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Perception of English Language Learning among Secondary Level Students: A Comparative Study between Rural and Urban Areas in Bangladesh

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ABSTRACT : The importance of the English language is underscored by its role in facilitating global communication, commerce, education, and cultural exchange. Proficiency in English provides individuals with numerous opportunities for personal and professional growth in an interconnected world. Hence, the benefits of learning English language can be multifaceted. Learners' perceptions play a critical role in shaping their motivation, confidence, and overall approach to language learning. Positive perceptions can enhance engagement, reduce anxiety, and foster a more effective and enjoyable learning experience. This study attempted to investigate the SSC level students' perceptions on the value of learning English for their academic, professional, social, and personal lives. A survey questionnaire was distributed to 250 students attending secondary schools in both urban and rural locations. The collected data was statistically analyzed and shown in tables and figures. According to the survey, Bangladeshi SSC level students have a well-defined and optimistic understanding of the advantages of learning English. Nevertheless, the method that students practice and acquire the language does not align with their perceptions about it. Based on the study's conclusions, several practical measures might be implemented to increase students' awareness of the key benefits of studying English and to foster an atmosphere that would allow them to practice the language in authentic settings.

Keywords-: English language, importance, perception, Secondary level

I. INTRODUCTION

Language is the means by which people think, create ideas, and transmit culture from one country or generation to another (Jenkins, 2012). It also serves as a channel for interpersonal communication (Sharifian, 2009). English is currently the language of science, business, advertising, diplomacy, international communication, and cutting-edge technology (Heynderickx, et al., 2012). It has also developed into a "lingua franca" among speakers of

other languages. Furthermore, we now live in an era of "globalization," when nations and countries are interdependent, necessitating the need for a global language, and no language fits the bill better than English (Banegas, 2017). As such, many nations place a strong emphasis on educating their inhabitants additional languages in addition to their mother tongue. One reason why English is so extensively spoken around the world is that it was influenced by both the British Empire and North America, which has a strong global effect (Sharifian, 2009). Over the world, billions of people utilize English for various forms of communication. In several fields, like as international business and international organizations, it has emerged as the de facto language (Jenkins, 2012). English is also the language of choice for academic discussions because the majority of academics must read and publish in it for global distribution (Heynderickx, et al., 2012). Hence, being proficient in English is considered a desired objective for both young people and the elderly in many areas of the world, to the point that it is considered a handicap if one cannot utilize English (Kirkpatrick, 2010). Better English language proficiency undoubtedly makes it easier for people from different countries to communicate and engage, which encourages travel and understanding (Jenkins, 2012).

In Bangladesh context, secondary education is one of the most significant sectors of the educational system (Ahmed, 2013). The Ministry of Education in Bangladesh has taken several steps to successfully teach English at the secondary level so that students may improve their four fundamental English language skills (Ministry of Education, 2010). According to Farooqui (2014), there is an increasing emphasis on English language education in Bangladesh due to the globalization of the language and the need for proficient English in the job market. However, if students recognize the value of the English language and behave accordingly, the government's measures will be effective (Hamid, and Erling, 2016). Students' attitudes about the English language are shaped by their perceptions of it, and these attitudes in turn influence how they learn (Delić, 2020). The study investigated this crucial topic, namely how Bangladeshi secondary school students perceived the value of English language proficiency and how they felt about acquiring it.

II. LITERATURE REVIEW OF THIS STUDY

It appears that there is disagreement among researchers on the status of English in Bangladesh. Regardless of English's status in Bangladesh, however, it is certain that the language is highly valued here based on its demand and usage in both the official and academic spheres (Ali, and Walker, 2014). English is taught as a mandatory subject in Bangladesh from elementary school to university level, a fact that shows Bangladeshi students study the language for a long time (Brunfaut, and Green, 2017). For adolescents, however, learning the English language has never been a simple task (Hossain, 2018). Students may be highly motivated to study English if they have a clear understanding of its significance and approach it with tremendous enthusiasm (Delić, 2020). Studies on the opportunities, resources, obstacles, and difficulties associated with teaching and studying English in Bangladesh have been conducted. A combination of urban and rural perspectives has been used in certain research, while both were investigated separately in others. English is mostly taught and acquired academically in classrooms in Bangladesh (Farooqui, 2014). Therefore, the majority of students in school and colleges have no other choice than to learn English in a classroom (Kabir, 2023). Students must attend the institutions in order to get academic instruction, which includes demonstrating and reviewing their homework (Ali, and Walker, 2014). So, the perception and attitude of the students toward English language mainly depends on the classroom environment (Hossain, 2016).

Bangladesh's English education system now places a strong focus on helping students become more proficient communicators in the language (Brunfaut, and Green, 2017). But the syllabuses and the institutions don't provide students much opportunity to comprehend how important it is to improve their communication abilities in English. Modules and activities for practicing the four language skills are included in the texts given by the board; nevertheless, teachers and students are reluctant to work on them since they are not very motivated to utilize the NCTB textbook (Ali, and Walker, 2014). It is not the instructors' intention to squander time on them (Zarin, 2014). Students are unwilling to study the chapters in detail (Farooqui, 2014). In that situation, completing the curriculum takes precedence over developing skills for both teachers and students (Hamid, and Erling, 2016). Additionally, because Bangla-speaking parents, relatives, and friends surround them and do not have a good attitude toward utilizing English for everyday purposes, children are unable to interact in English outside of the classroom (Ahmed, 2013). Because of this, students must struggle English language ability when they enter the job market after completing their secondary, upper school, or even tertiary education (Kabir, 2023). The majority of students in our country who finished their SSC level still struggle with four English language skills areas (Zarin, 2014). It makes it more difficult for them to pursue higher education in the future and to get a decent career (Hossain, 2018). Even though English is a compulsory subject in Bangladesh from the start of elementary school, very few students are able to learn it, which causes them to lag behind in the global competition (Ali, and Walker, 2014). The causes of students' unwillingness to learn this language and their subsequent failure to grasp English have been the subject of several research. The findings from those researches suggest that if the sole goal of studying English is to pass an exam, then students would probably concentrate primarily on topics that might come up in tests or assessments (Nur, and Islam, 2018). McEwan (1995) describes this phenomenon of things that are valued that are primarily assessed: what is assessed becomes valued, which becomes what is taught. Consequently, we see an immediate solution for achieving high exam scores and getting rid of topics that aren't examined very often (Nur, and Islam, 2018). One of the primary causes of pupils' erroneous belief that they should study English at the secondary level might be the aforementioned issue. Furthermore, research indicates that the majority of government and non-government offices in Bangladesh have no use for English (Hamid, and Erling, 2016). Therefore, the lack of exposure to the use of English in daily life shapes people's perceptions of English as the language of the privileged class or academicians (Brunfaut, and Green, 2017). The literatures show a partial picture of the perception of the students about the status of English language. This study specifically focused on the secondary level students' attitude toward learning English as a foreign language.

III. OBJECTIVE OF THIS STUDY

Based on the gaps found in the reviewed literatures, the researcher has developed the following objectives for the current study.

1. To explore the perception the students regarding the importance of English as a global language
2. To find out the attitude of the students toward English as a study subject in School
3. To investigate the knowledge of students about benefits of learning English in professional life

IV. RESEARCH METHODOLOGY OF THIS STUDY

The study was quantitative in nature. Quantitative research is a systematic investigation that uses numerical data to quantify relationships, behaviors, and phenomena (Creswell & Creswell,

2018). It minimizes personal bias and employs statistical methods to identify patterns (Dörnyei, 2007). Data is collected from a large number of respondents through structured questions, allowing for generalization to larger populations (Creswell & Creswell, 2018). This approach is particularly useful for precise measurement and statistical analysis (Dörnyei, 2007). The researcher developed a structured questionnaire to elicit relevant data related to the learners' perception of the importance of learning English language. The questionnaire was divided into three parts: the first part included 5 statements which were related to the importance of learning English as a global language, the second part was comprised of four statements regarding the attitude of the participants toward English as a study subject and the final five statements were related to the students' perception about the benefits of learning English for professional life. The respondents of the study were selected randomly from the secondary level schools located in the rural and urban areas of Bangladesh. The participants were selected from 5 schools located at the rural areas and another 5 schools from urban areas. 25 students were chosen randomly from each school and so, the total number of respondents were 250. Obtained data was analyzed using the statistical software package SPSS 26.0 and Microsoft excel. Descriptive statistics and inferential statistics were used to analyse the data and the results have been present using charts and tables. Descriptive statistics included percentage, mean median, mode and standard deviation of the data and inferential statistics included Student Sample T-test with a view to showing if there exists any significant difference between the perceptions of the students from rural and urban areas.

V. FINDINGS OF THIS STUDY

Relevant data was collected and analyzed using proper statistical method. The questionnaire was divided into three parts. The findings from the analyzed data have been presented in three sections below:

5.1 Importance of English as a global language

Table 1: Important for travelling abroad

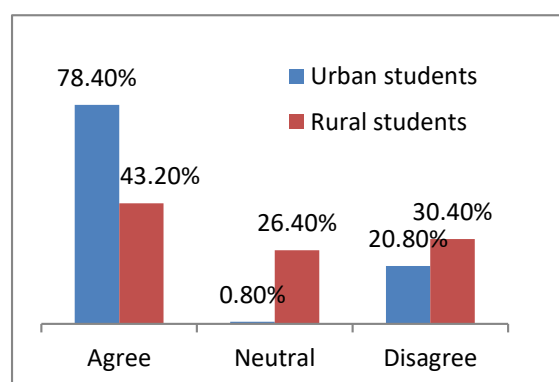
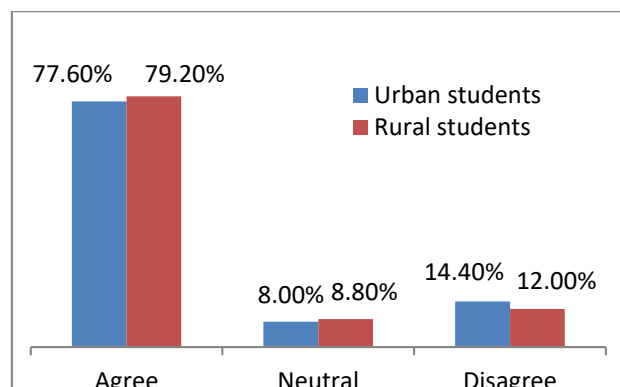
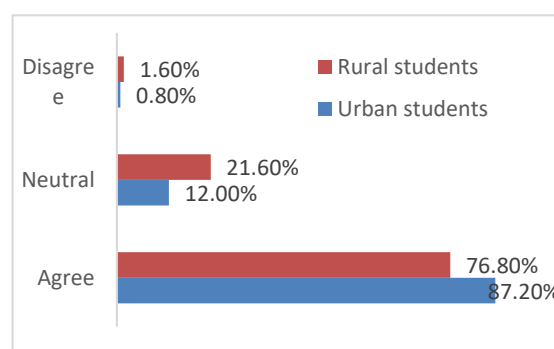
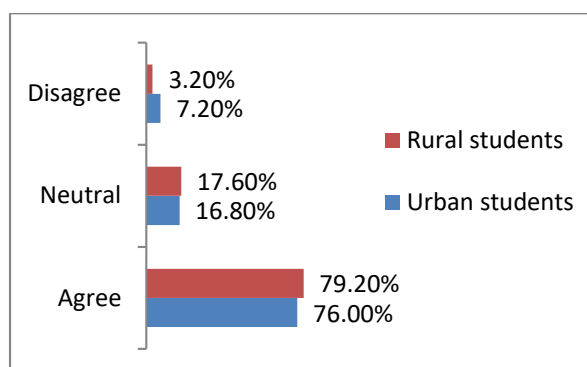


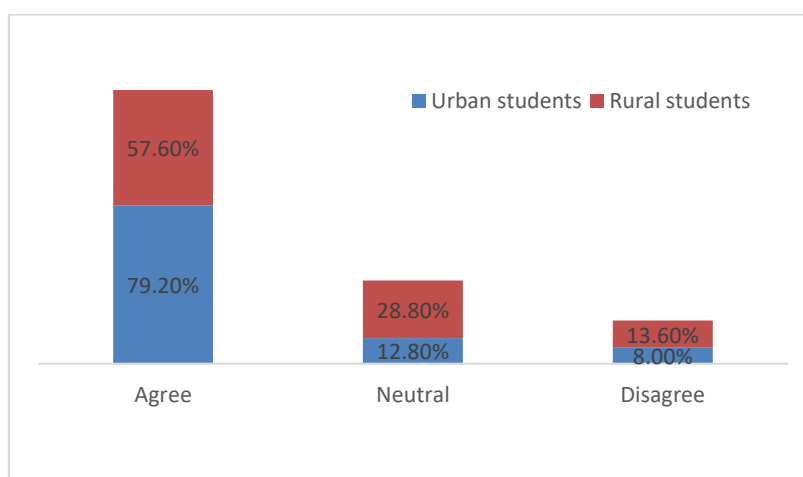
Table 2: For higher education in abroad



The first statement was related to the students' perception about the necessity of learning English to travel to other countries. The analysis shows that almost 78% students from the urban schools and 43% students from the rural schools was aware of the importance of English language skills for travelling abroad. On the other hand, a remarkable number of students from both groups thought that English language skills was not necessary to travel abroad. The second statement tended to find out the students' belief about the significance of English language skills for higher education abroad. In response to this question, majority of the participants showed positive attitude. Almost 78% students from the urban schools and 79% students from the rural schools believed that English knowledge was important for higher education abroad.

Table 3: To understand English movies and music Table 4: To know the world through internet

The third statement explored learners' perception about the importance of learning English for understanding the conversation in English movies and enjoying the lyrics of the English Music. In response to this question, most of the students from both groups (rural=79%, urban=76%) opined that learning English language was very significant for understanding English movies and songs. However, a significant percentage of rural students (18%) and urban students (17%) remained neutral while responding this question. The next statement was related to the importance of learning English for browsing internet with a view to get necessary information. In this case, 77% of the rural students and 87% of the urban students valued the knowledge of English for knowing the world through the internet. It is mentionable here that 21% of the rural students have chosen 'neutral' option as a response of this statement.

Table 5: To make international friends

The final statement of this section was related to the necessity of English knowledge for making international friends. Here, 58% of the rural students agreed that English language skills was necessary to make international friends. On the other hand, 79% of the urban students believed the importance of English language for making international friends. A significant number of rural students did not express their opinion in answering this question and almost 14% of them disagreed with the statement.

5.1.1 Findings from the independent sample T-Test

Group Statistics

	Category	N	Mean	Std. Deviation	Std. Error Mean
Q1	Urban students	125	1.42	.816	.073
	Rural students	125	1.87	.852	.076
Q2	Urban students	125	1.37	.724	.065
	Rural students	125	1.33	.681	.061
Q3	Urban students	125	1.31	.601	.054
	Rural students	125	1.24	.498	.045
Q4	Urban students	125	1.14	.367	.033
	Rural students	125	1.25	.469	.042
Q5	Urban students	125	1.29	.607	.054
	Rural students	125	1.56	.723	.065

Independent Samples Test

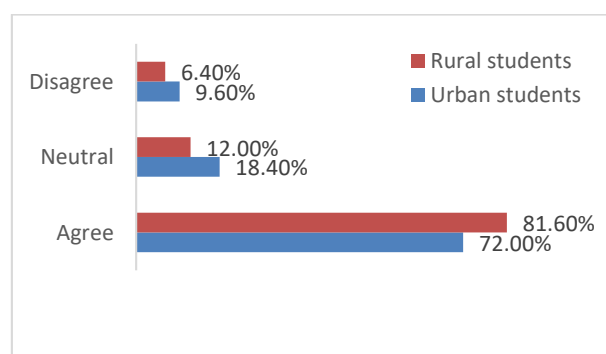
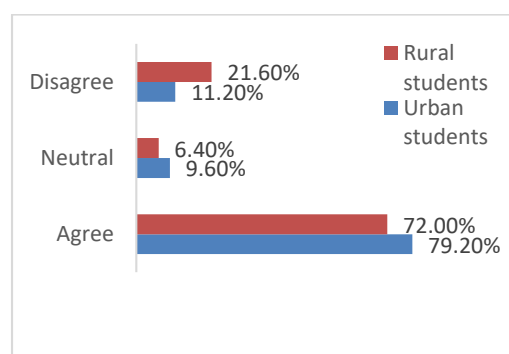
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Q1	Equal variances assumed	2.628	.106	-4.247	248	.000	-.448	.105	-.656	-.240
	Equal variances not assumed			-4.247	247.541	.000	-.448	.105	-.656	-.240
Q2	Equal variances assumed	.857	.355	.450	248	.653	.040	.089	-.135	.215
	Equal variances not assumed			.450	247.071	.653	.040	.089	-.135	.215
Q3	Equal variances assumed	4.658	.032	1.031	248	.304	.072	.070	-.066	.210
	Equal variances not assumed			1.031	239.748	.304	.072	.070	-.066	.210
Q4	Equal variances assumed	17.009	.000	-2.102	248	.037	-.112	.053	-.217	-.007
	Equal variances not assumed			-2.102	234.338	.037	-.112	.053	-.217	-.007
Q5	Equal variances assumed	17.078	.000	-3.222	248	.001	-.272	.084	-.438	-.106
	Equal variances not assumed			-3.222	240.747	.001	-.272	.084	-.438	-.106

Statistics show that the mean score of the response of the urban students for Q1 is 1.42. On the other hand, the mean score of the rural students for the same question is 1.87. We can assume a significant difference between the mean scores of the urban students and rural students for

Q1. The result of the T-Test for this question shows that the p value is 0.00 for this question which below 0.05. It indicates that there is significant difference between the opinion of the urban students and the opinion of the rural students regarding Q1. Analysis also shows that the Std. Dev.s for this answer are 0.816 and 0.852 respectively. It indicates that the response of the students from the same group does not vary that much. For the questions Q2, Q3 and Q4 the means scores do not vary that much. The results of the T-Test for these questions also show that the p values are greater than 0.05 indicating no significant difference between the groups. However, the results show that the mean score of the response of the urban students for Q5 is 1.29. On the other hand, the mean score of the rural students for the same question is 1.56. We can assume a significant difference between the mean scores of the urban students and rural students for Q5. The result of the T-Test for this question shows that the p value is 0.01 for this question which below 0.05. It indicates that there is significant difference between the opinion of the urban students and the opinion of the rural students regarding Q5.

5.2 Attitude toward English as a study subject

Table 6: English seems an interesting subject Table 7: Study English for school test



The sixth statement was designed to investigate whether students found English language interesting as a study subject or not. The analysis shows that almost 79% students from the urban schools and 72% students from the rural schools thought learning English language was interesting to them. On the other hand, a remarkable number of students from both groups (rural=22% and urban 11%) found studying English unpleasant. The seventh statement tended to find out the students' belief about the school test impact on their English learning attitude. In response to this question, majority of the participants showed positive attitude. Almost 72% students from the urban schools and 81% students from the rural schools believed that they learnt English language only to prepare them for school tests.

Table 8: Study English for SSC exam

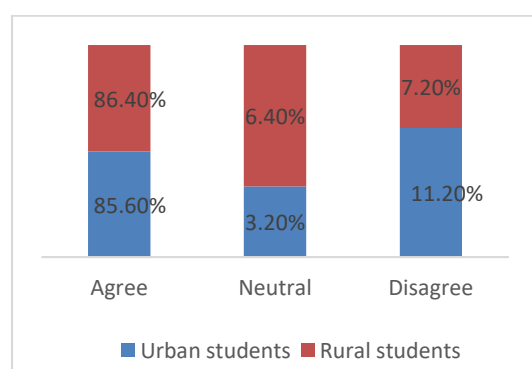
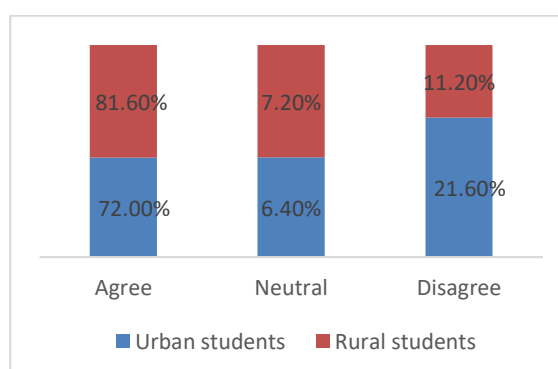


Table 9: Read textbooks and guidebooks only



The eighth statement tended to find out the students' belief about the SSC examination impact on their English learning attitude. In response to this question, majority of the participants showed positive attitude. Almost 85% students from the urban schools and 86% students from the rural schools believed that they learnt English language only to prepare them for the SSC examination. The ninth statement was designed to investigate whether students used NCTB textbook and related guidebooks to learn English or not. The analysis shows that almost 72% students from the urban schools and 81% students from the rural schools used textbook and related guidebooks to study and learn English. On the other hand, a remarkable number of students from urban student groups (22%) disagreed with the statement.

5.2.1 Findings from the independent sample T-Test

Group Statistics

	Category	N	Mean	Std. Deviation	Std. Error Mean
Q6	Urban students	125	1.32	.667	.060
	Rural students	125	1.50	.829	.074
Q7	Urban students	125	1.38	.656	.059
	Rural students	125	1.25	.563	.050
Q8	Urban students	125	1.26	.646	.058
	Rural students	125	1.21	.558	.050
Q9	Urban students	125	1.50	.829	.074
	Rural students	125	1.30	.660	.059

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Q6	Equal variances assumed	14.955	.000	-1.849	248	.066	-.176	.095	-.363	.011
	Equal variances not assumed			-1.849	237.145	.066	-.176	.095	-.364	.012
Q7	Equal variances assumed	8.155	.005	1.656	248	.099	.128	.077	-.024	.280
	Equal variances not assumed			1.656	242.450	.099	.128	.077	-.024	.280
Q8	Equal variances assumed	1.918	.167	.629	248	.530	.048	.076	-.102	.198
	Equal variances not assumed			.629	242.810	.530	.048	.076	-.102	.198
Q9	Equal variances assumed	17.867	.000	2.110	248	.036	.200	.095	.013	.387
	Equal variances not assumed			2.110	236.153	.036	.200	.095	.013	.387

Analysis shows that for the questions Q6, Q7 and Q8 the means scores do not vary that much. The results of the T-Test for these questions also show that the p values are greater than 0.05 indicating no significant difference between the groups. Statistics show that the mean score of the response of the urban students for Q9 is 1.50. On the other hand, the mean score of the rural students for the same question is 1.30. We can assume a significant difference between the mean scores of the urban students and rural students for Q9. The result of the T-Test for this question shows that the p value is 0.03 for this question which below 0.05. It indicates that there is significant difference between the opinion of the urban students and the opinion of the rural students regarding Q9. Analysis also shows that the Std. Dev.s for this answer are 0.829 and 0.660 respectively. It indicates that the response of the students from the same group does not vary that much.

5.3 Benefits of learning English for professional life

Table 10: English proficiency for int. certificates

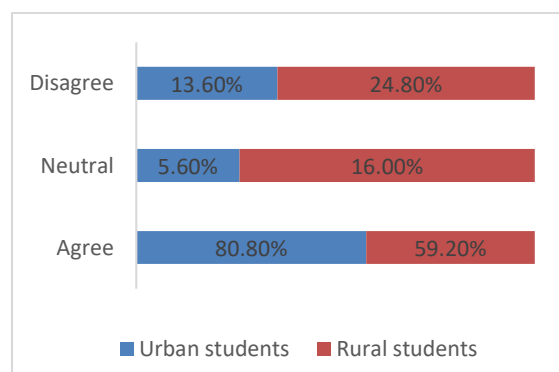
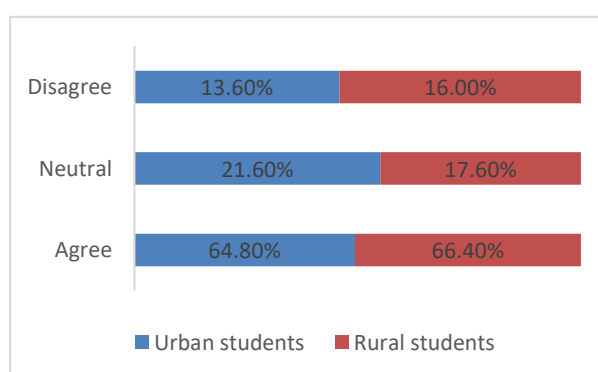


Table 11: English proficiency for good job



The 10th statement explored learners' perception about the importance of learning English for doing international courses online and achieving international certificates. In response to this question, majority of the students from both groups (rural=60%, urban=81%) opined that learning English language was very significant for doing online course organized by international organizations. However, a significant percentage of rural students (29%) and urban students (14%) disagreed with the statement. The next statement was related to the importance of learning English for getting a good job home and abroad. In this case, 66% of the rural students and 65% of the urban students valued the knowledge of English for getting the desired job. It is mentionable here that 22% of the urban students and 18% of the rural students have chosen 'neutral' option as a response of this statement.

Table 12: English for earning more

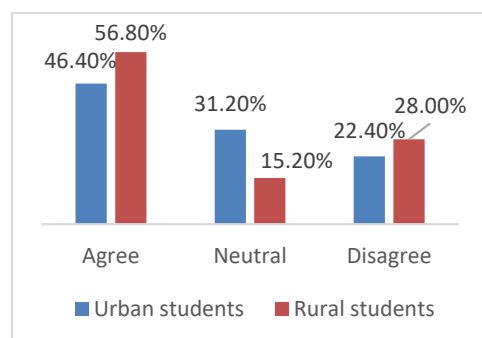
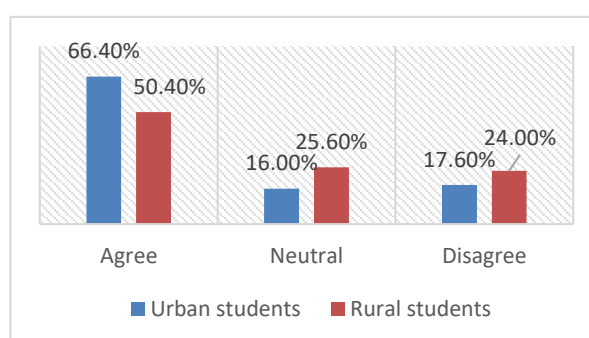
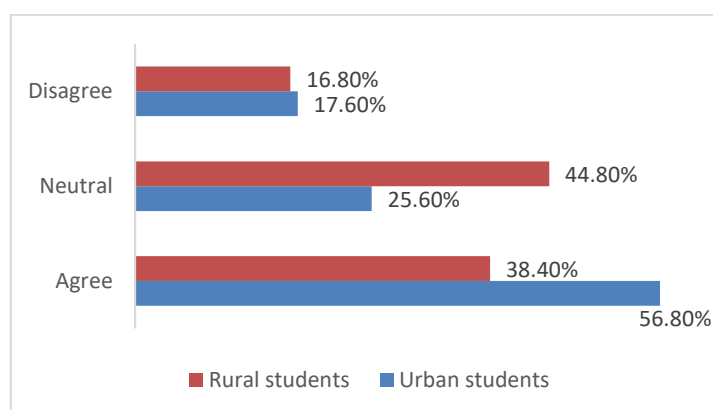


Table 13: English skills earning respect from others



The 12th statement explored learners' perception about the importance of learning English for more earning. In response to this question, almost half of the students from both groups (rural=57%, urban=46%) opined that learning English language was very significant for earning more money. However, a significant percentage of rural students (28%) and urban students (22%) disagreed with the statement. The next statement was related to the importance of learning English for earning respect from others. In this case, 50% of the rural students and 66% of the urban students valued the necessity of the knowledge of English for being respected by others. It is mentionable here that 26% of the urban students and 16% of the rural students have chosen 'neutral' option as a response of this statement. Besides, 24% of the rural students and 18% of the urban students disagreed with the statement.

Table 14: Being a global citizen by learning English



The final statement of this section was related to the necessity of English knowledge for being a global citizen. Here, 38% of the rural students agreed that English language skills was necessary if someone wants to be competent enough to be a global citizen. On the other hand, 57% of the urban students believed the importance of English language for being a global citizen. A significant number of rural students (44%) and urban students (26%) did not express their opinion in answering this question. Besides, almost 17% of the respondents from the rural areas and 18% participants from the urban areas disagreed with the statement.

5.3.1 Findings from the independent sample T-Test

Group Statistics

	Category	N	Mean	Std. Deviation	Std. Error
Q10	Urban students	125	1.33	.705	.063
	Rural students	125	1.66	.853	.076
Q11	Urban students	125	1.49	.725	.065
	Rural students	125	1.50	.758	.068
Q12	Urban students	125	1.76	.797	.071
	Rural students	125	1.71	.878	.079
Q13	Urban students	125	1.51	.779	.070
	Rural students	125	1.74	.824	.074
Q14	Urban students	125	1.61	.771	.069
	Rural students	125	1.78	.714	.064

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Q10	Equal variances assumed	22.870	.000	-3.315	248	.001	-.328	.099	-.523	-.133
	Equal variances not assumed			-3.315	239.462	.001	-.328	.099	-.523	-.133
Q11	Equal variances assumed	.331	.566	-.085	248	.932	-.008	.094	-.193	.177
	Equal variances not assumed			-.085	247.519	.932	-.008	.094	-.193	.177
Q12	Equal variances assumed	5.453	.020	.452	248	.651	.048	.106	-.161	.257
	Equal variances not assumed			.452	245.712	.651	.048	.106	-.161	.257
Q13	Equal variances assumed	1.806	.180	-2.208	248	.028	-.224	.101	-.424	-.024
	Equal variances not assumed			-2.208	247.203	.028	-.224	.101	-.424	-.024
Q14	Equal variances assumed	3.799	.052	-1.872	248	.062	-.176	.094	-.361	.009
	Equal variances not assumed			-1.872	246.517	.062	-.176	.094	-.361	.009

Statistics show that the mean score of the response of the urban students for Q10 is 1.33. On the other hand, the mean score of the rural students for the same question is 1.66. We can assume a significant difference between the mean scores of the urban students and rural students for Q10. The result of the T-Test for this question shows that the p value is 0.01 for this question which below 0.05. It indicates that there is significant difference between the opinion of the urban students and the opinion of the rural students regarding Q10. Analysis also shows that the Std. Dev.s for this answer are 0.705 and 0.853 respectively. It indicates that the response of the students from the same group does not vary that much. For the questions Q11, Q12, Q13 and Q14 the means scores do not vary that much. The results of the T-Test for these questions also show that the p values are greater than 0.05 indicating no significant difference between the groups

VI. DISCUSSION ON THE FINDINGS

Positive perceptions of the language being learned can increase motivation and engagement (Bajwa, and Younas, 2019). Learners who view the language as valuable and relevant to their personal or professional goals are more likely to invest time and effort (Delić, 2020). Negative perceptions, such as fear of making mistakes or feeling overwhelmed, can increase anxiety and hinder language acquisition (Bhaskar, and Soundiraraj, 2013). The findings of the current study show that majority of the SSC level students in Bangladesh possess a positive perception regarding the necessity of learning English language. They believe that English is an important language to be learnt which can help them receive higher education abroad, understand English news, songs and movies, make international friends etc. Studies find that Many universities

and colleges around the world use English as the primary language of instruction (Bolton, 2008). Proficiency in English is essential to understand lectures, participate in discussions, and complete assignments (Ahmadi, & Leong, 2017). Some of the world's leading institutions, including those in the United States, the United Kingdom, Canada, Australia, and many others, offer programs predominantly in English (Kumaravadivelu, 2001). Admission to these institutions often requires demonstrating English proficiency through standardized tests like TOEFL or IELTS. A significant portion of academic literature, research papers, and textbooks is published in English (Abrar-ul-Hassan, 2013). Fluency in English allows students to access and understand these resources, which are crucial for academic success (Bolton, 2008). The students at the SSC level of education in Bangladesh seem aware of the above-mentioned benefits of learning English language.

The students at this level are also aware of the fact that English skills can make travelling to other countries easier and help them to know the world through the internet. Actually, English is widely spoken and understood across the globe, making it a common language for international communication (Paltridge, and Starfield, 2013). It acts as a bridge language in multicultural and multilingual settings (Hyland & Shaw, 2016). Many signs, maps, and information boards at airports, train stations, and tourist attractions are in English (Paltridge, and Starfield, 2013). Understanding English helps in navigating unfamiliar places with greater ease (Schleppegrall, et. Al., 1992). Even in non-English-speaking countries, many locals, especially in urban areas and tourist spots, have some proficiency in English (Abrar-ul-Hassan, 2013). This facilitates basic interactions for directions, dining, shopping, and emergencies (Poltavtchenko, 2011). English allows travelers to engage more deeply with people from diverse backgrounds, enhancing cultural understanding and exchange (Abrar-ul-Hassan, 2013). It opens up opportunities to participate in local events, tours, and educational activities conducted in English (Paltridge, and Starfield, 2013). Besides, a large portion of online content, including news, articles, and educational resources, is available in English (Ahmadi, & Leong, 2017). Proficiency in English allows you to access a vast amount of information on a wide range of topics (Paltridge, and Starfield, 2013). Many online courses, tutorials, and educational platforms, such as Coursera, edX, and Khan Academy, offer content in English. Major news outlets like BBC, CNN, and The New York Times publish content in English, offering up-to-date information on global events. Understanding English helps the students stay informed about international developments and diverse perspectives.

From the study findings, it has also been found that SSC level learners believe proficiency in English language might help them find better jobs and create better opportunity of earning. There is no denying that studying English language exposes students to diverse perspectives and ideas (Abrar-ul-Hassan, 2013). This broadens their worldview and prepares them for working and living in an increasingly interconnected world. Strong English skills enhance your ability to communicate effectively with colleagues, clients, and stakeholders (Ahmadi, & Leong, 2017). Clear and professional communication is crucial for job performance, especially in roles that require extensive writing, presentations, and negotiations (Belcher, et. Al., 2016). Proficiency in English can qualify you for roles that involve interacting with clients and colleagues from around the world (Poltavtchenko, 2011). Many multinational companies and organizations require employees who are proficient in English (Kardwish, 2016). Higher education in an English-speaking environment enhances language skills, making graduates more competitive in the global job market. English competency significantly enhances your employability, career prospects, and professional growth by enabling effective communication, expanding your job opportunities, and making you a more competitive candidate in the global job market (Poltavtchenko, 2011).

However, the study shows that students' perception about English language is not reflected through their way of learning the language. Majority of the students memorize some language items to secure good score in school examination as well as in SSC examination. Besides, they follow some guide books to practice the language and those guidebooks are designed to prepare the students for the respective examinations. These guide books contain examination related topics and create limited scope of language practice. Moreover, the research findings show that a vast number of students living in the rural areas are not much aware of the importance of learning English in a broad sense. Based on the findings of the study, some pragmatic steps could be taken to make the students more conscious about the major benefits of learning English language and create congenial environment for them to facilitate practicing English language in real life situation.

VII. CONCLUSION

A clear perception about the necessity of learning English language can create positive attitude among the learners toward the importance of learning English. A positive attitude is crucial for learning English, or any new language, for several reasons. A positive attitude fuels motivation, making you more likely to persist in learning despite challenges. It helps in setting and achieving long-term goals, which is essential for language acquisition. A positive mindset makes learning more enjoyable. Enjoyment increases engagement, leading to more practice and exposure to the language. A positive attitude can transform the language learning process, making it more effective and enjoyable. The study shows that the students at the SSC level of education in Bangladesh possess a clear and positive conception about the importance of learning English. However, their belief has little impact on their learning process. They consider English as subject of study like mathematics or economics and memorize language items from prescribed books mainly for test preparation.

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