.

Different studies have tried to show that different types of questions teachers use in the classroom influence the promotion of learning for the students, and at the same time, students' questions are also important for promoting better learning. For example, Edwards & Brown (1996) conducted a study where questions from both teachers and students were analyzed and questions were viewed as an agent of promoting students' learning. The findings of the study showed that improved classroom questioning strategies may contribute to the development of higher cognitive thinking skills in students. It was highlighted during the study that teachers asked about 57% of questions during the observation of seven days. Teachers asked questions about classroom management and lesson purpose. On the other hand, students asked questions mainly from a lower level of knowledge. The results also indicated that the level of students' questions goes up when the teachers also raise their level of questioning.

David (2007) studied teachers' question behavior and its impact on classroom interaction patterns. The sample consisted of 20 teachers and 400 secondary-level students. The data was collected through classroom observation and note-taking strategies. The findings revealed that teachers asked most display questions, that is, 85%, and fewer referential questions, that is, 15%. The interesting finding was that when referential questions were asked, the interaction among the class decreased. David identified that questioning types actually influence students' interaction patterns after that very recently. Ahsan (2009) identified that not only question patterns but also students' sitting positions influenced students' interactions.

Ahsan (2009) conducted a study on the classroom assessment culture of secondary schools in Dhaka. She has been collecting data from eight randomly selected secondary schools and observed forty-eight classes of science lessons. Data was collected through class observation and students' FGDs. The findings showed that question-answer sessions came as the second-largest amount of time spent in the classroom after class lectures, but little time was given for feedback. Also, it was found that the students who sat on the front bench were more eager to answer than the middle and backbenchers when the teacher asked questions of all the students. However, the middle benchers showed interest in responding to the motivational questions. It was found that most of the time, teachers asked subject-centered questions rather than person-centered questions, and the purpose of the questions was mainly to assess students and sometimes to motivate them. Most of the time, teachers ask questions from the knowledge subdomain of the cognitive domain.

Yang (2010), in Hong Kong, after Ahsan (2009), conducted a study that also targeted the types of questions used in the classroom and their effect on students' responses. The study sample included three pre-service English teachers, and three English classes were video-recorded, with the total number of students being 42, 34, and 36, respectively. The results of the study showed that in each class, yes/no and closed-type questions were mostly asked. Open and referential questions were less asked. The study findings also showed that students' responses varied with the types of questions asked. When yes/no-type questions were asked, almost 100% of responses from all three classes were based on 1–2 words. In the case of closed questions, more than 90% of responses were given using 3 or fewer than 3 words. When students were asked open questions in one class, it was found that about 64% of responses came by using 4–9 words. So question patterns can influence interaction. Another interesting fact was that when teachers provided feedback to students, they used more words in interaction. Ahsan (2009) found that teachers gave very little feedback, but Yang (2010) showed that when feedback was available, students interacted more.

Ashrafuzzaman, Babu & Begum (2010) did a SWOT analysis on the use of technology in English language classrooms at the primary level. English in Action, a project, provided some innovative teaching-learning materials to schools to improve the classroom interaction patterns and quality of English language teaching-learning. Data was collected by observing the lessons, interviewing the teachers, and conducting FGDs with the students. Findings showed that the learners liked to listen to their lessons from the audio, and they felt interested in the lesson. Teachers faced a bit of difficulty operating the audio materials and following the audio instructions. However, the teachers and students had a positive attitude regarding mobile technology, like audio materials. According to their opinion, audio materials in English language teaching-learning have opened a new dimension of teaching-learning.

Later on, Rahman, Babu, and Shahrear (2012) also conducted a study on mobile technology in English language learning: A study of primary schools in Bangladesh. They collected their study in a qualitative way where they collected data using a classroom observation schedule, teacher interviews, and students' FGDs from five primary schools in Bangladesh. They found that audio again had a good impact on classroom interaction patterns. The songs and rhymes created a joyful learning environment in the classroom and also helped in increasing classroom interaction. However, again, the teacher faced difficulties operating the audio properly. In particular, they faced problems finding the program and lessons from the audio. Similar to the previous study, both teachers and students had a positive attitude toward audio materials for the teaching and learning of English.

The reviewed literature above reveals that previous studies have extensively focused on various regions of Bangladesh or outside the country. However, no research has specifically addressed the context of Kumarkhali Upazila in Kushtia district. Therefore, the current study aims to fill this gap by focusing on the students of Kumarkhali Upazila in the Kushtia district, Bangladesh.

### **3. Objectives**

- To explore the scenario of learning English by the rural area students of Kumarkhali, Kushtia, in Bangladesh.
- To discuss Kuamrkhali Upozila and Kushtia District, as well as educational institutions in Kushtia.
- To discuss the different streams in education in Bangladesh.
- To find out the problems of learning English and poor results in examinations.
- To suggest recommendations for overcoming these problems.

### **4. Theoretical Framework**

#### **4.1. Kumarkhali Upozila**

Kumarkhali Upazila (Kushtia district) area is 258.18 sq km, located between 23°44' and 23°58' north latitudes and between 89°09' and 89°22' east longitudes. It is bounded by Pabna Sadar Upazila and the Padma River on the north, Shaikhpura Upazila on the south, Khoksa Upazila on the east, and Kushtia Sadar Upazila on the west. There is a total population of 328,457. Total population: male 163,461; female 164,996; Muslim 317,805; Hindu 10,628; Christian 15; and others 9. Indigenous communities such as Buno and Banshor belong to this upazila. There are mainly three rivers, the Padma, Garai, and Kaliganga, and the Dakua Canal. Administration Kumarkhali Thana was formed in 1855, consisting of 13 Parganas, and it was upgraded into a sub-division of Pabna District' in 1857. In 1871, the Kumarkhali Sub Division was abolished, and it was included in the Kushtia Sub Division under the Nadia District. Kumarkhali Thana was turned into an upazila in 1983. Besides, Kumarkhali Municipality, formed in 1869, is one of the earliest municipalities of the undivided Bengal (Bangladesh Population Census, 2011).

#### 4.2. Kushtia District

Kushtia is a city in Khulna Division, south-western Bangladesh. Kushtia is the thirteenth largest city in the country, the second largest city in the Khulna division, and one of the commercial cities. It is the headquarters of Kushtia Sadar Upazila and Kushtia District. The city has a population of 221,804, according to the 2022 Bangladesh census. According to the 2011 Bangladesh census, Kushtia city had 23,037 households and a population of 102,988. 15,788 (15.33%) were under 10 years of age. Kushtia had a literacy rate (age 7 and over) of 74.85%, compared to the national average of 51.8%, and a sex ratio of 947 females per 1000 males.

#### 4.3. Educational institutions in Kushtia

<p><b>1. Universities</b></p> <ul style="list-style-type: none"> <li>• Islamic University, Bangladesh</li> <li>• Justice Abu Zafar Siddiqui University of Science and Technology</li> <li>• Rabindra Maitree University</li> <li>• Lalon Science and Arts University</li> </ul> <p><b>3. Colleges</b></p> <p><b>I. Government colleges</b></p> <ul style="list-style-type: none"> <li>• Kushtia Government College</li> <li>• Kushtia Government Mohila College</li> <li>• Kushtia Government Central College</li> </ul> <p><b>II. MPO colleges</b></p> <ul style="list-style-type: none"> <li>• Kushtia Adarsha Degree College</li> <li>• Kushtia Islamia College</li> <li>• Kushtia City College</li> <li>• Gorai Mohila College</li> <li>• Syed Masood Rumi Degree College</li> </ul> <p><b>5. Nursing institutes</b></p> <p><b>1. Government</b></p> <ul style="list-style-type: none"> <li>• Medical Assistant Training School</li> </ul> <p><b>2. Non-govt</b></p> <ul style="list-style-type: none"> <li>• Alo Medical Assistant Training School</li> <li>• Dr. Liza-Dr. Ratan Medical Assistant Training School</li> <li>• Specialized Medical Assistant Training School</li> <li>• Lalon Shah Medical Assistant Training School</li> <li>• Padma Garai Medical Assistant Training School</li> </ul>	<p><b>2. Medical colleges</b></p> <ul style="list-style-type: none"> <li>• Kushtia Medical College</li> <li>• Selima Medical College and Hospital</li> </ul> <p><b>4. Technical educational institutions</b></p> <p><b>1. Government</b></p> <ul style="list-style-type: none"> <li>• Technical Training Center</li> <li>• Kushtia Polytechnic Institute</li> <li>• Kushtia Government Technical School and College</li> </ul> <p><b>2. Non-govt</b></p> <ul style="list-style-type: none"> <li>• Kushtia Institute of Science and Technology</li> <li>• Graduate Institute of Agriculture and Technology</li> <li>• Kushtia Institute of Engineering and Technology</li> <li>• Kushtia City Polytechnic and Engineering Institute</li> <li>• Gurukul Polytechnic Institute</li> <li>• Darpan Polytechnic Institute</li> </ul> <p><b>6. Higher secondary schools</b></p> <p><b>I. MPO</b></p> <ul style="list-style-type: none"> <li>• Collectorate School and College</li> <li>• K.S.M. Dhaka Minipara Higher Secondary School</li> <li>• Police Lines School and College</li> </ul> <p><b>II. Non-govt</b></p> <ul style="list-style-type: none"> <li>• Educare Ideal School and College</li> <li>• SUNUP International School and College</li> <li>• Hasib Dream School College</li> </ul>
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<p><b>7. Secondary/high school</b></p> <p><b>1. Government</b></p> <ul style="list-style-type: none"> <li>• Kushtia Zilla School</li> <li>• Kushtia Government Girls High School</li> </ul> <p><b>2. MPO</b></p> <ul style="list-style-type: none"> <li>• Aruapara Secondary Girls School</li> <li>• Kushtia Adarsh Secondary School</li> <li>• Kalkakali Secondary School</li> <li>• Kushtia High School</li> <li>• Jagati Secondary School</li> <li>• G.K. secondary school</li> <li>• Chaudharhans Mukul Sangh Secondary Girls School</li> </ul>	<ul style="list-style-type: none"> <li>• Dinmani Secondary School</li> <li>• Barkhada Secondary School</li> <li>• Milpara Secondary Girls School</li> <li>• Mohini Mohan Vidyapeeth</li> <li>• Lahini Secondary School</li> <li>• Sahittik Mir Mosharraf Hossain Secondary School</li> <li>• Sirajul Haque Muslim Secondary School</li> <li>• Housing Estate Secondary School</li> <li>• Hasan Zaman Lalon Secondary School</li> </ul> <p><b>3. Non-govt</b></p> <ul style="list-style-type: none"> <li>• Proteitei school</li> <li>• School of Laureates International</li> <li>• Merit Model School</li> </ul>
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(Source: "List of educational institutions in Kushtia District" (PDF). Bangladesh National Portal-Kushtia District ).

#### 4.4 Education Structure in Bangladesh

The four major stages of education in Bangladesh include primary, secondary, higher secondary, and higher education. The system is divided into two streams: primary education, which is Class I-V under the Ministry of Primary and Mass Education, and the post-primary education system, which encompasses all other levels from secondary to higher education under the administration of the Ministry of Education (MOE), Government of Bangladesh. As far as curriculum is concerned, the post-primary stage of education is further divided into four streams of education, namely: general education, madrasa education, technical-vocational education, and professional education. Higher education is provided by the universities, and the University Grants Commission (UGC) is responsible for overseeing the activities of the universities concerned. In the general education stream, higher secondary education is followed by college/university-level education through the Bachelor's Degree (Pass/Honours) courses. The master's course is a one-year course for Bachelor (Honours) degree holders and a two-year course for Bachelor (Pass) degree holders. In the madrasa education system, higher education starts after completing Alim-level education. The 2-year Fazil course comes after Alim, and the 2-year Kamil course comes after Fazil. The major technological educations in Bangladesh are engineering, agriculture, business, medicine, and information and communication technology (ICT).

#### 4.5. Different Steams in Education

There are two major institutional arrangements at the primary level: general and madrasa, whereas at the secondary level, there are three streams: general, madrasa, and technical and vocational education. Similarly, higher education has 3 streams, namely general, madrasa, and technology education. Technology education includes agriculture, engineering, medical, textile, leather technology, and ICT. Madrashes run parallel with the general stream of education-primary, secondary as well as higher education-focusing more on religious education. According to the Ministry of Education, the structure of education in Bangladesh is given below:

Age	Grade																	
26+																		
25+	XX							Ph D (Engr)	Ph D (Medical)									
24+	XIX			Ph.D	PostMBBS Dipl					Ph D in Edu.								
23+	XVIII		M.Phil		M.Phil(Medical)													
22+	XVII	MA/MSc/MCom/MSS/MBA			LLM	MBBS BDS	MSc (Engr)	MSc (Agr)		MBA	M.Ed & MA (Edn)	MA (LSc)						
21+	XVI	Bachelor (Hons)	Masters (Prel)	LLB (Hons)	BSc. Eng BSc. Agr BSc. Text BSc. Leath	BSc Eng	BSc (Tech Edn)	BBA	B.Ed % Dip. Ed	BP ED	Dip. (LSc)	Diploma in Nursing	Kamil					
20+	XV		Bachelor (Pass)															
19+	XIV																	
18+	XIII																	
17+	XII	Secondary	Examination		HSC	Diploma (Engr)	HSC Vocational	C in Edu	C in Agri	Diploma in Comm	Diploma in Nursing	Alim						
16+	XI		Higher Secondary Education															
15+	X		Examination										SSC	TRADE Certificate/ SSC Vocational	ARTISAN COURSE e.g. CERAMICS			
14+	IX		Secondary Education															
13+	VIII	JUNIOR SECONDARY EDUCATION																
12+	VII																	
11+	VI																	
10+	V	PRIMARY EDUCATION																
9+	IV																	
8+	III																	
7+	II																	
6+	I																	
5+		PRE-PRIMARY EDUCATION																
4+																		
3+																		

Table – 1: Education of Structure Bangladesh

(Source: Ministry of Education)

#### 4.5.1. General Education

General education is the biggest stream of education in Bangladesh, comprising four stages: primary education, secondary education, higher secondary education, and higher education.

**Primary Education:** The primary level education comprises 5 years of formal schooling (class I-V). This stage normally begins at 6+ years of age. Primary education is generally imparted in primary schools. However, other types of institutions, like kindergartens and junior sections attached to English medium schools, also impart primary education in Bangladesh.

#### 4.5.2. Secondary Education

The secondary education consists of (3+2+2) 7 years of formal schooling. The first 3 years (class VI-VIII) are termed as junior secondary; the next 2 years (class IX-X) are secondary. At this level, there are three streams of courses: Humanities, Science, and Business Education, which start at class IX, where the students are to choose their 49

courses of study. The Board of Intermediate and Secondary Education (BISE) conducts the S.S.C. examinations. There are seven such boards at different places in Bangladesh: Dhaka, Rajshahi, Jessore, Comilla, Chittagong, Sylhet, and Barisal. These boards are assigned to hold S.S.C. examinations and issue certificates to the successful candidates.

#### **4.5.3. Higher Secondary Education**

The higher secondary education consists of 2 years of formal schooling (class XI-XII). At this level, there are three streams of courses: Humanities, Science, and Business Education. The Board of Intermediate and Secondary Education (BISE) conducts the S.S.C. and the H.S.C. examinations. There are seven such boards at different places in Bangladesh: Dhaka, Rajshahi, Jessore, Comilla, Chittagong, Sylhet, and Barisal. These boards are responsible for holding H.S.C. examinations and issuing certificates for successful candidates. This stage of education consists of 3-6 years of formal schooling.

#### **4.5.4. Higher Education**

H.S.C. certificate holders are qualified for admission to 3-year degree pass courses and 4-year bachelor degree honors courses at degree-level colleges or universities. The master's degree course consists of one year for bachelor's (honours) degree holders and 2 years for bachelor's (pass) degree holders. Some public universities offer M.Phil. and Ph.D. degrees in various disciplines. 50 Bangladesh Open University (BOU) offers non-campus distance education programs. Bangladesh National University is largely an affiliating university; it holds examinations and issues certificates to successful candidates. Bangabandhu Sheikh Mujib Medical University offers courses on medical education.

#### **4.5.5. Madrasa Education**

The madrasa education was introduced in this subcontinent in 1780 with the establishment of Calcutta Madrasa. In the madrasa education system, one has to learn Islamic education along with general education, which is complementary to each other. The government sanctions financial grants to the teachers and employees of the nongovernment madrassas, like other non-government schools and colleges. Madrasa education comprises four levels: Ebtadaie (primary level), Dakhil (secondary level), Alim (higher secondary level), and higher/tertiary level (Fazil, Kamil).

#### **4.5.6. Ebtadaie (Primary level) Education**

The primary level is called Ebtadaie education. This is equivalent to the primary level of general education. The primary level of madrasa education comprises 5 years of schooling (class I-V). Usually, children of 6+ years of age start in class I and finish in class V at the age of 11. Ebtadaie education is provided in independent Ebtadaie madrasahs and Ebtadaie sections of Dakhil, Alim, Fazil, and Kamil madrasahs.

#### **4.5.7. Dakhil (Secondary level) Education**

The advanced madrasa education is a formal secondary schooling leading to five years. This is called Dakhil and is similar to the higher secondary in the general educational system. Dakhil education is provided in dakhil madrasahs, in the dakhil level of Alim, Fazil, and Kamil madrasahs. Three courses cover humanities, science, and business education, but students are free to choose their subjects of study. Most of the madrasahs provide coeducation; however, there are some single-gender madrasahs in Bangladesh. The dakhil exam processing and certification of successful candidates are carried out by the Bangladesh Madrasa Education Board.

#### **4.5.8. Alim (Higher Secondary level) Education**

The Alim level stands for the education equivalent to higher secondary or HSC education in the general education system. Alim education is taught in Alim madrasahs, Fazil, and Kamil madrasahs at the Alim level. This is a 2-year program with three courses, namely humanities, science, and business education. Students have the liberty to choose their courses of study. The Alim public examination is conducted, and certificates are provided by the Bangladesh Madrasa Education Board (BMEB).

#### **4.5.9. Tertiary Level / Higher Education**

It consists of 4 (2+2) years of formal education. Alim Pass students are eligible for admission to a two-year Fazil course. Education at this level is provided in the Fazil Madrasa and in the Kamil madrasahs at the Fazil level. A Fazil course consists of a compulsory English subject of 100 marks; the Kamil course is only based on religious education. Fazil degree holders are eligible for a 2-year Kamil program. Courses in Kamil-level education are of four streams: hadis, tafsir, fiqh, and adab. Fazil and Kamil examinations and certificates are conducted by the Bangladesh

Madrasha Education Board. Three Kamil madrashas are managed by the government, while other madrashas are managed by private bodies. The recent government pronouncement equates Fazil and Kamil to B.A. and M.A. 52, respectively. Currently, the government is also working towards getting the Kharizi Madrashas education certificates tied up with equivalence to the other courses of study.

#### 4.5.10. Technical and Vocational Education

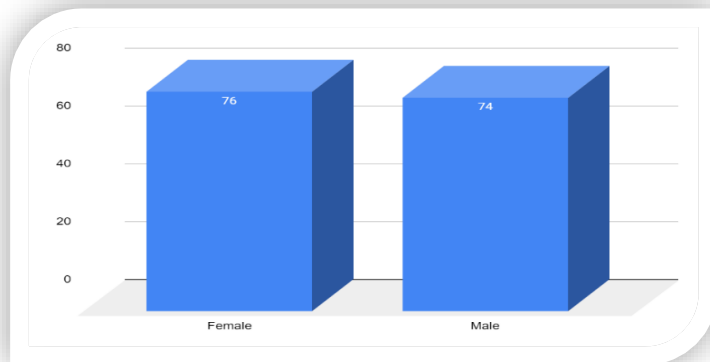
Vocational studies will begin in class IX after three years of school within the secondary schooling system. Recently, a new kind of 2-year vocational course has been introduced in these schools at the higher secondary level. This has been done by the government through newly renamed Technical Schools and College in place of vocational training institutes. Last but not least, polytechnic institutes will prepare diploma engineers under the diploma courses. This course will last for 4 years once the candidate has passed the examination for the secondary school certificate. There is a technical education board called Bangladesh Technical Education Board (BTEB), which grants affiliation to the technical institutes. It conducts examinations of the students and awards certificates to the successful candidates. Textile College and Leather Technology College run a four-year program leading to degrees in Textile Engineering and Leather

Technology, respectively, and professional education are also imparted in medical colleges, engineering universities, dental colleges, nursing colleges, homeopathic colleges, law colleges, etc.

### 5. Methodology

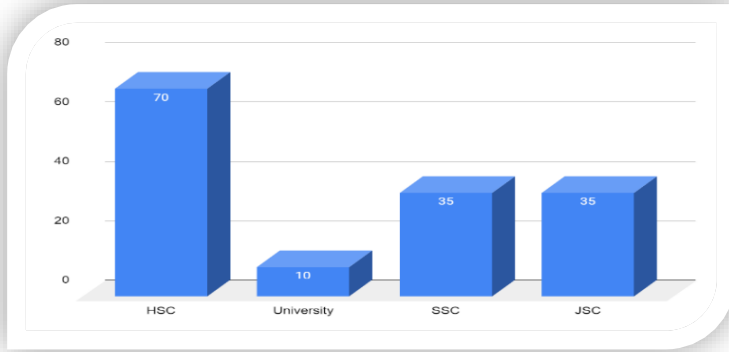
This study has been conducted by putting together both primary and secondary sources of data. Primary data was collected by Google Forms, and secondary data was formulated from the census, articles, books, and so on. A mix of both quantitative and qualitative methods was used in this study. The collected data are used to evaluate the present scenario of students learning English in rural areas of Kumarkhali, Kushtia, in Bangladesh.

### 6. Result and Discussion



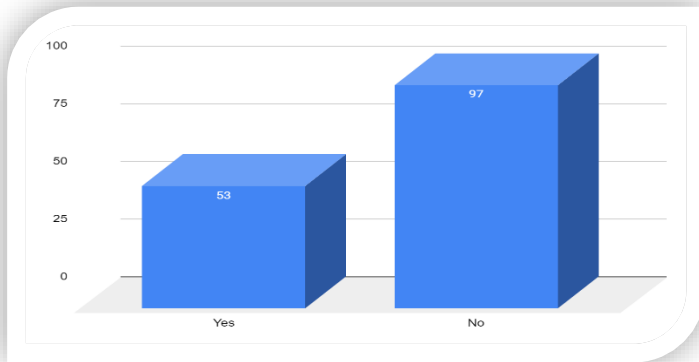
**From Figure-01,** Out of the entire population studied, there exists 74 Male and 76 Female. There was not any other gender which may come under the respondents.

**Figure-01: Showing gender of respondents**



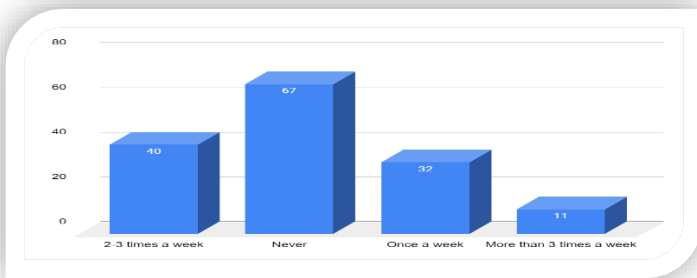
From Figure-02, Among these respondents are university students 10, HSC 70, SSC 35 and JSC 35.

Figure-02: Showing educational qualification of respondents



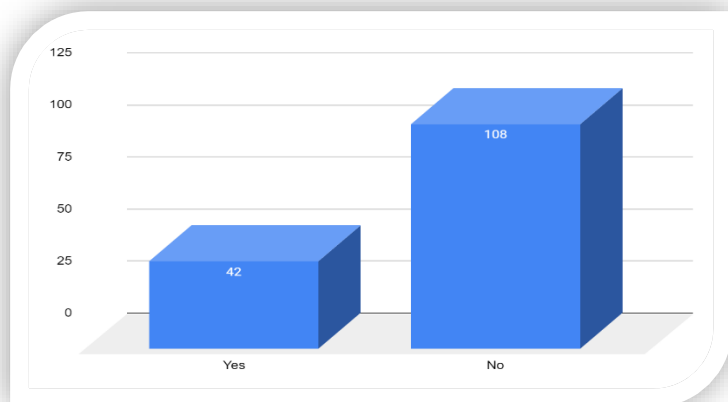
From Figure-03, Among the respondents can access to an English private tutor 53 and can't access to an English tutor 97.

Figure-03: Showing access to an English private tutor of respondents



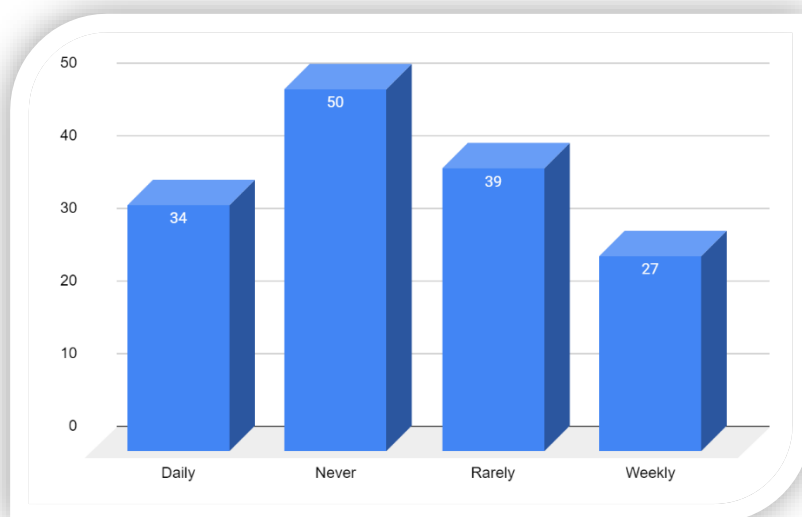
From Figure-04, Among these respondents attended private English classes 2-3 times in week 40, never attended 67, once a week 32, and more than 3 times a week 11.

Figure-04: Showing the attend private English classes of respondents



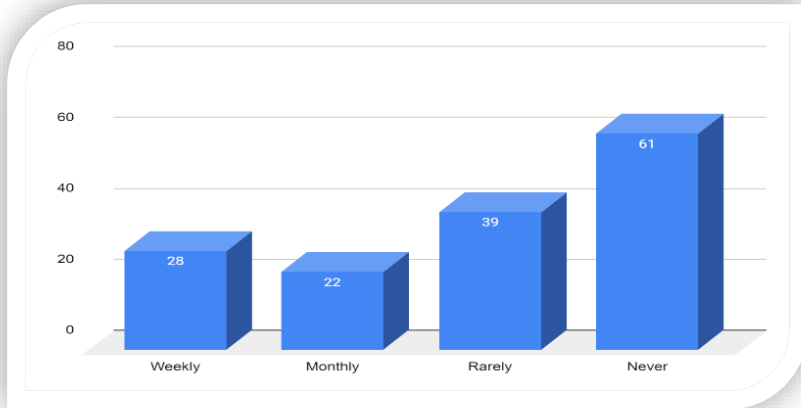
**From Figure-05,** Among the 150 respondents, 42 agree with the statement and 108 disagree with the statement that school provide additional resources for learning English (e.g., books, audio-visual aids)

**Figure-05: Showing school provides additional resources for learning English (e.g., books, audio-visual aids)**



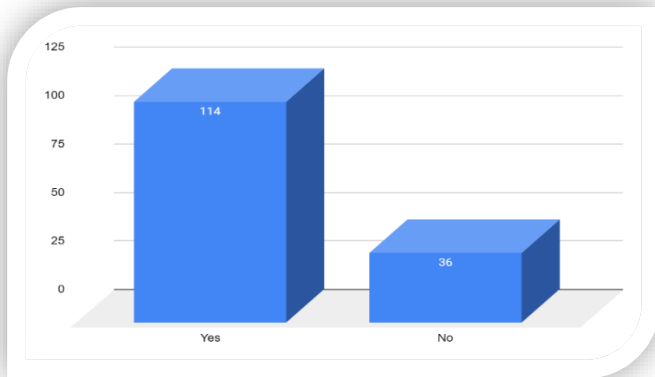
**From Figure-06,** Among the 150 respondents, use a computer or mobile phone for learning English 34 daily, never 50, rarely 39 and weekly 27.

**Figure-06: Showing the respondents use a computer or mobile phone for learning English**



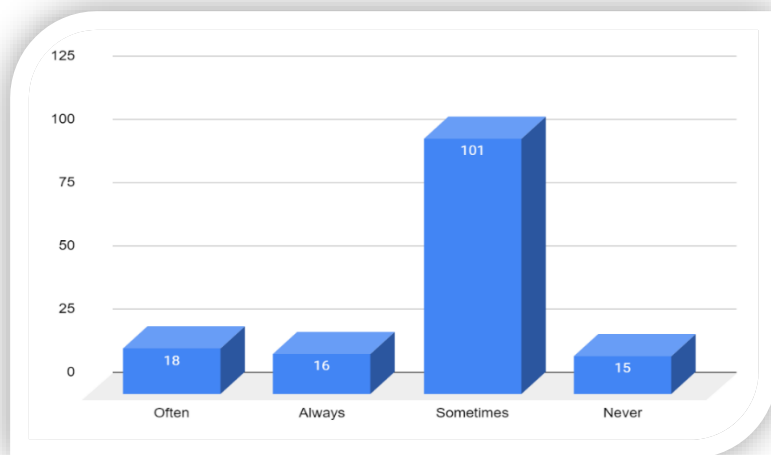
**From Figure-07,** Among the 150 respondents, visit a library to find English learning materials weekly 28, monthly 22, rarely 39 and never 61.

**Figure 07:** Showing the respondents visit a library to find English learning materials.



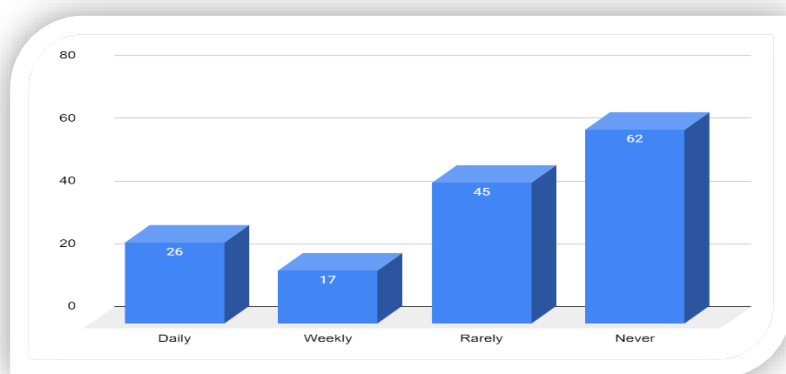
**From Figure-08,** Among the 150 respondents, parents encourage to learn English of respondents 114 and discourage 36.

**Figure-08:** Showing parents encourage to learn English of respondents



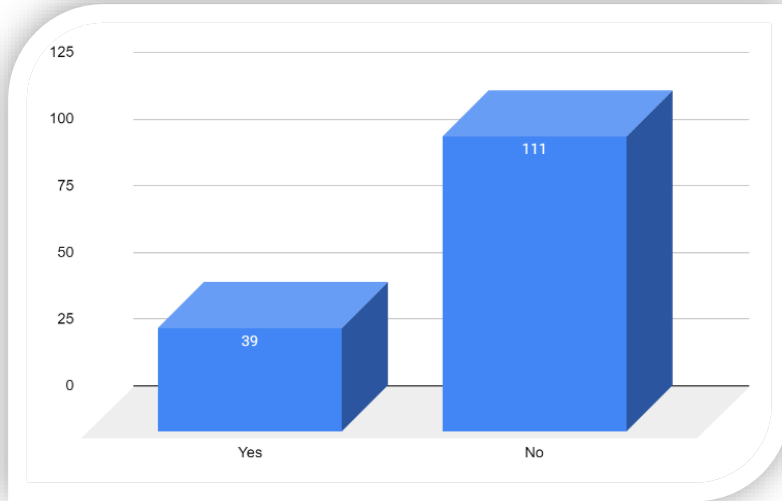
**From Figure-09,** Among the 150 respondents, 18 often, 16 always, 101 sometimes and 15 declared that teachers use English in the classroom.

**Figure-09: Showing the teachers use English in the classroom**



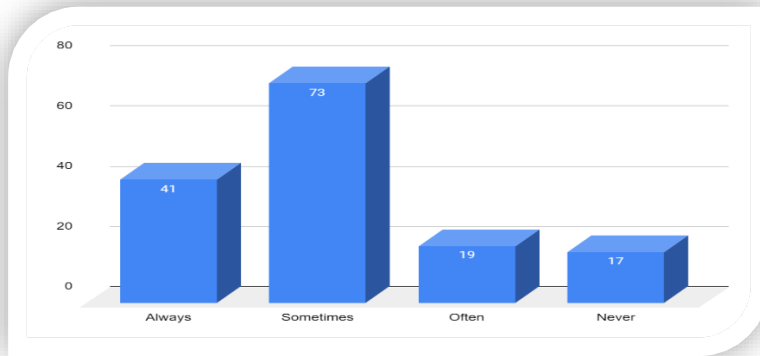
**From Figure-10,** Among the 150 respondents, practice speaking English in school 26 daily, 17 weekly, 45 rarely and never 62.

**Figure-10: Showing the respondents practice speaking English in school**



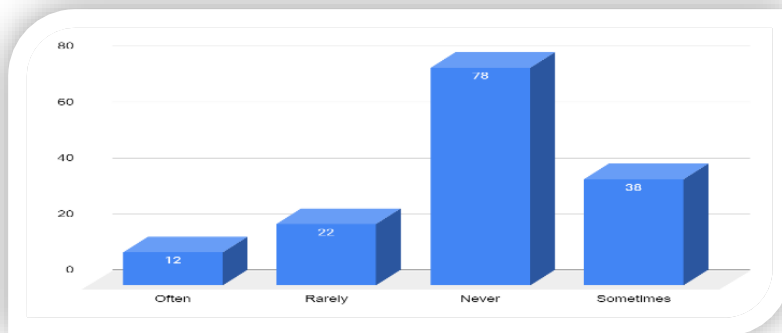
**From Figure-11,** Among the 150 respondents, 111 disagree and 39 agree that school provides enough opportunities to practice English.

**Figure-11: Showing the respondents feel his/her school provides enough opportunities to practice English**



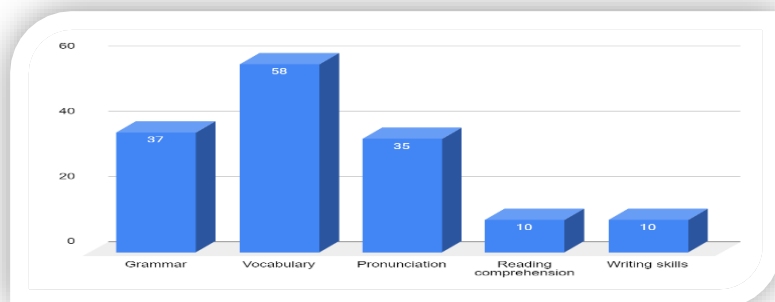
**From Figure-12,** Among the 150 respondents, complete English homework 41 always, 73 sometimes, 19 often and never 17.

**Figure 12: Showing the respondents' complete English homework**



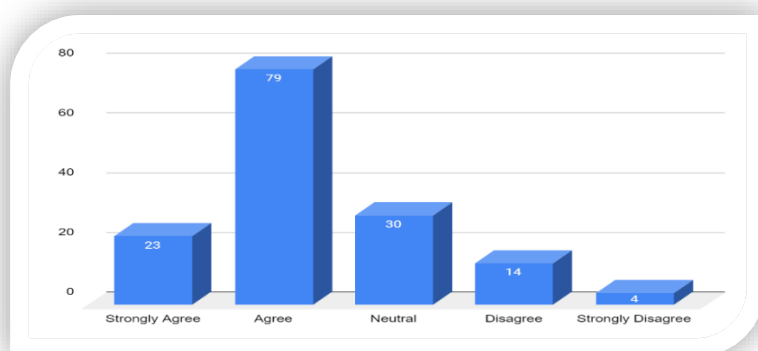
**From Figure-13,** Among the 150 respondents, participate in English-related competitions or extracurricular activities (debates, speech contests) 12 often, 22 rarely, never 78 and 38 sometimes.

**Figure 13: Showing the respondents participate in English-related competitions or extracurricular activities (debates, speech contests)**



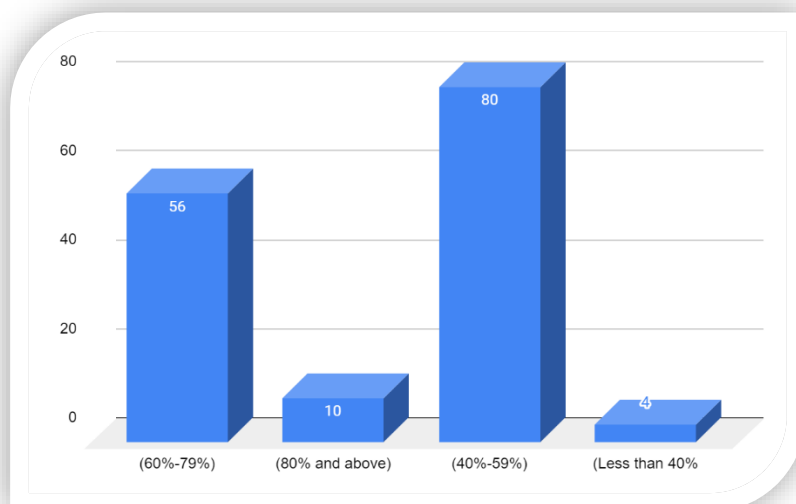
**Figure 14: Showing the main difficulty faced while learning English**

**From Figure-14,** Among the 150 respondents, the main difficulty face while learning English 37 grammar, 58 vocabulary, 35 pronunciation, 10 reading comprehension and 10 writing skills.



**Figure-15: Showing the respondents think 10 minute school and Hedman Academy are helpful for learning English**

**From Figure 15,** Among the 150 respondents, 23 strongly agree, 79 agree, 30 neutral, 14 disagree, and 4 strongly disagree with the statement that 10 minute school and Hedman Academy are helpful for learning English.



**Figure-16: Showing the result of the last English exam of respondents**

**From Figure-16,** Among the 150 respondents, 56 students achieved 60%-79%, 10 students achieved 80% and above, 80 students achieved 40%-59% and 4 students achieved less than 40% result of last English exam.

The data show valuable information about the study habits, challenges, and resources afforded to the students in learning English. Only 53 students attended private English lessons among the students, which indicates that many solely depend on their schools for English education. Sadly, 108 students stated that their schools do not provide additional learning materials like books, videos, or audio resources, but 42 students mentioned receiving these facilities. When learning to use a mobile phone device, there is significant variation in English. Although 34 students use phones every day, 50 students never use them once a week. Whereas 39 students visit the library occasionally, 61 students stated that they do not go there to look up English language books. An important factor is parental support; 114 students said their parents helped them, whereas 36 said they did not receive much help. Teachers' use of English varies in the classroom. Only 16 students confirmed that their professors consistently use English, while 15 students asserted that their teachers never speak the language in class, despite 101 students reporting occasional use of the language. There is also concern about the speaking practice since among the students, 45 said "English is rarely used", and 62 students argued they don't want to practice speaking the language. There is also variation in students' homework habits; among them, 41 students regularly complete the activities, whereas 73 students do not want to do them. However, among them, 38 students attend extracurricular activities often, and 78 students never take part in them. When learning English, the students faced a number of difficulties: 10 students noted poor abilities to write, 35 expressed pronunciation, including vocabulary, and 37 indicated grammar difficulties. Modern educational platforms such as 10 Minute School and Headman have become popular. In spite of these challenges, 79 students actually support them, 14 students do not promote them, and 30 students are neutral. Lastly, those academics revealed good results in their multitasking. Among them, 56 percent of students scored between 60% and 79%, 10 scored above 80%, 38 percent of students fell within the 40% to 59% range, and 4 scored below 40%. Such findings illustrate the variety of students' experiences of learning English and point out the need for better resources, including teaching materials and methods, and support digital systems to successfully tackle their challenges worldwide.

## **7. Recommendation**

The data analyzed points to certain treatment areas where specific interventions could be made to better the English learning experience of students. The following is a summary of individual recommendations:

**Resource Enhancement under the School:** More focused attention and resourcing should be provided so that schools can supply supplementary materials, such as books, videos, and audio tapes, to address the gap reported by 108 students. These materials should engage students in further classroom instruction and work along with the different modes of student engagement with the language.

**Private English Lessons Stimulated:** It is suggested that only 53 of the learners have subscribed to extra lessons. Schools and community organizations should consider subsidizing or providing free tutoring programs for children to ensure equality in the quality of education in English.

**Mobile Learning to Incorporate:** Since 34 students indicated that they use mobile phones daily to learn English, it would be very beneficial to encourage educational apps and mobile-friendly content. Teacher and student training on the effective use of mobile technology could help realize its full potential as a learning tool.

**Encouraging Library Use:** This is given since 61 students never visit the library for English books; it is necessary for schools to conduct very motivating library programs. This may include book clubs and reading competitions to entice students to read in English.

**Strengthening Parental Involvement:** Since 114 students get that support, campaigns may educate parents to get involved in the co-learning of English with their children. Parent guides or workshops can be prepared and given to the parents on how to assist their children.

**Improving Practices in Classrooms:** Teachers should not relent on their use of English in classroom practice, as this would improve the listening and speaking capacities of students in that language. Workshops could organize students for speaking and listening activities, advocacy, and extension activities in English.

**Involving more Real-life Opportunities for Speaking Practice:** Speaking up clubs, competition debates, and peer speaking exercises can act as a good platform where 62 students who have never practiced speaking English could practice outside a threatening atmosphere.

**Spending Study Time Addressing Grammar, Vocabulary, and Pronunciation:** Customized lessons on grammar, vocabulary, and pronunciation for the problems the 37, 58, and 35 students have are going to be better if they are made more interactive with gamified learning tools.

**Encouraging Homework and Outside School Endeavors:** Courting on the completion of homework in the routine and feedback on it might engage schools in ensuring that students actually accomplish their homework. Extra exposure to extracurricular activities on English drama, storytelling, or creative writing can motivate 78 currently never-attending students in this regard.

**Use of Common Platforms :** 79 students suggest using platforms like 10 Minute School and Headman Academy, and therefore, schools should have such in their curricula. Introducing these tools to the students and teachers in the workshop will greatly increase usage.

## 8. Limitations and Future Research Directions

Every research study has some special characteristics, and this is no exception. In spite of special features, some limitations are not avoided. One of the main limitations of the present research is geographical because the study was done only within the Kushtia district. It might reduce the applicability of the research outcomes in other areas of Bangladesh. This gap is something future research should emphasize, as well as expanding the study by including data from other parts of the country. Since a wider geographical perspective will definitely help them to get closer to problems and opportunities associated with English learning in Bangladesh, in future studies, other dimensions—socio-economic influences, technology use for learning, and effectiveness of modern learning platforms in different settings—may also be considered.

## 9. Conclusion

This study analyzed the present status of English learning among rural students of Kumarkhali Upazila, Kushtia District, Bangladesh, and discussed the socio-economic and educational hurdles dictating their lives. This study gives an in-depth description of the community and educational infrastructures and the thriving or stunted effect they have on English acquisition. The results majorly pointed to restricted resource access for learning, ineffective pedagogies, and a general lack of parental and institutional support among rural students. However, substantiated recommendations on improving teacher training, as well as the provision of resources and harnessing modern technology, were given for greater access to and success in the learning of English. This research contributes to the broader scenario of English learning in rural Bangladesh, focusing on the unique circumstances that exist in Kumarkhali. It will help create a foundation for inclusive strategies toward betterment in the learning of the English language, thus helping rural students to have an opportunity to shine both academically and socially.

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