



A Comparative Analysis between Public and Private University Students Regarding Fear of English Language in Bangladesh

Fahmeda Yeasmin^{1*}, Rahul Chandra Shaha²

¹Lecturer in English, Faculty of Science, University of Chittagong, Chittagong-4331, Bangladesh, fahmedayeasmin187@gmail.com

²Lecturer, Institute of Education and Research (IER), University of Chittagong, Chittagong-4331, Bangladesh, rahulshaha718@cu.ac.bd

***Corresponding Author:** Fahmeda Yeasmin, Lecturer in English, Faculty of Science, University of Chittagong, Chittagong-4331, Bangladesh

Abstract: This paper shows the comparative result regarding the fear of English Language between Public and Private University students in Bangladesh. This research study analyses the result of a questionnaire survey on 300 students of public university and 300 of private university. For data collection a 3 part questionnaire, having 27 items were designed and administered on total 600 students. A quantitative method was adopted to guide the whole study. This research study is an attempt to bring the light on to identify the causes of fear in English Language at the university level of Bangladesh; to compare the causes of fear in English Language among the students of public and private university in Bangladesh; and to find out its effect. According to our data collection, at the time of analyzing between public and private university students we have found core causes that are responsible for their fear in English Language and also found some realistic effects. On the basis of the findings some recommendations have prescribed to uplift the overall situation.

Keywords: Comparative Analysis, Fear of English Language, Response and Re-Action, Quantitative Method, Cause and Effect

1. INTRODUCTION

English Language is not only a language but also a connection with the world. The person who is enlightened with this International Language can avail better chance at every place. The wings of formal, furnished and institutionalized education system started in Bangladesh at the time of British rule. During that period Bangladesh was a part of British India and on that time the medium of education was almost English. In Bangladesh the use of Bangla in college level started in the 1960's (Hasan, 2011). Now students can answer in the examination in Bangla or English. In the college level and university level after 1971 the government tried to patronize Bangla and implement it by replacing English in the education sector but this did not come into reality because of some basic problems like unavailability of educational materials (e.g. lack of reference books in Bengali). In 1972 after the independence, the constitution of Bangladesh was written in both English and Bengali which indicates the emphasis on English language. For keeping pace with the developed countries we are trying our best from every corner but at the end of the day it is a matter of great dissatisfaction when we see still now many of our students are not comfortable with English Language although it is true from dawn to our independence English Language is connected with education and administrative sectors strongly.

As students will lead the nation, we should know what are the main reasons behind their fear of English Language? How can they get relief from the fear of English Language? This research study is a small effort to bring out the real scenario of its.

This research analysis is written for sorting the students' core reasons of fear regarding English Language as well as for giving few guidelines to overcome that barrier. As Bangladeshi, it is our long cherished desire to see our nation at prosperous condition from every angle.

The core objectives of this research study are:

1. to identify the causes of fear in English Language at the university level of Bangladesh;

2. to compare the causes of fear in English Language among the students of public and private university in Bangladesh; and
3. To find out its effect.

2. MATERIALS AND METHODS

2.1. Nature of the Study

Gay and Airasian (1996) noted that, the nature of the question or problem which are investigated to have information determine either the study of qualitative or quantitative. If we look back the core research objectives, we understand that all the research objectives demands mainly quantitative data. As the research needs quantitative type of data, so the whole research follows a quantitative research method. But, in some cases qualitative data are used to support the quantitative data.

2.2. Research Area

The study areas were basically confined to the Dhaka and Chattogram, the two biggest division of Bangladesh. Areas have been selected with considering the easy access of the researchers, easy communication system, availability of time, financial support etc. The most of the private universities and renowned public universities of Bangladesh are located in these two divisions; this is another reason to select the research sites.

2.3. Sampling and Sample Size

Sampling is indispensable technique of research. The research work can't be undertaken without use of sampling (Francis, 2010). In this research, total six universities were selected through convenient sampling method wherein three were public universities and three were private universities. From selected universities the students were selected by random sampling technique.

The whole sample design of the study is depicted below:

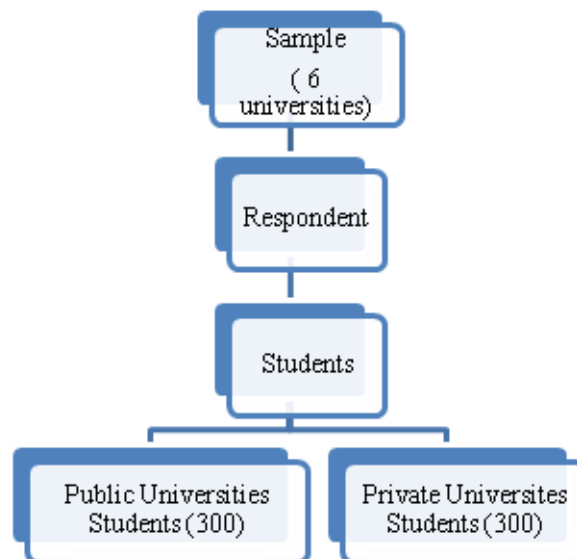


Fig1: Sample design of the study

2.4. Materials For Data Collection

Defining appropriate material is really important for a successful research. The researchers only used questionnaire as a material for assorting necessary data. The questionnaire was mainly structured in nature but there was also room for some open responses from the respondents. It was basically used for the students of six university of Bangladesh.

2.5. Ethical considerations

Ethical issues are codes of professional conduct for researchers (Creswell, 2009). Maintaining ethical standard in research is not always easy. Ethical considerations by the researcher are very much

important to conduct an acceptable and successful study. The following ethical criteria were taken under consideration throughout the research:

- For collecting data the researcher used consent letter which contained the main purpose of the study.
- Data were collected after getting permission from the authority and the researcher was responsible for the confidentiality of data.
- While collecting data, the researcher was physically present.
- The researcher did not create any pressure and uneasy situation for institution or individuals or groups at the time of data collection.
- Report writing was based on the actual data collected from actual situation.
- The researcher assures that the obtained data and evidence would be used only for the research purpose.
- The researchers did not give his/her own opinion and make any judgement to respondents so that it could not make any kind of reflection on respondents.

3. RESULTS AND DISCUSSION

3.1. Results of the Study

The major findings of this research study are summarized below:

- The most prevalent cause of fear of English is that inadequate vocabulary. Most of the students (92%, count total response of public and private university students') gave their opinion in favour of this cause.
- Lack of adequate & proper practice is the second remarkable cause regarding the fear of English at the university level of Bangladesh. Second highest (88%) students identified this as cause of fear of English.
- Caste or skin disparity is the least important cause regarding the fear of English identified the 51% students of public and private university in Bangladesh.
- Pronunciation problem (marked by 78% students), lack of confidence (marked by 74.5% students), nervousness (marked by 74% students), lack of thought (marked by 70% students), grammatical problem (marked by 65.5% students), unable to sentence building (marked by 65% students), unskilled teachers (marked by 64.5% students) are another leading causes regarding the fear of English at the university level of Bangladesh.
- Inadequate Vocabulary (marked by 89% public universities' students) identified as the main causes whereas lack of adequate & proper practice (marked by 96% private universities' students) as the main causes of fear of English.
- The bigger comparison is seen among the students of public and private university in Bangladesh regarding the fear of English is that equally 60% students of public universities identified 'lack of confidence' and 'nervousness' as the causes of fear of English but respectively 89% and 88% students of private universities marked these as causes. This is the token of much gap between the public and private university students' in terms of theirs' opinion percentage. This also revealed the difference between public and private universities' students in terms of "level of students' quality".
- Stock of laughter (83% students opined) is the first ranked effect of fear of English whereas 'face difficulties to have job' (65% students opined) is the least effects of fear of English.
- Unable to attend international conference, seminar, workshop (80.5% students opined) is the second significant effects of fear of English.

- Hamper study, as most of the tertiary level books are in English (75.5% students opined) and 'fail to keep pace with the developed countries' (74% students opined) are another most important effects of fear of English.

3.1 Discussion of the Findings

3.1.1. Causes of Fear in English Language

- a) **Lack of Thought:** A person who is extremely nervous can't organize, regulate or optimize thoughts. Lack of thought creates barrier at the time of expressing opinion in English. This study shows that with this opinion 70% agreed and 30% disagreed.
- b) **Unable to Build Sentence:** In spite of carrying many ideas it is found that they failed to express their opinion in English at different situations because they didn't know how to build or transfer the sentence without changing the meaning. 65% students agreed and 35% disagreed with this cause.
- c) **Grammatical Problems:** From early childhood at the time learning English language, over emphasis was given to grammatical accuracy. In spite of this grammatical problem is one of the most valuable causes behind the fear of English language. In favour of this cause 65.5% students agreed and 34.5% students disagreed.
- d) **Lack of Confidence:** Confidence is the predominant spirit of a human being, without it life becomes more difficult, suffocating and tiresome. The study of Tinjaca & Contreras (2008) also identified the same problem. It is pointed out that many students can't express their comments in English because they don't believe that they have all required qualities or they're furnished with fruitful knowledge. It becomes not only difficult but also impossible for many students when they find themselves into a silent room as speaker in English before audience and especially when they (audience) give their full concentration to them. 74.5% students agreed in line with this cause.
- e) **Pronunciation Problem:** Local language of regions or areas sometimes create pronunciation problem in English. 78% students agreed on this cause whether 22% is not.
- f) **Nervousness:** Too much expectation regarding speech, life and presentation sometimes create negative pressure on nerve which create the fear towards English language. 74% students gave their opinion in this side.
- g) **Unskilled Teachers:** Teachers are the pillar of a country. Students get relief whenever they find the blissful shadow of their teacher but it a matter of great regret few unskilled teachers can't bring English Language as an interesting subject to the students. As a result, the students' fear towards English language is growing up. 64.5% students responsible this as a cause of fear of English.
- h) **Inadequate Vocabulary:** From the early childhood of school to the level of university education the prime concern that is developed to many students is to pass the examination not to learn. At the time of using English language vocabulary limitations create hindrance. That's why, 92% students identified it as the main cause behind the fear of English language.
- i) **Lack of adequate & proper practice:** Practice can help a person to be a perfect one. Negative attitudes at the time of doing slight mistake in English Language or because of the absence of favourable environment students feel fear regarding English Language. 88% students agreed on this cause.
- j) **Caste / Skin disparity:** We are carrying the same color of blood, declaring the message of equity at everywhere but it is a matter of sorrow that still now dark skin or lower classes are exploited to some extent. It is said face is the index of mind as well as the reflection of best recommendation. The color of skin or class disparity can create an impact upon personality which sometimes works as hindrance in learning English language. Majority (51%) students identified it as one of the causes of fear of English language in the university level.

The entire scenario of students' response about the causes of fear of English is presented below graphically for easy on eye-

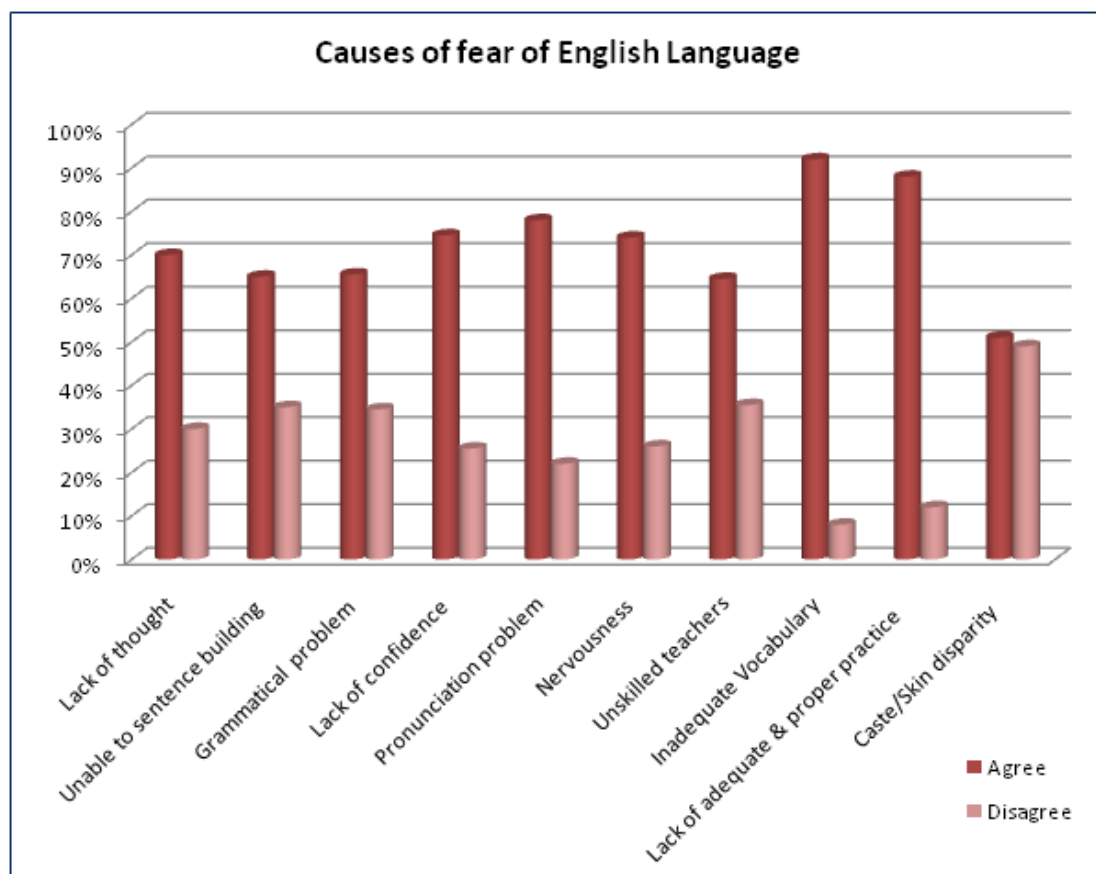


Fig2: Causes of fear of English Language at the university level of Bangladesh (Source: Authors', on the basis of data analysis)

3.1.2. Comparative Analysis

True to heart, the task to find out the perfect scenario regarding the depth of knowledge or the layer of fear in English Language is not so easy but it is a matter of consolation to us many students agreed to give their own opinion with courage both from public and private university. The result which came from their opinion is discussed below:

From the students of public university almost 63% agreed *lack of thought* creates barrier in English language where 37% disagreed with this. On the other hand, 80% students from the private university admitted the comment where 20% rejected humbly. Almost 58% students from public university allowed the thought they're *not able to build sentence* in English at different situations where 42% disagreed. On the other point of view from private university 72% agreed and 28% disagreed. *Grammatical problem* brings hindrance from public university 57% agreed and 43% disagreed and from private university 74% agreed where 26% disagreed. *Lack of confidence* is responsible to bring fear in English with this thought almost 60% from public university agreed and 40% disagreed but from the angle of private university 89% agreed and 11% disagreed. *Pronunciation problem* brings hesitation and suffocating situation, with this idea almost 78% both from public and private university agreed and 22% disagreed. *Nervousness* creates obstacle from public university 60% agreed and 40% disagreed. On the other perspective of private university 88% agreed and 12% disagreed. *Unskilled Teachers* can't eradicate fear from the mind of students almost 72% from public university agreed with this and 28% disagreed where as 57% from private university agreed and 43% disagreed. *Inadequate vocabulary* brings problem in English language 89% agreed and 11% disagreed with this opinion from public university where 95% agreed and 5% disagreed from private university. *Lack of adequate and proper practice* shows problem in English with this 88% from public university agreed and 12% disagreed where 96% from private university agreed and 4% disagreed. *Caste/ Skin disparity* brings negative impact in the time of dealing with English Language with this thought almost 60% from public university agreed and 40% disagreed where 42% agreed from private university and 58% disagreed.

The above discussion is tabulated below-

Table1: Comparison the causes of fear in English Language among the students of public and private university in Bangladesh

Causes	Public University Ss		Private University Ss	
	Agree	Disagree	Agree	Disagree
Lack of thought	63%	37%	80%	20%
Unable to sentence building	58%	42%	72%	28%
Grammatical problem	57%	43%	74%	26%
Lack of confidence	60%	40%	89%	11%
Pronunciation problem	78%	22%	78%	22%
Nervousness	60%	40%	88%	12%
Unskilled teachers	72%	28%	57%	43%
Limit vocabulary stock	89%	11%	95%	5%
Lack of adequate & proper practice	88%	12%	96%	4%
Caste/Skin disparity	60%	40%	42%	58%

(Source: Authors', on the basis of data analysis)

3.1.3. Effects of the fear of English Language

- a) Fall of Result: Because of the fear in English, the result of the students is falling down. Most of the students (70.5%) including public and private university opined in favour of this effect.
- b) Remaining Unskilled in English Language: Fear of English language and lack of skills create dissatisfaction that's why students remain unskilled in English language. Total 72.5% students agreed on this effect.
- c) Creating misunderstanding during conversation: At the time of conversation, insufficient knowledge in English Language creates misunderstanding. 68% students gave their consent of this effect.
- d) Hampering study as most of the tertiary level books are in English: The flow of study of the students is hampered from the beginning level if they fail to eradicate fear of English Language from their mind. In the tertiary level, they also suffer from it as most of the tertiary level books are in English. Maximum students (75.5%) agreed on this point.
- e) Problem to know the world: English is the International language, without this one is isolated from the world. Hence, face problem to know the world. Most of the students (73%) agreed on it.
- f) Not able to have scholarship: The student who carries poor knowledge in English will not be able to have scholarship in abroad but beside this it is also true many scholarships are available for the student who knows English very well. 71% students said in a same tone.
- g) Stock of laughter: The student who feels shy or fear at the time of dealing English language, play the role of a stock of laughter most of the time. 83% students claim that the most significant effect of fear of English is it. Tinjaca & Contreras (2008) study revealed the same evidence.
- h) Unable to attend International conference, seminar, and workshop: With poor knowledge in English it is difficult to attend International conference, seminar, and workshop. 80.5% students think that this is another important effect of fear of English.
- i) Facing difficulties to have job: English is the media of communication all over the world without this it is really difficult to have a job. 65% students identified this effect of fear of English.
- j) Fail to keep pace with the developed countries: Without English Language our country will pass time at arid land and will fail to keep pace with the developed countries. This study result also supports it. 74% students think that fear of English causes fail to keep pace with the developed countries.

4. RECOMMENDATIONS AND CONCLUSION

To improve this present scenario, several measures can be taken as probable solutions. Based on the findings and related literature of the study the following recommendations should be considered.

- Build the habit of speaking to heart in English every day during passing any situation or regarding the things that are done or about the issues which should be done.
- A good English teacher is needed from primary education level.
- Make English subject interesting and used CLT method from primary to all upper branches of education.
- Participation in debate, recitation, extempore speech competition in English should be brought out strongly.
- Create English learning environment and set students in practising situation.
- Organize as well as attend national and international seminars, workshops, conference.
- Construct a group for discussing national and international affairs in English.
- Practice and increase the time of speaking in English.
- Keep connection with games and events that telecast in English.
- Assess and evaluate the all English language skills in all education level.
- Establish rich library with all modern equipment and facilities in all universities.
- Ensure English speaking session in class routine of English course.

English is not only a language but also a privilege to create a warm relation with the developed countries. For the interest of our nation, we should eradicate the fear of English language from the students of school to all upper branches of education. That day is not so far when all the students of Bangladesh with tear the strong net of fear at the time of dealing English language, will forget the disparity of caste, class or skin. Obviously, they will bring prosperity with the promise of independence and will fly like a butterfly in the field of education with a smiling face after overcoming all obstacles. This is a minimal effort to bring the scenario in front and hope further research will be carried out in a large scale.

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