SOCIO-LINGUISTIC FACTORS: MOTIVATIONS FOR LEARNING ENGLISH AND DEMAND IN THE WORK PLACE

BASELINE STUDY 2

RESEARCH REPORT

ENGLISH in ACTION

THE MOTIVATIONS AND EXPERIENCES OF SCHOOL STUDENTS, TEACHERS AND ADULTS IN THE COMMUNITY

BASELINE STUDY 2A

RESEARCH REPORT

ENGLISH in ACTION

Executive Summary

Background and Methods

English is taught as a compulsory subject in Bangladeshi schools, both at primary and secondary levels. While the national 'English for Today' curriculum stresses communicative use of the language, this does not appear to be effectively implemented as widespread concerns have been expressed about the ability of students to communicate in English.

Baseline Study 2a sought to assess the sociolinguistic factors relating to learning and using English for communicative purposes among school students, teachers and community adults. The study involved a survey of 2,877 individuals - 2,174 school students, over 450 teachers and 250 adults in the community. The study was undertaken in 2 phases: the first in NGO schools and the second in Government schools.

Key Findings

- Over one-half of the students, more than one-third of the teachers and around two-third of the community people do not listen to songs in English at all. The results were similar in both phase 1 and phase 2 of the survey.

- More than three-quarters of the students, around one-half of the teachers and about three-quarters of the community people do not listen to stories in English at all. On this point as well, the results obtained from phase 1 and phase 2 of the survey were similar.

- Around 70-80% of the students, nearly one-half of the teachers, and about 60-75% of the community people do not listen to radio programmes in English at all. The results were very similar in phase 1 and phase 2.

- However, a substantial majority of the students (70-80%), teachers (around 85-90%), and community people (around 70-80%) do watch TV programmes in English. The extent of watching TV programmes was slightly higher (5-8%) among the students and teachers of government schools in comparison to those from NGO schools.

- Nearly 75-80% of the students, around a third of the teachers, and about 55-75% of the community people do not read magazines or newspapers in English at all. The results were found to be similar in phase 1 and phase 2.

- Almost 100% of the students and community people and around 90% of the teachers do not use the Internet in English at all. Internet use was slightly higher (3%) among the government school teachers.

- Around 70-80% students, more than 50% of the teachers, and above 90% of the community people do not write letters in English at all. The incidence of writing letters was about 14% higher among NGO students and more than 8% higher among NGO teachers compared to those from government schools.

- Almost 100% of the students, about 90-95% of the teachers, and around 95% of the community people do not write e-mails in English at all. The incidence of not writing e-mails was about 5% higher among government school teachers.

- Around 75-85% of the students do not write stories or poems in English at all. The figures were almost identical for the teachers. However, about 10% more teachers in government schools write stories or poems than those in NGO schools.

- Very few (7-8%) of the students speak to foreigners in English while around one-fifth of the teachers do the same. The results for students and teachers were very similar in both phase 1 and phase 2. The situation of the community people was similar to those of the students as only 6-14% of them were found to speak to foreigners in English.

- About 50-60% of the students, teachers and community people believed that English was very much necessary for Bangladesh. The results were similar between the respondents from government and NGO schools. However, an overwhelming majority (from 75 to 90%) of them believed that English was difficult to learn.

- Around 50% of the students and community people believed that learning English was very much necessary for them. The results for the teachers varied substantially between government and NGO schools. While about 60% of government school teachers believed that English was necessary for them, only a little more than 27% of the NGO teachers had the same opinion.

- More than 60% of the NGO students believed that they were average in English, but only about 30% of the students from government schools believed so. More NGO teachers (about 75%) expressed this opinion compared to government school teachers (slightly higher than 60%).

- Although about one-half of the students believed that their weakest skill was 'speaking', more than 75% of them reported that skill in 'writing' was necessary for them to pass examinations. More interestingly, a substantial percentage (60-80%) of the students, teachers and community people indicated that it was 'spoken' English that was necessary for their future life.

Almost 100% of the students surveyed reported that they would like to pursue higher studies in colleges and universities and about 85-95% of them believed that learning English was necessary for them to fulfil that dream.

Table of Contents

List of Tables (Combined Data Only):

List of Figures:

1. Introduction

1.1 Rationale for the Baseline Studies

English is taught as a compulsory subject in Bangladeshi schools, both at primary and secondary levels. While the national 'English for Today' curriculum stresses communicative use of the language, this does not appear to be effectively implemented as widespread concerns have been expressed about the ability of students to communicate in English.

English in Action, Bangladesh (EIA) aims to develop language learning and teaching over a 9-year period from May 2008. Funded by the UK Government's Department for International Development (DFID), the EIA Project's goal is to "contribute to the economic growth of Bangladesh by providing English language as a tool for better access to the world economy". The **purpose** of the planned interventions aimed at groups of school students, teachers and adults is to "increase significantly the number of people able to communicate in English, to levels that enable them to participate fully in economic and social activities and opportunities". Initiatives by EIA Project partners in three sectors (Primary, Secondary and Adult) will utilise a range of media technologies to:

- overcome barriers to the effective use of communicative English

- increase motivation and access to appropriate resources

- enhance and extend the necessary learning and teaching practices

A programme of research, monitoring and evaluation activities will assess the extent to which the EIA Project manages to achieve its purpose and goal. Within the first year, a set of project-wide Baseline Studies were planned and carried out in advance of the various sector interventions being launched. Each of six Baseline Studies concentrates upon separate, but related, fields for investigation in relation to developing the use of communicative English within Bangladesh. These will be repeated and extended in each of the Project's three-year phases to enable comparisons to be made to determine what improvements have occurred.

The initial Baseline Studies serve a number of purposes, primarily to:

a. learn about the current situation relating to the teaching and learning of English 'on the ground' and the contexts for communicative use of English

b. inform the outputs and activities for each sector and the project as a whole

c. provide a base against which outputs and activities of the project can be subsequently evaluated

Each study provides insights and evidence relating to an element of the 'Communicative Environment' - the complex of factors that impact on the EIA Project's purpose, to "increase significantly the number of people able to communicate in English". This is illustrated in the Figure 1.

Figure 1: The Communicative Environment
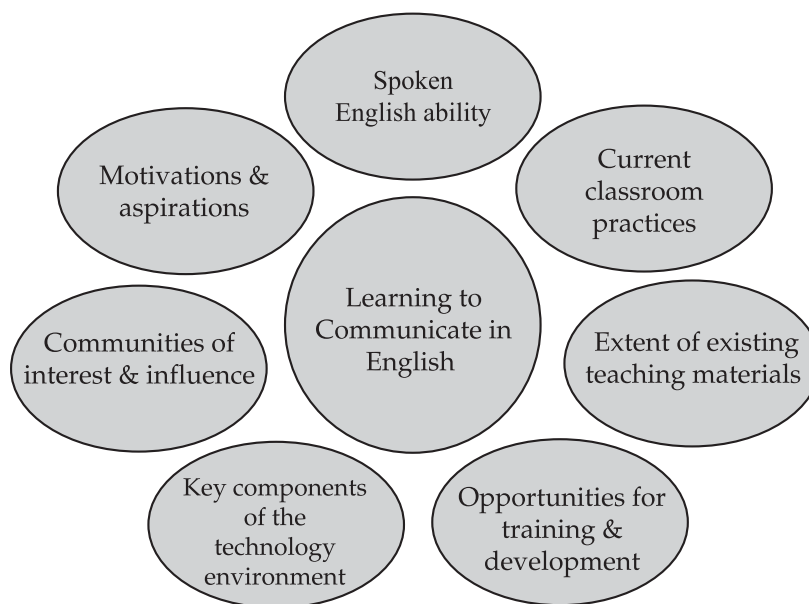
1.2 Overview of the Education Sector in Bangladesh: NGO and Government Schools

Bangladesh is the eighth most densely populated country in the world with 150 million people. The priority need of the Government of Bangladesh (GoB) is to explore and invest in developing the nation's human resource for socio-economic growth and well being. The Government's Five Year Plans stress the need to enhance educational opportunities in order to create a skilled labour force. Since the 1990s, the GoB has emphasized achieving Universal Primary Education in its mandate. Primary education includes children in Classes/Grades 1 to 5, usually aged from 6 to 10 years.

Secondary education covers Classes/Grades 6 to 10 (Lower Secondary includes Classes 6 to 8 and Upper Secondary Classes 9 and 10). Beyond the compulsory stage of primary education, secondary schools are made available by both the government and non-government providers. Over 97% of all secondary schools in the country are non-government and are administered by local School Management Committees. However, they receive substantial support from the government.

A large number of Non Government (NGO) schools exist in the country. These schools are often for underprivileged children in the communities and are financed by either private sector funds or donor funds. The timetables for NGO schools vary from one school to another and these do not maintain the same hours as government schools. Many run non-formal education systems with teachers that are less trained and qualified than those in government run schools. As the salaries of teachers in NGO schools tend to be lower than those paid in governmental schools, the educational qualifications of NGO teachers are seldom up to the same standard. Some come into the job with only high school certification.

Although the classroom environment is crowded and has weak infrastructure, NGO schools are believed to have a much more interactive and participatory approach to learning than government schools. Government schools have more classroom space, but also a very large number of students - sometimes ranging from 60 to 100 students in a classroom with only one teacher. In comparison, classrooms in NGO schools are often not well equipped with sufficient space, light or furniture, but the class size is much smaller with only 30-35 students in the class. There is often greater scope to use interactive teaching techniques in an NGO classroom than in a government school.

1.3 Rationale for this Baseline Study

This Study was undertaken to assess the Socio-Linguistic Factors relating to learning and using English for communicative purposes within Bangladesh. More specifically, the study set out to assess the extent to which children and adults in Bangladesh are motivated to learn English for communicative purposes and their exposure to the English language in educational, work and social contexts.

1.4 Background and Scope of this Baseline Study

To achieve its ultimate goal and purpose, English in Action must not concentrate solely on the metropolitan and urban areas of Bangladesh: about three-quarters of the population live and work in rural areas. In selecting the locations for fieldwork and data collection for Baseline Studies it was important to ensure an adequate representation of the rural population. However, on the basis of guidance provided, it was envisaged that in the Pilot Phase of EIA (2008-2011) the school-based interventions would not be nationwide in scope, but limited to certain areas in Dhaka and Upazilas in the central part of Bangladesh. Accordingly, data collection for the initial Baseline Studies did not aim to be fully representative of the nation as a whole, but was predominantly undertaken within the anticipated geographical area for the Pilot Phase. Negotiations with the Government after the Baseline Studies were undertaken have resulted in a modification of the geographical scope of the Pilot Phase. The implications for the baseline research are being explored and, where appropriate, the studies are being extended.

The survey interviews were planned to take place within the geographical area (Dhaka and central Bangladesh) in which the initial EIA Primary and Secondary interventions were anticipated to take place, although some NGO Primary schools in Sylhet were also included. Interviews were planned to take place in Government and Non-Government schools and their communities. Two phases of fieldwork were necessary in order to achieve this. In total, 2877 individual interviews were undertaken for Baseline Study 2a.

1.5 Structure of this Report

The next section (Section 4) reports on the 'Research Methods and the Population and Sample' for this Baseline Study. As the data collection fieldwork was undertaken in two phases (October-November 2008, and March 2009), the results obtained from each of those phases is reported in separate substantive sections (Sections 5 and 6). Section 7 presents the tables showing the combined data from the two phases of fieldwork. The English versions of survey instruments used are shown in Appendices 1 and 2.

2. Research Methods

2.1 The Population and Sample

The targets for English in Action are school students, teachers and adults in communities throughout Bangladesh. Interventions will need to involve Primary and Secondary schools supported by the Government of Bangladesh and also by Non-Government Organisations (NGOs) as well as media-based outputs aimed primarily to adults.

Approximately equal numbers of Primary and Secondary school locations were selected for data collection. The Government supports the majority of Primary schools, while the majority of Secondary schools are supported by NGOs or the local community. Account was taken of this situation in selecting the schools to be visited for data collection.

[N.B. Some NGO Primary schools were visited around Sylhet in North East Bangladesh, outside the main geographical area anticipated for the Pilot Phase. These were FIVBD schools and that organisation is an EIA partner.]

2.2 Selecting the Sample for this Baseline Study

At each school visited for data collection, students from a range of different school grades/classes were selected. As far as possible, the allocation of students to each of the studies was undertaken on a random basis.

In the first phase of data collection, 5 experienced Field Investigators completed the survey instruments by conducting individual interviews with 1,210 respondents (students, teachers and adults). Data collection was undertaken over 10 working days. In the second phase, 6 experienced Field Investigators interviewed 1,667 respondents (students, teachers and adults) over 14 working days.

The number of respondents covered in this study was as follows:

	Phase 1 NGO Schools	Phase 2 Government Schools	Total
Students	902	1,272	2,174
Teachers	183	270	453
Community Adults	125	125	250
Total	**1,210**	**1,667**	**2,877**

2.3 Development of the Survey Instrument

EIA project staff at the UK Open University developed two related survey instruments. These were very similar in content, but one was designed for school students and the other for teachers and adults (see Appendices 1 and 2). Both instruments comprised multiple-choice questions to a very large extent. These were subject to review by other project staff during their development. The consultant, Uniconsult International Ltd. (UCIL) based in Dhaka, translated the instruments into Bangla and supplied sufficient numbers of these instruments to their Field Investigators for conducting the face-to-face survey interview.

2.4 Fieldwork for the Study

The fieldwork, data analysis and initial reporting for this Baseline Study were undertaken by UCIL. Details of the Uniconsult team and their respective roles are given in Appendix 3.

For the purpose of subsequent analysis, information was recorded for each respondent in respect of gender, location and type of school (if appropriate). All the data collected was aggregated so that the reported responses could not be identified with individuals. The data was analysed to determine the frequency of responses within major groupings, i.e. male/female, primary/secondary, student/teacher/community adult, urban/rural. The two phases of fieldwork also enabled responses from Government and NGO schools to be compared.

For Phase 1, the interviews were started on 26 October 2008 and were completed on 6 November 2008. For Phase 2, the interviews were started on 8 March 2009 and were completed on 24 March 2009.

2.5 Recruitment and Training of the Field Investigators

Experienced Field Investigators were recruited from amongst the panel of field investigators/researchers maintained by UCIL. Most of them are Masters Degree holders in various subjects. 5 experienced Field Investigators were recruited and trained on 25 October 2008 for the first phase of data collection for Baseline Study 6b. 6 Field Investigators were trained extensively in UCIL during 26-27 February 2009 for the second phase of fieldwork.

The training particularly addressed the following areas:

a. Purpose and Objective of the Study

b. Detailed Methodology

c. Selection of Samples

d. Procedure for administering the instruments

e. Record keeping

f. Other related issues

Both teams of Investigators also attended a briefing session at the EIA Base Office in Gulshan, Dhaka on the morning of the first day of data collection.

2.6 Quality Control

To improve the quality of data collection in the field Uniconsult undertook the following activities:

- Engaged efficient survey Investigators/ Fieldworkers working with the company for several years

- Conducted training of survey Investigators/ Fieldworkers on the specific Terms of Reference

- Conducted initial surveys under close supervision from consultants

- Arranged continuous supervision in the field by the Supervisors

Like any other data collection effort, Investigators/ Fieldworkers followed a uniform set of procedures to collect data in a valid and reliable manner. Investigators/Fieldworkers were trained in its administration, including what to say to respondents to introduce the survey and get their cooperation, ways to avoid refusals, how to ask the survey questions, how to record responses, and how to answer respondents' questions about the survey. Investigators/ Fieldworkers were thoroughly familiar with all questions and procedures before beginning.

The primary purpose of conducting a survey, of course, is to produce data that will help answer important research questions. Once collected the data is collated, organised, summarised, and described.

Data collection is a complex activity. Mistakes and missing data are inevitable. Data cleaning and checking is thus a multi-stage process. The Investigators/ Fieldworkers reviewed their work at the end of each day. Supervisors reviewed the work of Investigators/ Fieldworkers for consistency of collected data.

The second stage of data cleaning took place at the time of data entry. In particular, the Data Entry Operators were familiar with the questionnaire. In case of any unusual responses, they sent notes to the supervisor of each team so that Investigators/ Fieldworkers could verify the recorded information. In addition, the Data Entry Operators were given time at the end of each day to run frequencies of all variables on the questionnaires. Any unusual responses were checked for data entry errors or errors by the Investigators/Fieldworkers. At this stage, data cleaning was done by a set of rules written into SPSS.

Finally, data cleaning was done by the Statistician/Data Analyst. Again, this involved frequencies, descriptive statistics, written rules, and examination of outliers on original data, but also on calculated variables derived from the original data.

The experts calculated summary measures such as means, frequencies, standard deviations, and correlations and creating tables and graphs that illustrate important findings. Such activities were

appropriate, necessary, and important.

After efficient entry, survey data were coded into a data matrix that could be analyzed by SPSS.

2.7 Data Processing

Data processing involved: (a) data checking, editing and coding of the filled-in questionnaires, and (b) data cleaning and data entry. Data entry was done in SPSS for Windows. An appropriate data cleaning and data entry program was developed to ensure error-free data.

2.8 Data Analysis

The data has been analysed taking into account the objectives of the Study specified to UCIL.

2.9 Reporting Requirements

For Phase 1, the following reports were required to be submitted to the EIA Project office in line with the Terms of Reference:

- Headline Report for Baseline 2a: This was sent to the EIA Project office in Dhaka on 19 November 2008 - electronically and in 2 hard copies.

- Full Report for Baseline 2a: Submitted to the EIA Project office in Dhaka on 7 December 2008.

For Phase 2, Uniconsult prepared and submitted the Full Report and data sets to the EIA Base Office by 30 April 2009.

3. Findings of the First Phase of Fieldwork

The first phase of fieldwork took place in October and November 2008 in 53 NGO schools. The schools covered in the fieldwork for Phase 1 are listed in Appendix 4.

3.1 Listening to English

3.1.1 Listening to Songs in English

The respondents were asked whether they listen to songs in English. 56.7% of students, 40.4% of teachers and 62.4% of community people responded that they do not listen to songs in English. (Table 3.1 and Figure 2). The table also shows that 76.2% of primary school students and 42.9% of secondary school students do not listen to songs in English.

Table 3.1: Listening to songs in English

		Not at all %	Very little %	Occasionally %	Quite often %	Very often %	Number
Students	Boys	53.6	16.7	21.3	5.6	2.8	431
	Girls	59.4	16.2	19.1	2.3	3.0	470
	Urban	66.4	12.6	16.4	2.5	2.0	396
	Rural	49.0	19.4	23.1	4.9	3.6	506
	Primary	76.2	12.7	7.3	2.7	1.1	369
	Secondary	42.9	19.1	29.1	4.7	4.2	529
	Overall	56.7	16.4	20.2	3.9	2.9	901
Teachers		40.4	32.2	23.5	2.2	1.6	183
Community people		62.4	26.4	8.0	2.4	0.8	125

Figure 2: Listening to songs in English
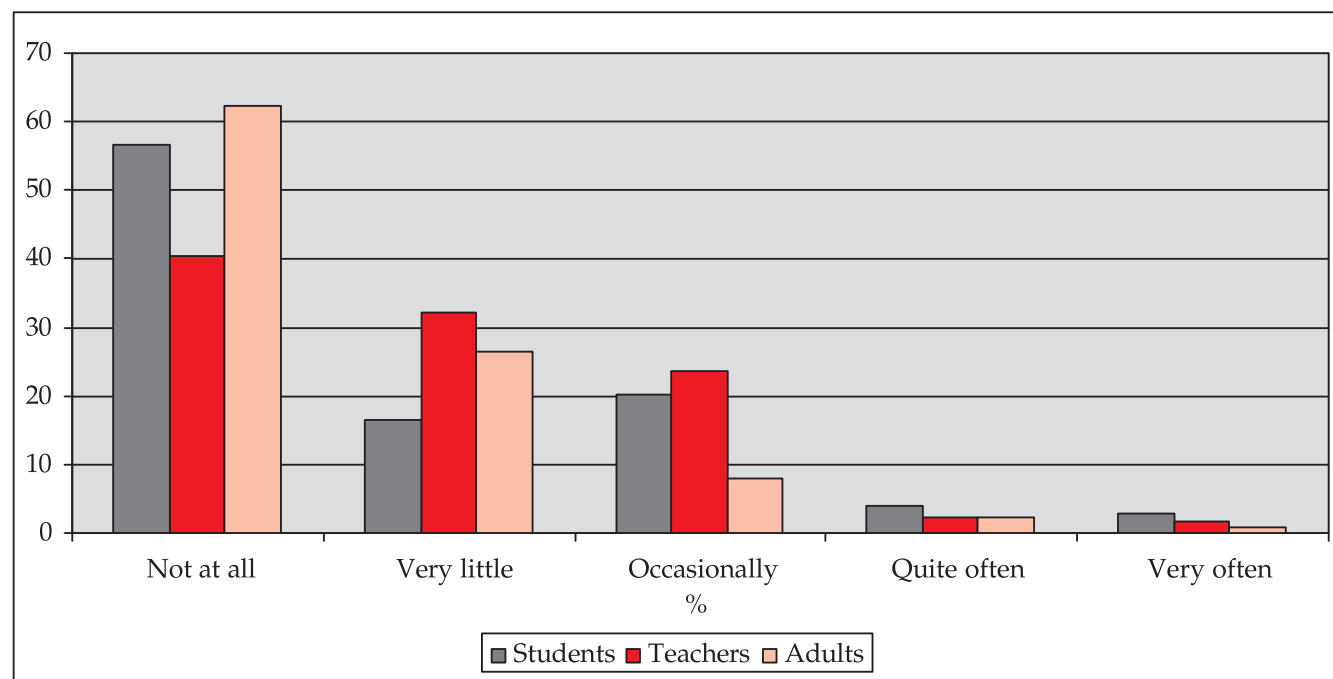
3.1.2 Listening to Stories in English

When asked, a majority of students (75.1%), teachers (54.1%) and community people (86.4%) reported that they do not listen to stories in English at all. The figure is 87.0% for primary school students and 66.5% for secondary school students. 10.1% of urban students and 12.5% of rural students listen to stories in English occasionally (Table 3.2).

Table 3.2: Listening to stories in English

		Not at all %	Very little %	Occasionally %	Quite often %	Very often %	Number
Students	Boys	74.0	11.6	10.9	2.6	0.9	
	Girls	76.0	8.9	11.9	1.9	1.3	
	Urban	77.3	10.1	10.1	2.0	0.5	396
	Rural	73.3	10.3	12.5	2.4	1.6	506
	Primary	87.0	5.1	6.2	1.6	-	369
	Secondary	66.5	13.5	15.1	2.6	1.9	529
	Overall	75.1	10.2	11.4	2.2	1.1	899
Teachers		54.1	21.9	18.0	1.6	4.4	183
Community people		86.4	8.8	4.8	-	-	125

3.1.3 Listening to Radio Programmes in English

The majority of the students, teachers and community people reported that they do not listen to radio programmes in English. Table 3.3 shows that 72.9% of students, 45.9% teachers and 75.2% community people do not listen to radio programmes in English at all. The proportions of urban students and rural students not listening to radio programmes in English are 79.0% and 68.2% respectively.

Table 3.3: Listening to radio programmes in English

		Not at all %	Very little %	Occasionally %	Quite often %	Very often %	Number
Students	Boys	68.7	13.9	13.7	0.9	2.8	431
	Girls	76.8	11.1	9.4	0.9	1.9	469
	Urban	79.0	9.3	8.8	0.8	2.0	396
	Rural	68.2	14.8	13.4	1.0	2.6	506
	Primary	88.1	5.4	6.2	-	0.3	369
	Secondary	62.2	17.4	15.1	1.5	3.8	529
	Overall	72.9	12.4	11.4	0.9	2.3	901
Teachers		45.9	24.6	21.9	2.2	5.5	183
Community people		75.2	11.2	12.0	0.8	0.8	125

3.1.4 Watching TV Programmes or Films in English

A majority of respondents in all categories reported that they watch TV programmes or films in English to some extent. Overall, 20.2% of teachers, 10.1% of students and 10.8% of community people do so 'very often'. On the other hand, Table 3.4 and Figure 3 below show that 31.2% of students, 14.2% of teachers and 34.7% of community people do not watch TV programmes or films in English at all.

Table 3.4: Watching TV programmes or films in English

		Not at all %	Very little %	Occasionally %	Quite often %	Very often %	Number
Students	Boys	28.6	19.8	31.2	8.4	12.1	431
	Girls	33.4	23.8	29.6	4.9	8.3	469
	Urban	37.7	22.3	26.8	3.8	9.4	395
	Rural	26.1	21.5	33.0	8.7	10.7	506
	Primary	47.3	25.8	16.6	4.1	6.3	368
	Secondary	19.7	19.3	39.9	8.3	12.9	529
	Overall	31.2	21.9	30.3	6.5	10.1	901
Teachers		14.2	16.9	39.9	8.7	20.2	183
Community people		34.7	21.8	29.8	3.2	10.8	125

Figure 3: Watching TV programmes or films in English
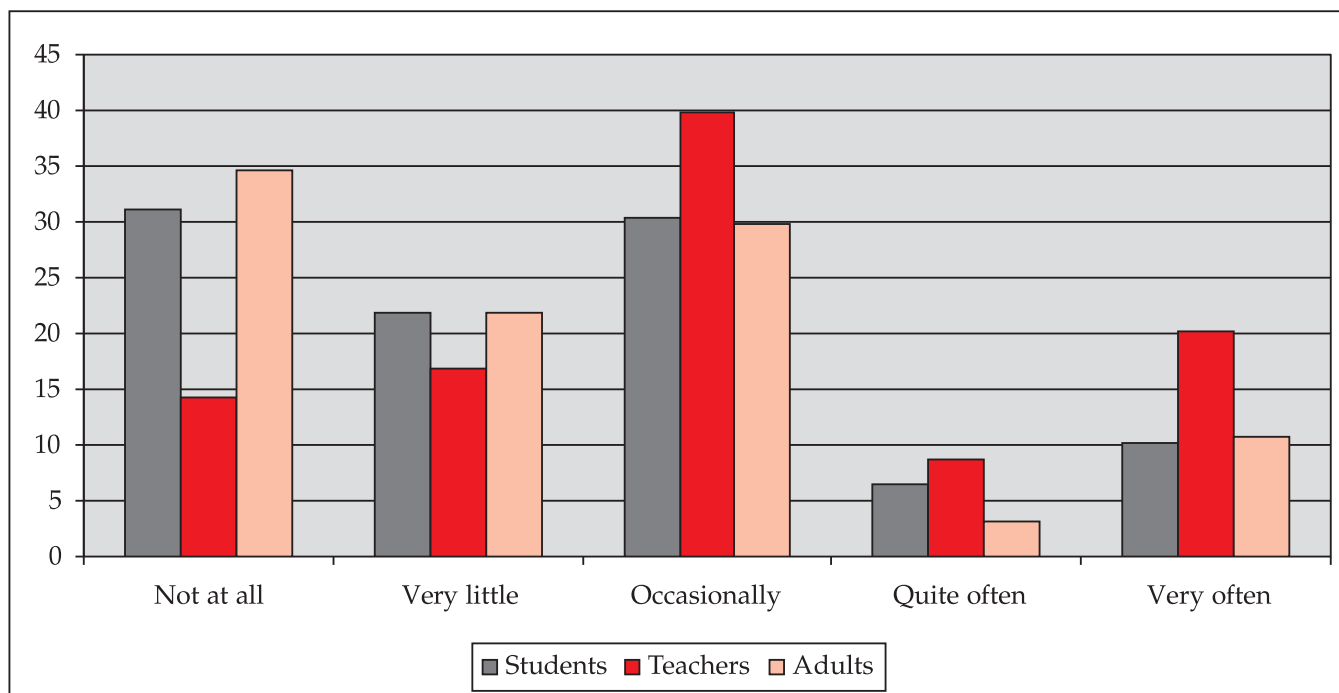
3.2 Reading English

3.2.1 Reading Posters or Billboards in English

Table 3.5 shows that 39.1% of students, 40.0% community people but only 3.8% of teachers do not read posters or billboards in English at all. A majority of teachers read posters or billboards in English more often than students and community people - 40.7% do so 'occasionally' and 26.9% do so 'very often'.

Table 3.5: Reading posters or billboards in English

		Not at all %	Very little %	Occasionally %	Quite often %	Very often %	Number
Students	Boys	33.2	26.0	28.1	3.2	9.5	431
	Girls	44.3	22.0	23.9	3.2	6.6	469
	Urban	44.2	19.7	24.0	2.8	9.3	396
	Rural	35.0	27.1	27.3	3.6	6.9	505
	Primary	62.2	18.8	14.1	2.2	2.7	368
	Secondary	22.9	27.4	34.0	4.0	11.7	529
	Overall	39.1	23.9	25.9	3.2	8.0	901
Teachers		3.8	15.4	40.7	13.2	26.9	183
Community people		40.0	18.4	21.6	8.0	12.0	125

3.2.2 Reading Instructions or Labels in English

Table 3.6 below shows that 48.6% of students, 45.6% of community people but only 4.9% of teachers do not read instructions or labels in English at all. Many teachers do so 'very often' (32.8%) or 'occasionally' (30.1%). In comparison, only 16.1% of students and 13.6% of community people read instructions or labels in English 'occasionally'.

Table 3.6 : Reading instructions or labels in English

		Not at all %	Very little %	Occasionally %	Quite often %	Very often %	Number
Students	Boys	46.9	24.4	17.4	3.9	7.4	431
	Girls	50.0	23.8	14.9	3.6	7.7	470
	Urban	51.8	21.2	13.4	4.5	9.1	396
	Rural	46.0	26.3	18.2	3.8	6.3	506
	Primary	70.5	16.0	8.1	2.7	2.7	369
	Secondary	33.3	29.7	21.6	4.5	11.0	529
	Overall	48.6	24.1	16.1	3.8	7.5	901
Teachers		4.9	21.9	30.1	10.4	32.8	183
Community people		45.6	18.4	13.6	5.6	16.8	125

3.2.3 Reading Comics or Cartoons in English

Comics and cartoons are not generally familiar in Bangladesh. Table 3.7 shows that 72.5% of students, 51.9% of teachers and 84.8% of community people do not read comics or cartoons in English at all. The Table also shows that 85.9% of primary school students and 62.9% of secondary school students do not read comics and cartoons in English at all.

Table 3.7: Reading comics or cartoons in English

		Not at all %	Very little %	Occasionally %	Quite often %	Very often %	Number
Students	Boys	74.0	11.1	9.5	2.1	3.2	431
	Girls	71.1	10.9	11.7	1.9	4.5	470
	Urban	77.3	9.8	8.8	1.3	2.8	396
	Rural	68.8	11.9	12.1	2.6	4.7	506
	Primary	85.9	7.0	4.6	1.6	0.8	369
	Secondary	62.9	13.8	14.9	2.3	6.0	529
	Overall	72.5	11.0	10.6	2.0	3.9	901
Teachers		51.9	15.3	20.2	4.9	7.7	183
Community people		84.8	7.2	7.2	-	0.8	125

3.2.4 Reading Magazine or Newspaper Articles in English

When the respondents were asked whether they read magazine or newspaper articles in English, 78.3% of students, 33.3% of teachers and 76.0% of community people reported that they do not do so at all. Overall, 90.5% of primary school students and 69.8% of secondary school students do not read magazine or newspaper articles in English. The proportions of urban and rural students not reading magazine or newspaper articles in English are alike (78.3%). Teachers are more likely to read magazines or newspapers in English - 34.4% do so 'occasionally', while 13.7% do so 'very often'.

Table 3.8 : Reading magazine or newspaper articles in English

		Not at all %	Very little %	Occasionally %	Quite often %	Very often %	Number
Students	Boys	75.6	9.5	11.8	1.4	1.6	431
	Girls	80.6	8.9	8.5	0.6	1.3	470
	Urban	78.3	8.6	10.1	0.8	2.3	396
	Rural	78.3	9.7	10.1	1.2	0.8	506
	Primary	90.5	4.3	3.8	0.5	0.8	369
	Secondary	69.8	12.7	14.4	1.3	1.9	529
	Overall	78.3	9.2	10.1	1.0	1.4	901
Teachers		33.3	16.4	34.4	2.2	13.7	183
Community people		76.0	8.8	11.2	2.4	1.6	125

Figure 4: Reading magazine or newspaper articles in English
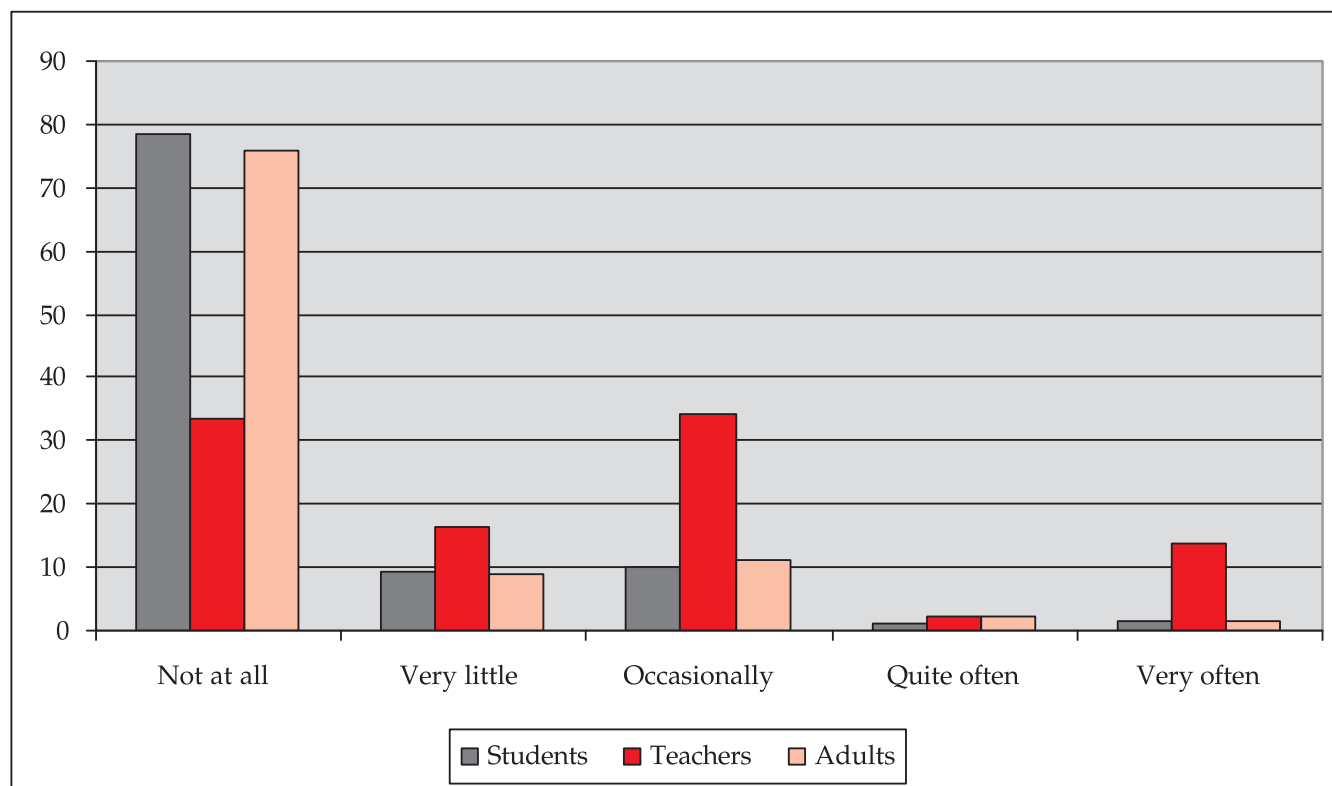
3.2.5 Reading Stories in English

The respondents were asked whether they read stories in English. In response, 71.2% of students, 39.3% of teachers and 86.4% of community people reported that they do not read stories in English at all. Only 9.8% of students, 25.1% of teachers and 4.8% of community people read stories in English 'occasionally'.

Table 3.9: Reading stories in English

		Not at all %	Very little %	Occasionally %	Quite often %	Very often %	Number
Students	Boys	71.3	13.5	9.8	1.4	4.0	429
	Girls	71.1	13.4	9.8	2.1	3.6	470
	Urban	74.4	11.1	9.6	1.5	3.3	395
	Rural	68.7	15.2	9.9	2.0	4.2	505
	Primary	85.9	6.3	5.7	0.5	1.6	368
	Secondary	60.8	18.6	12.7	2.7	5.3	528
	Overall	71.2	13.4	9.8	1.8	3.8	901
Teachers		39.3	25.7	25.1	4.4	5.5	183
Community people		86.4	7.2	4.8	0.8	0.8	125

3.2.6 Using the Internet in English

The Internet is an emerging technology in Bangladesh. Students and teachers in primary and secondary schools and community people still have little access to this technology. It is evident from Table 3.10 that 96.0% of students, 89.1% of teachers and 94.4% of community people do not use the Internet in English at all. Only 1.0% of students, 3.8% of teachers and 1.6% of community people use the Internet in English 'occasionally'.

Table 3.10: Using the internet in English

		Not at all %	Very little %	Occasionally %	Quite often %	Very often %	Number
Students	Boys	94.2	3.9	1.6	0.2	-	431
	Girls	97.7	1.9	0.4	-	-	470
	Urban	97.5	2.3	0.3	-	-	396
	Rural	94.9	3.4	1.6	0.2	-	505
	Primary	98.6	1.4	-	-	-	369
	Secondary	94.1	4.0	1.7	0.2	-	528
	Overall	96.0	2.9	1.0	0.1	-	901
Teachers		89.1	5.5	3.8	-	1.6	183
Community people		94.4	3.2	1.6	0.8	-	125

3.3 Writing in English

3.3.1 Writing to Penfriends in English

Writing to penfriends is not a very familiar activity in Bangladesh and very few of the respondents had done this. Hence this should not be regarded as an indicator of use of English. Table 3.11 below shows that 94.5% of students, 73.8% of teachers and 96.0% of community people do not write to their penfriends in English at all. The proportions of students in primary and secondary schools in the urban and rural areas not writing to penfriends in English are almost the same.

Table 3.11: Writing to penfriends in English

		Not at all %	Very little %	Occasionally %	Quite often %	Very often %	Number
Students	Boys	93.7	2.3	3.7	-	0.2	431
	Girls	95.1	2.3	1.7	0.2	0.6	470
	Urban	94.2	2.5	2.3	-	1.0	396
	Rural	94.7	2.2	3.0	0.2	-	506
	Primary	97.3	1.1	1.6	-	-	369
	Secondary	92.4	3.2	3.4	0.2	0.8	529
	Overall	94.5	2.3	2.7	0.1	0.4	901
Teachers		73.8	12.0	10.4	1.6	2.2	183
Community people		96.0	1.6	2.4	-	-	125

3.3.2 Writing Letters in English

Very few students, teachers and community people reported that they write letters in English. Table 3.12 below shows that 83.9% of students, 58.5% of teachers and 92.0% of community people do not write letters in English at all. 15.3% of teachers and 10.8% of secondary students write letters in English 'occasionally'.

Table 3.12: Writing letters in English

		Not at all %	Very little %	Occasionally %	Quite often %	Very often %	Number
Students	Boys	87.1	7.4	9.5	0.5	0.9	431
	Girls	86.0	6.0	6.4	0.9	0.9	470
	Urban	84.3	5.8	8.6	0.8	0.5	396
	Rural	83.6	7.3	7.3	0.6	1.2	506
	Primary	93.5	3.0	3.5	-	-	369
	Secondary	77.3	9.3	10.8	1.1	1.5	529
	Overall	83.9	6.7	7.9	0.7	0.9	901
Teachers		58.5	18.6	15.3	3.8	3.7	183
Community people		92.0	5.6	1.6	-	0.8	125

3.3.3 Writing Emails in English

Communicating through email is a new technology in Bangladesh. It is yet to be used in primary and secondary schools and in the rural areas. Table 3.13 shows that 97.1% of students, 91.8% of teachers and 95.2% of community people do not write emails in English at all.

Table 3.13: Writing emails in English

		Not at all %	Very little %	Occasionally %	Quite often %	Very often %	Number
Students	Boys	96.9	1.6	1.2	0.2	-	426
	Girls	97.2	2.3	0.4	-	-	469
	Urban	98.7	1.3	-	-	-	390
	Rural	95.8	2.6	1.4	0.2	-	506
	Primary	99.5	0.5	-	-	-	364
	Secondary	95.5	3.0	1.3	0.2	-	528
	Overall	97.1	2.0	0.8	0.1	-	901
Teachers		91.8	4.4	2.7	1.1	-	183
Community people		95.2	1.6	3.2	-	-	125

3.3.4 Helping Relatives to Write Letters or Emails in English

A substantial majority of students (90.1%), teachers (70.9%) and community people (94.4%) do not help their relatives to write letters or emails in English. Only 4.4% of students, 16.5% of teachers and 3.2% of community people 'occasionally' help their relatives to write letters or emails in English.

Table 3.14: Helping relatives to write letters or emails in English

		Not at all %	Very little %	Occasionally %	Quite often %	Very often %	Number
Students	Boys	89.0	4.3	5.5	1.0	0.2	420
	Girls	91.0	4.7	3.4	0.2	0.6	465
	Urban	92.5	2.9	3.9	-	0.8	385
	Rural	88.2	5.8	4.8	1.0	0.2	501
	Primary	98.6	0.6	0.6	0.3	-	357
	Secondary	84.4	7.2	6.9	0.8	0.8	525
	Overall	90.1	4.5	4.4	0.6	0.5	901
Teachers		70.9	11.0	16.5	-	1.6	182
Community people		94.4	2.4	3.2	-	-	125

3.3.5 Helping Relatives to Complete Forms in English

Teachers are much more likely than students or community adults to do this activity. 70.4% of students, 56.8% of community people but only 13.1% of teachers reported that they do not help relatives to complete forms in English at all. 13.9% of students, 42.1% of teachers and 18.4% of community people help their relatives to complete forms in English 'occasionally', while 19.1% of teachers do so 'very often'.

Table 3.15: Helping relatives to complete forms in English

		Not at all %	Very little %	Occasionally %	Quite often %	Very often %	Number
Students	Boys	68.2	14.6	14.4	0.9	1.9	431
	Girls	72.3	12.6	13.4	0.2	1.5	470
	Urban	75.0	10.9	11.4	0.5	2.3	396
	Rural	66.8	15.6	15.8	0.6	1.2	506
	Primary	89.7	6.0	3.8	0.3	0.3	369
	Secondary	56.7	18.9	21.0	0.8	2.6	529
	Overall	70.4	13.5	13.9	0.6	1.7	901
Teachers		13.1	21.9	42.1	3.8	19.1	183
Community people		56.8	22.4	18.4	-	2.4	125

3.3.6 Texting, Chatting or Posting Internet Messages in English

Very few respondents have experience of doing any of these. 97.7% of students, 89.6% of teachers and 96.8% of community people reported that they do not have any experience in sending or receiving text messages, chatting or posting Internet messages in English at all.

Table 3.16: Texting, chatting or posting Internet messages in English

		Not at all %	Very little %	Occasionally %	Quite often %	Very often %	Number
Students	Boys	98.1	1.6	-	0.2	-	
	Girls	97.2	1.9	0.9	-	-	
	Urban	99.2	0.8	-	-	-	393
	Rural	96.4	2.6	0.8	0.2	-	506
	Primary	99.2	0.8	-	-	-	366
	Secondary	96.6	2.5	0.8	0.2	-	529
	Overall	97.7	1.8	0.4	0.1	-	901
Teachers		89.6	4.4	4.9	0.5	0.5	183
Community people		96.8	2.4	0.8	-	-	124

3.3.7 Writing Stories or Poems in English

In Bangladesh, only people highly educated in English are likely to undertake these activities. Few primary and secondary school students are likely to have experience of doing so. Table 3.17 shows that 86.0% of students, 85.8% of teachers and 98.4% of community people do not write stories or poems in English at all. Only 5.8% of students and 4.9% of teachers 'occasionally' write stories or poems in English.

Table 3.17: Writing stories or poems in English

		Not at all %	Very little %	Occasionally %	Quite often %	Very often %	Number
Students	Boys	86.7	7.2	5.3	0.5	0.2	430
	Girls	85.3	7.5	6.2	-	1.1	469
	Urban	87.8	6.6	4.8	0.5	0.3	394
	Rural	84.6	7.9	6.5	-	1.0	506
	Primary	92.4	4.1	3.3	-	0.3	367
	Secondary	81.5	9.6	7.6	0.4	0.9	529
	Overall	86.0	7.3	5.8	0.2	0.7	899
Teachers		85.8	8.7	4.9	-	0.5	183
Community people		98.4	0.8	0.8	-	-	124

3.4 Speaking in English

3.4.1 Telephoning Friends or Relatives Overseas in English

Few students and community adults have experience of talking in English by telephone with friends or relatives overseas. A majority of students (88.6%), teachers (56.0%) and community people (80.0%) reported that they do not telephone friends or relatives overseas in English at all. However, 20.3% of teachers telephone fiends or relatives overseas in English 'occasionally'.

Table 3.18: Telephoning friends or relatives overseas in English

		Not at all %	Very little %	Occasionally %	Quite often %	Very often %	Number
Students	Boys	89.1	4.9	5.1	0.5	0.5	431
	Girls	88.1	6.2	4.9	0.4	0.4	470
	Urban	89.6	5.1	4.5	0.3	0.5	396
	Rural	87.7	5.9	5.3	0.6	0.4	506
	Primary	96.2	1.9	1.9	-	-	529
	Secondary	83.2	8.1	7.2	0.8	0.8	529
	Overall	88.6	5.5	5.0	0.4	0.4	898
Teachers		56.0	17.6	20.3	2.7	3.3	182
Community people		80.0	12.0	5.6	0.8	1.6	125

3.4.2 Talking Face-to-Face with Friends or Relatives in English

61.2% of students, 69.6% of community people but only 26.8% of teachers reported that they do not talk face-to-face with friends or relatives in English at all. 38.3% of teachers, but only 18.0% of students and 11.2% of community people 'occasionally' talk face-to-face with friends or relatives in English.

Table 3.19: Talking face-to-face with friends or relatives in English

		Not at all %	Very little %	Occasionally %	Quite often %	Very often %	Number
Students	Boys	56.8	18.3	20.2	2.1	2.6	431
	Girls	65.1	14.9	16.0	2.6	1.5	470
	Urban	64.9	15.4	16.4	1.0	2.3	396
	Rural	58.3	17.4	19.2	3.4	1.8	506
	Primary	81.0	11.4	5.7	1.6	0.3	369
	Secondary	47.4	20.0	26.5	2.8	3.2	529
	Overall	61.2	16.5	18.0	2.3	2.0	898
Teachers		26.8	25.1	38.3	3.3	6.6	183
Community people		69.6	18.4	11.2	0.8	-	125

Figure 5: Talking face-to-face with friends or relatives in English
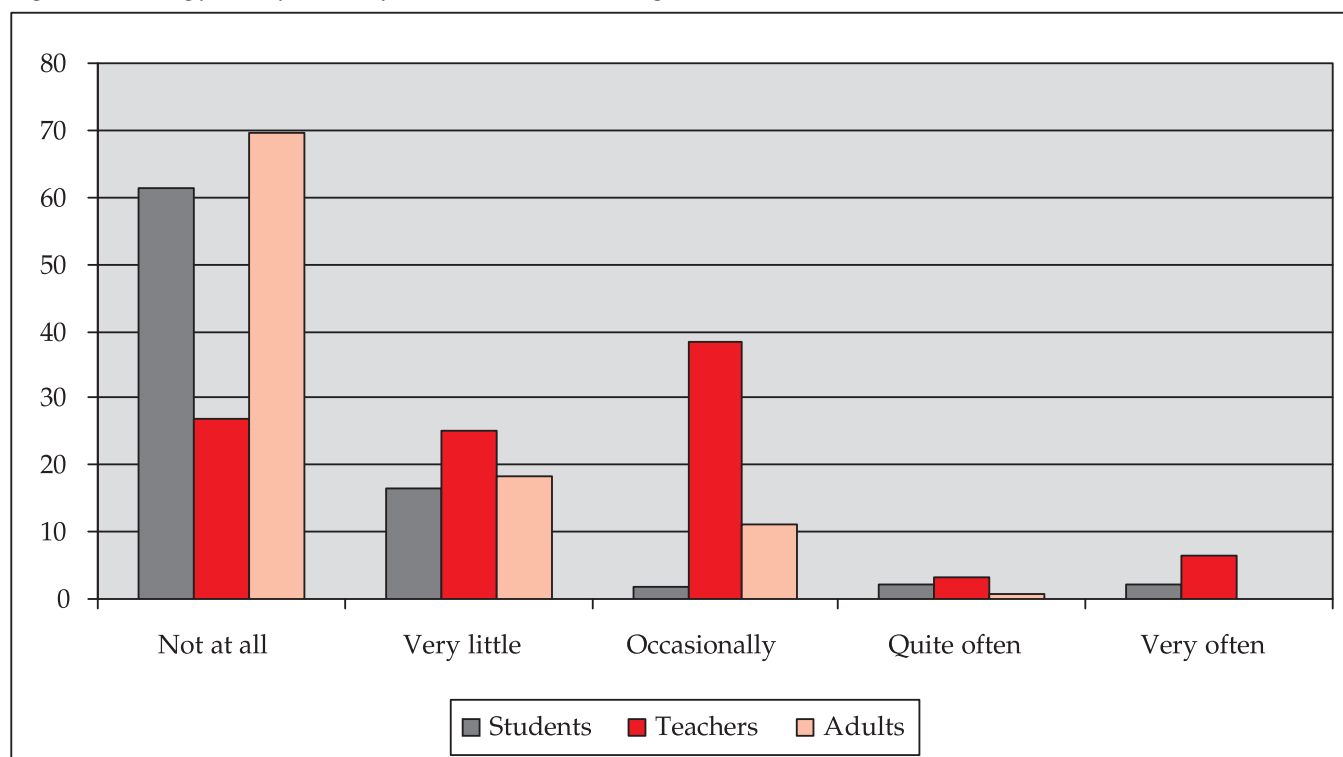
3.4.3 Talking to Foreigners in English

Most respondents talk to foreigners in English 'very little' or 'not at all'. 24.6% of teachers, but only 8.3% of students and 5.6% of community people said that they talk to foreigners in English 'occasionally'.

Table 3.20: Talking to foreigners in English

		Not at all %	Very little %	Occasionally %	Quite often %	Very often %	Number
Students	Boys	66.0	24.4	7.9	0.9	0.7	430
	Girls	68.5	21.3	8.7	0.9	0.6	470
	Urban	63.8	25.6	8.6	1.3	0.8	395
	Rural	70.2	20.6	8.1	0.6	0.6	506
	Primary	79.1	15.5	4.3	0.8	0.3	368
	Secondary	59.4	27.6	11.2	0.9	0.9	529
	Overall	67.4	22.8	8.3	0.9	0.7	897
Teachers		30.1	39.3	24.6	2.2	3.8	183
Community people		74.4	18.4	5.6	1.6	-	125

3.4.4 Talking in English while Visiting Other Countries

A very substantial majority of respondents had never visited another country. Almost all students (96.7%) and most teachers (79.8%) and community people (77.6%) had never done so. A few teachers (2.2%) and community people (2.4%) reported talking in English while abroad 'very often'.

Table 3.21: Talking in English while visiting other countries

		Not at all %	Very little %	Occasionally %	Quite often %	Very often %	Never visited %	Number
Students	Boys	3.7	0.2	-	-	-	96.1	431
	Girls	2.8	-	-	-	-	97.2	740
	Urban	3.8	0.3	-	-	-	96.0	396
	Rural	2.8	-	-	-	-	97.2	506
	Primary	3.5	0.3	-	-	-	96.2	369
	Secondary	3.1	0.1	-	-	-	96.7	898
	Overall	3.3	-	-	-	-	96.7	498
Teachers		4.9	8.2	2.7	2.2	2.2	79.8	183
Community people		11.2	4.8	4.0	-	2.4	77.6	125

3.5 Attitudes and Opinions about English

Respondents were asked to express their opinions about English by indicating the extent to which they agreed with a series of statements, using a 5-point scale from 'Not at all' to 'Very much'.

3.5.1 Necessity of English in Bangladesh

A majority of all categories of respondents felt that English is necessary in Bangladesh. 51.0% of students overall, 64.3% of teachers and 52.8% of community people expressed this opinion, while very few respondents felt that English was 'not at all' necessary.

Table 3.22: Necessity of English in Bangladesh

		Not at all %	Not very much %	Moderately %	Quite a lot %	Very much %	Number
Students	Boys	1.9	3.9	24.8	19.0	50.3	431
	Girls	0.9	3.2	26.6	17.7	51.7	470
	Urban	2.3	4.8	37.9	17.2	37.9	396
	Rural	0.6	2.6	16.4	19.2	61.3	506
	Primary	2.7	7.0	33.3	14.4	42.5	369
	Secondary	0.4	1.1	20.4	21.2	56.9	529
	Overall	1.3	3.5	25.8	18.3	51.0	902
Teachers		0.5	1.6	7.7	25.8	64.3	182
Community people		1.6	4.0	20.0	21.6	52.8	125

Figure 6: Necessity of English in Bangladesh
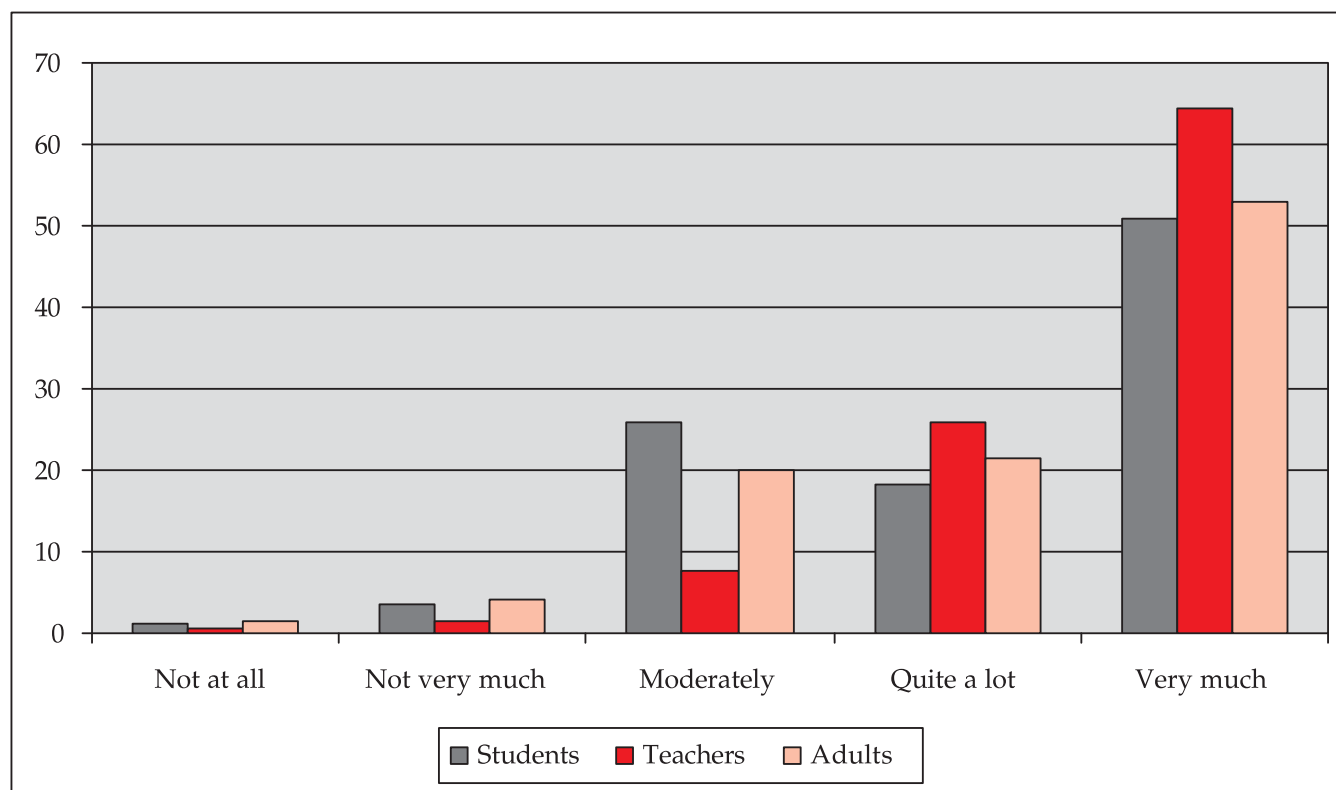
3.5.2 Whether English is Difficult to Learn

Across all categories of respondents the most frequently expressed view was that English is 'moderately' difficult to learn. 41.8% of students, 33.0% of teachers and 33.6% of community people expressed that opinion. Overall, 13.1% of students, 29.1% of teachers and 15.2% of community people felt that learning English is 'not at all' difficult. In contrast, 22.4% of community people felt that it is very difficult to learn English.

Table 3.23: Whether English is difficult to learn

		Not at all %	Not very much %	Moderately %	Quite a lot %	Very much %	Number
Students	Boys	11.8	24.6	42.9	8.6	12.1	431
	Girls	14.3	27.4	40.6	8.5	9.1	470
	Urban	9.1	28.5	35.9	9.6	16.9	396
	Rural	16.2	24.1	46.4	7.7	5.5	506
	Primary	8.9	24.9	36.6	10.6	19.0	369
	Secondary	16.1	26.8	45.4	7.2	4.5	529
	Overall	13.1	26.1	41.8	8.5	10.5	902
Teachers		29.1	25.8	33.0	8.8	3.3	182
Community people		15.2	16.0	33.6	12.8	22.4	125

3.5.3 Whether English is a Beautiful Language

Almost half of the students and community people expressed the view that English is a 'moderately' beautiful language. Teachers expressed a more positive attitude. Many people - 23.7% of students, 31.9% of teachers and 24.0% of community people expressed the opinion that English is 'very much' a beautiful language.

Table 3.24: Whether English is a beautiful language

		Not at all %	Not very much %	Moderately %	Quite a lot %	Very much %	Number
Students	Boys	2.1	2.6	49.2	23.9	22.3	421
	Girls	1.1	2.8	44.5	26.6	25.1	470
	Urban	3.3	3.3	49.2	25.8	18.4	396
	Rural	0.2	2.2	44.9	24.9	27.9	506
	Primary	3.5	4.3	49.3	23.0	19.8	369
	Secondary	-	1.5	44.8	27.0	26.7	529
	Overall	1.6	2.7	46.8	285.3	23.7	902
Teachers		0.5	1.1	30.2	36.3	31.9	182
Community people		1.6	4.8	48.0	21.6	24.0	125

3.5.4 Whether it is Interesting to Learn English

The majority of respondents in all categories gave a positive response (i.e. 'moderately' to 'very much') when asked whether it is interesting to learn English.

Table 3.25: Whether it is interesting to learn English

		Not at all %	Not very much %	Moderately %	Quite a lot %	Very much %	Number
Students	Boys	2.1	6.3	45.5	19.3	26.9	431
	Girls	0.9	4.5	40.7	20.5	33.5	469
	Urban	2.8	9.1	46.5	18.9	22.7	396
	Rural	0.4	2.6	40.2	20.6	36.2	505
	Primary	2.7	9.5	45.5	17.3	24.9	369
	Secondary	0.6	2.3	41.5	21.6	34.1	528
	Overall	1.4	5.4	43.0	19.9	30.3	901
Teachers		-	2.2	28.7	32.0	37.0	181
Community people		10.7	9.1	43.8	14.0	22.3	121

30.3% of students, 37.0% of teachers and 22.3% of community people 'very much' agreed that it is interesting to learn English.

3.5.5 Necessity of English during Travelling Abroad

When the respondents were asked whether English is necessary while travelling abroad, 63.4% students, 61.5% of teachers and 65.6% of community people expressed opinion that English is very much necessary during travelling abroad (Table 3.26).

Table 3.26: Necessity of English while travelling abroad

		Not at all %	Not very much %	Moderately %	Quite a lot %	Very much %	Number
Students	Boys	0.2	0.7	13.7	18.8	66.5	430
	Girls	1.1	0.9	16.0	21.3	60.8	469
	Urban	1.0	1.0	15.0	23.6	59.4	394
	Rural	0.4	0.6	15.0	17.4	66.6	506
	Primary	1.6	1.1	20.4	20.2	56.7	367
	Secondary	-	0.6	11.0	20.2	68.2	529
	Overall	0.7	0.8	15.0	201	63.4	900
Teachers		-	-	14.8	23.6	61.5	182
Community people		-	-	12.0	22.4	65.6	125

3.5.6 Necessity of English for Using Modern Media Like the Internet

The respondents were asked whether they felt that English is necessary for using modern media like the Internet. 33.4% of students, 61.8% of teachers and 53.5% of community people expressed the opinion that English is 'very much' necessary for using modern media.

N.B. A large proportion of students, particularly in primary schools, felt unable to answer this question.

Table 3.27: Necessity of English for using modern media

		Not at all %	Not very much %	Moderately %	Quite at lot %	Very much %	Don't know %	Number
Students	Boys	3.7	0.5	3.2	9.0	36.4	-	431
	Girls	2.4	1.3	3.4	7.5	30.8	-	46.8
	Urban	3.3	0.8	3.5	8.9	27.6	55.9	395
	Rural	2.8	1.0	3.2	7.7	38.0	47.3	505
	Primary	3.8	0.8	2.4	6.2	14.1	72.6	369
	Secondary	2.5	0.9	4.0	9.7	47.1	35.9	527
	Overall	3.0	0.9	3.3	8.2	33.4	-	900
Teachers		2.2	0.6	9.6	25.8	61.8	-	178
Community people		6.1	0.9	9.6	29.8	53.5	-	114

3.5.7 Necessity of Learning English by the Respondents

The respondents were asked whether it was felt necessary for them to learn English. Over half of the students (54.5%) and a quarter of teachers (27.3%) and of community people (25.6%) agreed that it is 'very much' necessary for them to learn English. Community adults were less likely to express that opinion - 12.8% agreed 'not at all', while 13.6% agreed 'not very much'.

Table 3.28: Necessity of learning English by the respondent

		Not at all %	Not very much %	Moderately %	Quite a lot %	Very much %	Number
Students	Boys	0.9	4.9	21.4	17.7	55.1	430
	Girls	1.1	6.0	18.4	20.6	54.0	467
	Urban	1.3	8.9	25.6	18.0	46.2	394
	Rural	0.8	2.8	15.5	20.0	60.9	504
	Primary	1.6	9.0	23.2	15.8	50.3	366
	Secondary	0.6	2.8	17.4	21.6	57.6	528
	Overall	1.0	5.5	19.9	19.2	54.5	898
Teachers		-	3.8	22.0	26.9	27.3	182
Community people		12.8	13.6	32.8	15.2	25.6	125

3.6 English Knowledge and Skills among Respondents

3.6.1 Strength of the Respondents in English

When asked about their strength in English, 61.2% of students, 74.7% of teachers and 37.4% of community people expressed the opinion that they were 'average'. A majority of the community people (56.1%) felt that they were 'weak' in English, compared with 21.7% of students and 9.3% of teachers.

Table 3.29: Strength of the respondent in English

		Weak	Average	Good	Number
Students	Boys	20.4	65.0	14.6	431
	Girls	22.8	57.9	19.4	470
	Urban	29.8	53.0	17.2	396
	Rural	15.4	67.6	17.0	506
	Primary	33.9	43.6	22.5	369
	Secondary	13.0	73.5	13.4	529
	Overall	21.7	61.2	17.1	898
Teachers		9.3	74.7	15.9	182
Community people		56.1	37.4	6.5	123

3.6.2 Status of Skills in English of Respondents

89.7% of students, 85.2% of teachers but only 43.1% of community people felt that their skills in English were improving.

Table 3.30: Status of skills in English of respondents

		Improving %	Unchanged %	Not improving %	Number
Students	Boys	91.6	4.9	3.5	431
	Girls	871	9.1	3.0	470
	Urban	85.4	9.6	5.1	396
	Rural	93.1	5.1	1.8	506
	Primary	87.8	8.9	3.3	369
	Secondary	90.9	5.9	3.2	529
	Overall	89.7	7.1	3.2	899
Teachers		85.2	12.1	2.7	182
Community people		43.1	27.6	29.3	123

3.6.3 Motivation of Respondents to Learn English

When asked about their motivation to learn English, 99.1% of students, 97.8% of teachers and 79.7% of community people expressed the opinion that they were motivated to learn English.

Table 3.31: Motivation of respondents to learn English

		Motivated %	Neither %	Not Motivated %	Number
Students	Boys	99.3	0.2	0.5	431
	Girls	98.9	0.6	0.4	470
	Urban	99.0	0.8	0.3	396
	Rural	99.2	0.2	0.6	506
	Primary	98.4	1.1	0.5	369
	Secondary	99.6	-	0.4	529
	Overall	99.1	0.4	0.4	899
Teachers		97.8	1.6	0.5	182
Community people		79.7	9.8	10.6	123

3.6.4 The Strongest Skill of Respondents in English

Respondents were asked about which skill in English (i.e. reading, listening, writing or speaking) they considered to be their strongest. In all categories of respondent 'Reading' was considered to be the strongest skill- 53.8% of students, 41.8% of teachers and 33.3% of community people. 'Writing' was the next most frequently reported strong skill- 26.7% of students, 28.6% of teachers but only 14.6% of community people.

N.B. One third of community people (33.3%) felt that they were strong in none of these skills.

Table 4.32: The strongest skill of the respondents in English

		Reading %	Listening %	Writing %	Speaking %	None of these %	Number
Students	Boys	53.8	52.1	23.2	7.2	7.7	431
	Girls	53.9	4.9	27.3	7.7	6.2	469
	Urban	48.9	4.3	24.6	9.1	13.2	395
	Rural	57.7	5.5	28.5	6.1	2.2	506
	Primary	56.1	1.9	24.4	4.6	13.0	369
	Secondary	52.5	7.0	28.4	9.5	2.7	528
	Overall	53.8	5.0	26.7	7.4	7.0	901
Teachers		41.8	9.9	28.6	18.7	1.1	182
Community people		33.3	11.4	14.6	7.3	33.3	123

Figure 7: The strongest skill in English of the respondents
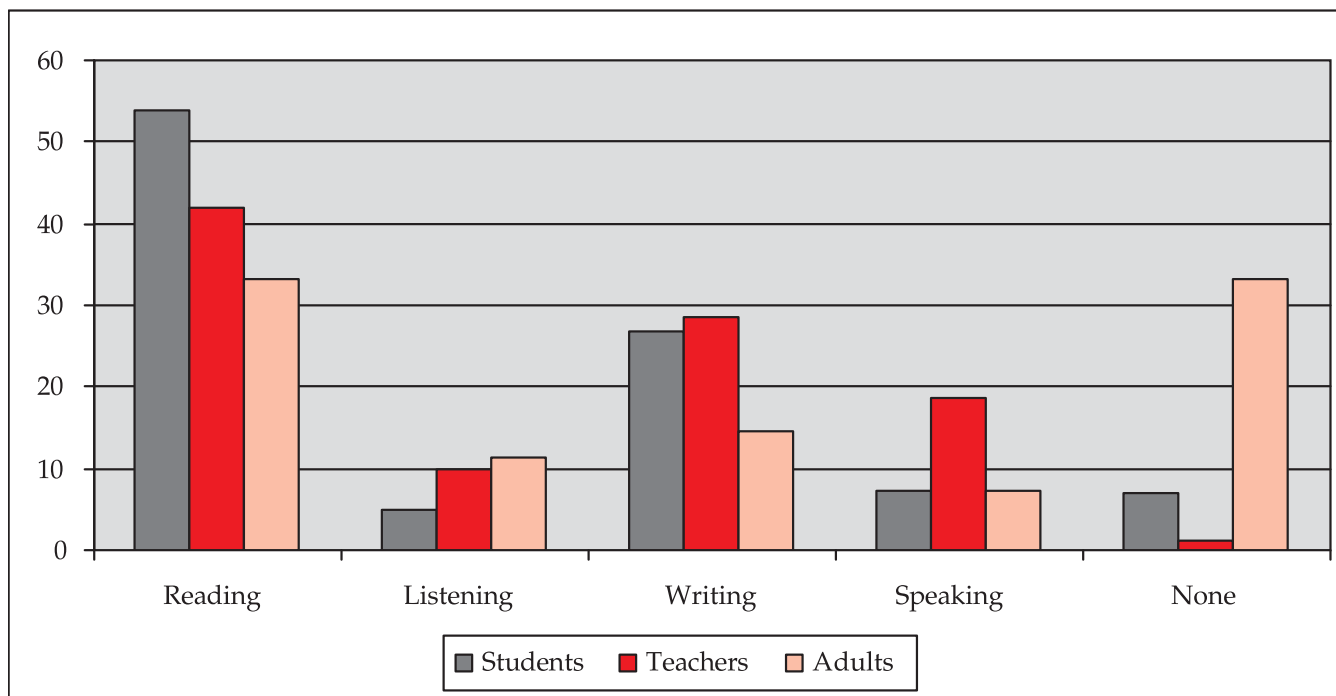
3.6.5 The Weakest Skill of the Respondents in English

In all categories of respondents a large proportion felt that their weakest skill in English was 'Speaking'- 44.5% of students, 57.1% of teachers and 49.0% community people. 'Writing' was the next most frequently reported weak skill- 32.0% of students, 24.2% of teachers and 22.1% of community people.

Table 3.33: The weakest skill of the respondents in English

		Reading %	Listening %	Writing %	Speaking %	None of these %	Number
Students	Boys	11.8	7.2	31.9	44.4	4.8	417
	Girls	11.1	4.8	32.0	44.7	7.4	459
	Urban	12.5	7.4	35.5	44.0	0.5	377
	Rural	10.6	4.8	29.3	44.9	10.4	499
	Primary	10.6	6.0	30.7	48.4	4.3	349
	Secondary	12.0	5.9	32.8	41.8	7.4	524
	Overall	11.4	5.9	32.0	44.5	3.5	876
Teachers		1.1	10.4	24.2	57.1	7.1	182
Community people		10.6	4.8	22.1	49.0	13.5	104

Figure 8: The weakest skill of the respondents in English
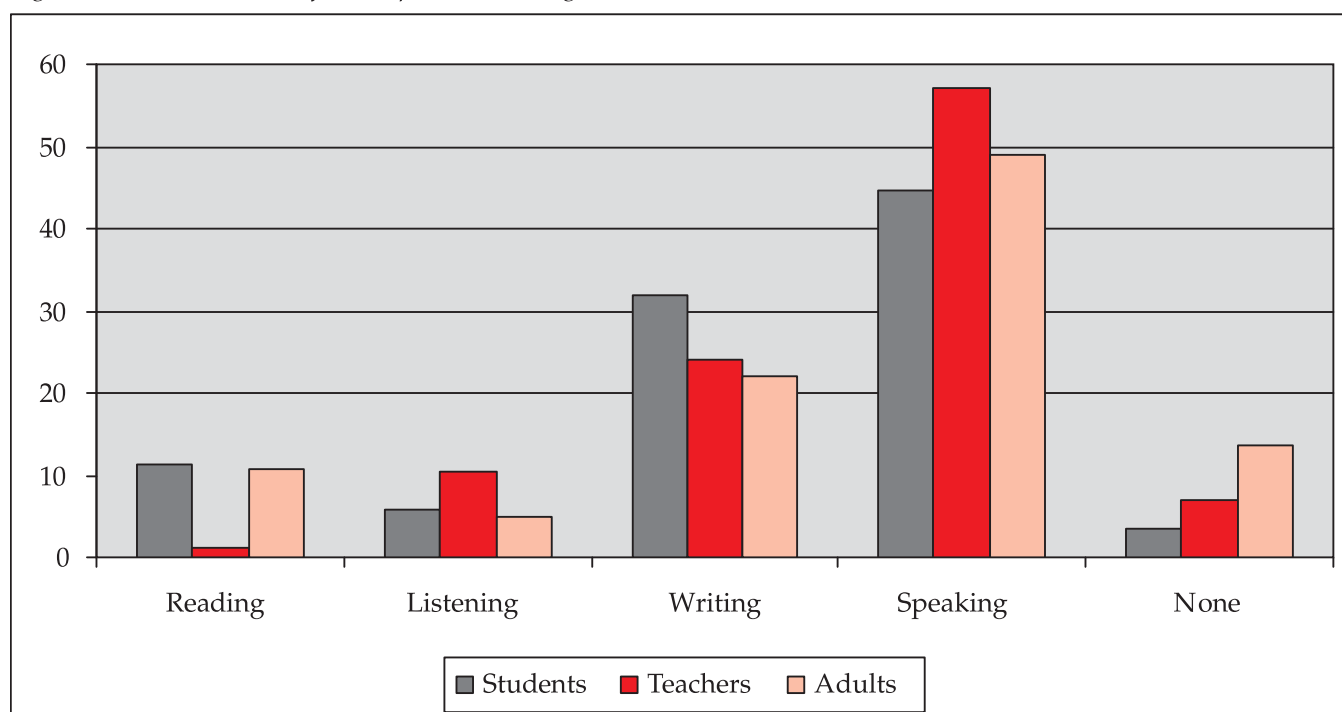
3.6.6 Skill that is Necessary for the Students to Pass English Examinations

Students were asked what they thought was the skill they most needed to pass the examinations in English. 64.3% expressed the opinion that 'Writing' is the skill most necessary for them to pass the examinations; 35.0% felt that 'Reading' was most important. Overall, only 0.1% of students felt that 'Speaking' was necessary for examinations and 0.6% considered 'Listening' to be most needed.

Table 3.34: Skill necessary for students to pass examinations in English

	Reading %	Listening %	Writing %	Speaking %	None of these %	Number
Boys	37.4	0.7	61.9	-	-	431
Girls	32.8	0.4	66.6	0.2	-	470
Urban	44.2	0.8	54.8	0.3	-	396
Rural	27.9	0.4	71.7	-	-	506
Primary	36.3	0.3	63.4	-	-	369
Secondary	34.2	0.8	64.8	0.2	-	529
Overall	35.0	0.6	64.3	0.1	-	902

3.6.7 Skill in English that is Necessary for Future Life

All respondents were asked which skill in English they felt was necessary for their future life. In all categories of respondents a majority (56.9% of students, 75.7% of teachers and 66.7% of community people) considered 'Speaking' to be the most necessary for their future life. 'Reading' was the next most frequently reported necessary skill-32.3% of students, but only 14.4% of teachers and 13.8% of community people.

Table 3.35: Skill in English that is necessary for future life of the respondents

		Reading %	Listening %	Writing %	Speaking %	None of these %	Number
Students	Boys	29.7	2.8	8.8	58.7	-	431
	Girls	34.5	2.8	7.0	55.3	0.4	470
	Urban	39.1	4.3	6.8	49.5	0.3	396
	Rural	26.9	1.6	8.7	62.6	0.2	506
	Primary	37.7	1.9	7.9	52.3	0.3	369
	Secondary	28.4	3.4	7.9	60.1	0.2	529
	Overall	32.3	2.8	7.9	56.9	0.2	902
Teachers		14.4	0.6	8.3	75.7	1.1	181
Community people		13.8	1.6	8.1	66.7	9.8	123

3.7 Expectations of Higher Education and Employment - Questions for students only

3.7.1 Expectation of Higher Education

Students were asked whether they expected to proceed into higher education. In reply 94.2% of boys and 97.0% of girls said that they expect to go to college or university after completing their school education. 78.7% of primary school students and 89.8% of secondary school students expect to go on to higher education.

Table 3.36: Students' expectations for Higher Education

		Yes %	No %	Don't know %	Number
Students	Boys	94.2	4.2	1.6	431
	Girls	97.0	1.3	1.7	470
	Urban	91.2	5.1	3.8	396
	Rural	99.2	0.8	-	506
	Primary	78.7	14.6	6.7	404
	Secondary	89.8	5.0	5.2	480
	Overall	84.4	9.7	5.9	887

3.7.2 Importance of Reading and Writing in English at University or College

Students were asked about the importance of reading and writing in English at university or college. In response, 84.7% of boys and 84.4% of girls said that reading and writing in English at university or college is very important.

Table 3.37 : Importance of reading and writing in English at University or College

		Very important %	Not very important %	Don't know %	Number
Students	Boys	84.7	10.8	4.5	418
	Girls	84.4	8.5	7.1	468
	Urban	77.5	13.7	8.8	386
	Rural	89.8	6.6	3.6	501
	Primary	78.7	14.6	6.7	404
	Secondary	89.8	5.0	5.2	480
	Overall	84.4	9.7	5.9	887

3.7.3 Importance of Speaking and Listening to English at University or College

Students were asked whether they felt that speaking in and listening to English at university or college would be important, 75.8% of primary school students and 87.7% of secondary school students said that speaking and listening to English at university or college is very important.

Table 3.38: Importance of speaking and listening to English at University or College

		Very important %	Not very important %	Don't know %	Number
Students	Boys	82.2	12.7	5.3	417
	Girls	82.3	10.7	7.1	468
	Urban	74.4	17.1	8.5	386
	Rural	88.0	7.6	4.4	500
	Primary	75.8	17.3	6.9	405
	Secondary	87.7	6.7	5.6	478
	Overall	82.1	11.7	6.2	886

3.7.4 Importance of Reading and Writing English in the Future Job of the Respondents

A substantial majority of students - 80.3% of boys and 85.7% of girls reported that reading and writing in English will be 'very important' in their future jobs.

Table 3.39: Importance of reading and writing English in the future job of the respondents

		Very important %	Not very important %	Don't know %	Number
Students	Boys	80.3	16.2	3.5	427
	Girls	85.7	9.5	4.8	461
	Urban	78.2	15.6	6.2	390
	Rural	86.8	10.6	2.6	499
	Primary	78.2	16.6	5.2	403
	Secondary	87.6	9.1	3.3	482
	Overall	83.0	12.8	4.2	889

3.7.5 Importance of Speaking and Listening in English in the Future Jobs

A substantial majority of students - 78.1% of boys and 81.0% of girls felt that speaking and listening to English would be very important in their future jobs.

Table 3.40: Importance of speaking and listening to English in the future job of the respondents

		Very important %	Not very important %	Don't know %	Number
Students	Boys	78.1	18.4	3.5	429
	Girls	81.0	14.1	5.0	462
	Urban	74.4	19.4	6.1	391
	Rural	83.4	13.8	2.8	501
	Primary	73.0	21.3	5.7	404
	Secondary	85.3	11.6	3.1	484
	Overall	79.5	16.3	4.3	892

3.8 Use of English in Current Employment

3.8.1 Respondents Working Presently

Respondents were asked whether they do any job at the moment. Among the students, 24.6% of boys and 12.8% of girls reported that they are presently working. Two-fifths of urban students had a job.

Table 3.41: Respondents Working Presently

		Yes %	No %	Number
Students	Boys	24.6	75.4	431
	Girls	12.8	87.2	431
	Urban	39.6	60.4	396
	Rural	1.8	98.2	504
	Primary	14.9	85.1	409
	Secondary	21.6	78.4	487
	Overall	18.4	81.6	900
Teachers		99.5	0.5	182
Community people		32.8	67.2	125

3.8.2 Use of English in the Present Jobs of the Respondents

Respondents were asked if they use English in their present job. 90.2% of students, 24.3% of teachers and 73.2% of community people reported that English is used 'not at all or rarely' in their present jobs. More than one third of teachers used English 'occasionally' and about the same proportion did so 'frequently'.

Table 3.42: Use of English in the Present Jobs of the Respondents

		Not at all / rarely %	Occasionally %	Frequently %	Number
Students	Boys	85.7	7.6	6.7	105
	Girls	98.3	-	1.7	58
	Urban	89.7	5.2	5.2	155
	Rural	100.0	-	-	8
	Primary	93.2	3.4	3.4	59
	Secondary	88.5	5.8	5.8	104
	Overall	90.2	4.9	4.9	163
Teachers		24.3	38.7	37.0	181
Community people		73.2	19.5	7.3	41

3.8.3 Use of English in Various Tasks

The teachers and other adults were asked about how often English is used in undertaking various tasks. Table 3.43 below shows the percentages of teachers and other adults who use English to undertake various tasks. The table also shows how confident the respondents feel about using English to undertake those tasks.

For example, 63.9% of teachers and 60.8% other adults read notices and billboards in English 'occasionally'. 60.5% of teachers and 52.3% of other adults use English in listening to and following instructions 'occasionally', while 52.4% of teachers and 66.7% of other adults 'occasionally' use English for job applications. 51.2% of teachers and 50.5% of other adults 'occasionally' use English for completing official forms. Only a very small proportion of teachers and other adults use English in connection with the Internet (very few use the Internet at all).

Table 3.43: Use of English by the respondents in undertaking various tasks

	Teachers				Other adults			
	Yes %	Very little %	Occasionally %	Frequently %	Yes %	Very little %	Occasionally %	Frequently %
Reading notices and billboards	80.8				39.8			
How often		16.3	63.9	19.7		33.3	60.8	5.9
How confident		4.8	51.7	43.5		9.8	62.7	27.5
Listening and following instructions	80.8				35.2			
How often		20.4	60.5	19.0		34.1	52.3	13.6
How confident		9.5	49.0	41.5		13.6	56.8	29.5
Making job applications	45.1				7.2			
How often		23.2	52.4	24.4		22.2	66.7	11.1
How confident		7.3	41.5	51.2		11.1	44.4	44.4
Completing official forms	69.8				20.8			
How often		19.7	51.2	29.1		46.2	50.5	3.8
How confident		5.5	38.6	55.9		26.9	46.2	26.9
Writing business or official letters	59.9				16.0			
How often		16.5	54.1	29.4		35.0	50.0	15.0
How confident		8.3	41.3	50.5		20.0	45.0	35.0
Asking questions about tasks to be performed	52.7				8.8			
How often		22.9	66.7	10.4		18.2	81.8	--
How confident		8.3	50.0	41.7		--	63.6	36.4
Reading and understanding instructions and manuals	91.8				43.2			
How often		20.4	52.7	26.9		40.7	46.3	13.0
How confident		9.0	49.1	41.9		24.1	59.3	16.7
Giving oral instructions to other people	77.5				25.6			
How often		19.7	55.6	24.6		34.4	59.4	6.3
How confident		3.5	48.6	47.9		9.4	65.6	25.0
Answering telephone enquiries	58.2				26.4			
How often		25.5	64.2	10.4		51.5	39.4	9.1
How confident		6.6	50.9	42.5		9.1	69.7	21.2

| | Teachers | | | | | Other adults | | | |
Activity	Yes %	Very little %	Occasionally %	Frequently %	Yes %	Very little %	Occasionally %	Frequently %
Talking and asking about personal information	63.7				17.6			
How often		32.8	59.5	7.8		40.9	54.5	4.5
How confident		6.9	51.7	41.4		--	63.6	36.4
Communicating at work with non-Bangla speaking superiors, subordinates or colleagues	30.8				8.0			
How often		28.6	67.9	3.6		60.0	40.0	--
How confident		10.7	48.2	41.1		20.0	50.0	30.0
Participating in business discussions	20.3				14.4			
How often		18.9	59.5	21.6		44.4	55.6	--
How confident		5.4	56.8	37.8		16.7	61.1	22.2
Dealing with overseas visitors	54.9				15.2			
How often		35.6	58.4	5.9		47.4	47.4	5.3
How confident		10.9	49.5	39.6		10.5	52.6	36.8
Reading books, magazines, etc. for enjoyment	57.7				16.0			
How often		25.5	68.9	5.7		30.0	60.0	10.0
How confident		7.5	50.9	41.5		15.0	50.0	35.0
Reading books, magazines, etc. for study	73.6				20.8			
How often		10.9	72.3	16.8		34.6	46.2	19.2
How confident		2.2	51.1	46.7		7.7	46.2	46.2
Watching films or TV programmes for entertainment	83.0				61.6			
How often		14.6	62.3	23.2		29.9	51.9	18.2
How confident		2.6	49.0	48.3		26.0	44.2	29.9
Using the Internet	9.9				7.2			
How often		44.4	44.4	11.1		33.3	66.7	--
How confident		22.2	61.1	16.7		--	77.8	22.2

3.8.4 Observations of the Field Investigators - Phase 1

5 Field Investigators visited 52 schools (primary and secondary) and catchment areas of these schools and conducted the survey/interview of as many as 902 students, 183 teachers and 125 other adults under Baseline 2a. During the interviews they observed many things and their observations are given below.

Team 1 - Areas Visited: 1) Savar 2) Dhaka
Observations:
a)   The Team did not face any problem in conducting the survey/interview.
b)   All the teachers, students and community people were very co-operative.
c)   The students are eager to learn and speak in English.
d)   If they are given scope, they will try their best.

Team 2 - Areas Visited: 1) Rupgonj, Narayanganj 2) Monohordi, Narsingdi
Observations:
a)   The students can read and write English; but they cannot speak in English since there is no practice.
b)   They are very eager to learn English.
c)   Most of the guardians are illiterate or have little education.
d)   In BRAC schools there is only one classroom. So the classroom is very much crowded.
e)   Every BRAC school has only one teacher. So he is beset with extra pressure.
f)   A convenient environment should be created so that the students and teachers can speak in English.

Team 3 - Areas Visited: 1) Mirzapur, Tangail 2) Sylhet Sadar
Observations:
a)   All the respondents extended all-out support and co-operation.
b)   Students, teachers and community people are very eager to learn English.
c)   Most of the community people are illiterate or have little education.

Team 4 - Areas Visited: 1) Dhaka City Corporation 2) Monohordi, Narsingdi
Observations:
a)   Teachers and students were very co-operative.
b)   All the students of UCEP schools are working children. They are very eager to learn English. They are better in English than students of other schools.
c)   Most of the guardians and other adults are illiterate or have little education.
d)   Every BRAC school has only one teacher.

Team 5 - Areas Visited: 1) Sylhet Sadar 2) Dhaka City Corporation 3) Kaliakour, Gazipur
Observations:
a)   Each FIVDB school located in Sylhet has 3 teachers.
b)   The number of teachers is inadequate compared to the number of students.
c)   Most of the teachers of FIVDB schools have appeared at the HSC examination. A few of them are graduates.
d)   The students are very eager to learn English.
e)   They can read and write English; but cannot speak in English, since there is no such practice.

4. Findings of the Second Phase of Fieldwork

The second phase of fieldwork took place in March 2009 in 84 Government schools - 31 Primary and 53 Secondary.

4.1 Listening to English

4.1.1 Listening to Songs in English

When the respondents were asked whether they listen to songs in English, 50.1% of students, 39.9% of teachers and 57.5% of community people reported that they do not listen to songs in English at all (Table 4.1, Figure 9). The table also shows that 58.0% of primary school students and 45.7% secondary school students do not listen to songs in English at all.

Table 4.1: Listening to songs in English

		Not at all %	Very little %	Occasionally %	Quite often %	Very often %	Number
Students	Girls	48.7	26.9	22.8	0.9	0.6	661
	Boys	51.6	25.1	22.3	0.5	0.5	610
	Urban	55.3	22.6	20.0	1.5	0.6	340
	Rural	48.2	27.3	23.5	0.4	0.5	931
	Primary	58.0	24.4	16.7	0.4	0.4	455
	Secondary	45.7	27.0	25.9	0.9	0.6	816
	Overall	50.1	26.0	22.6	0.7	0.6	1271
Teachers		39.9	29.8	27.1	1.2	1.9	258
Community people		57.5	23.8	17.1	0.6	1.1	181

Figure 9: Listening to songs in English
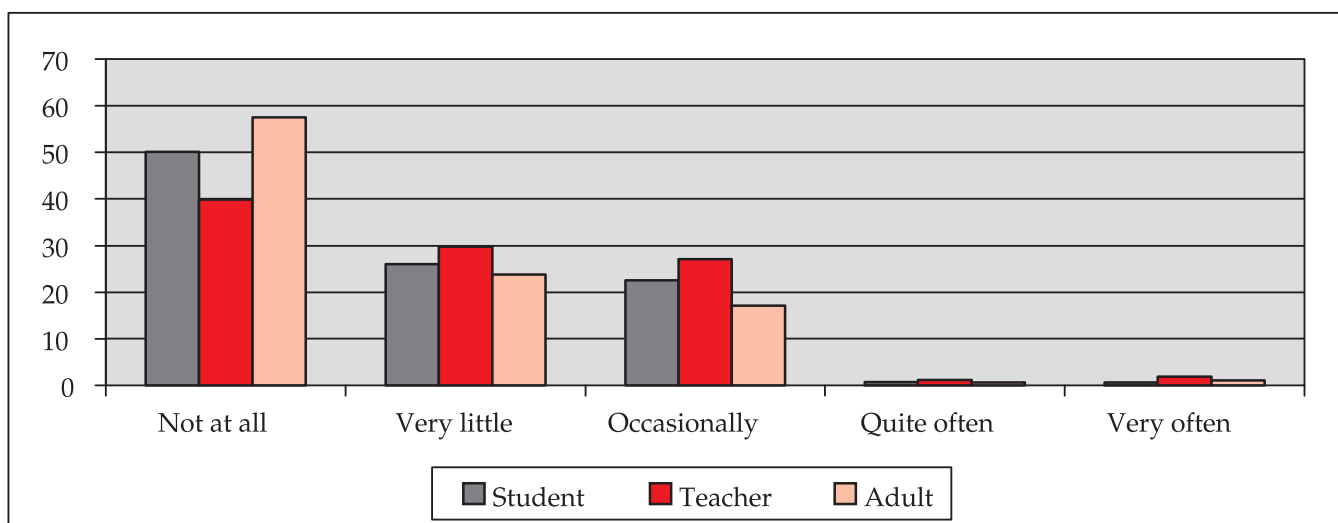
4.1.2 Listening to Stories in English

A substantial majority of students (78.9%), teachers (59.7%) and community people (68.0%) reported that they do not listen to stories in English at all. 82.5% of primary school students and 76.8% of secondary school students do not listen to stories in English at all. The table also shows that 8.8% of urban students and 4.8% of rural students listen to stories in English occasionally.

Table 4.2: Listening to stories in English

		Not at all %	Very little %	Occasionally %	Quite often %	Very often %	Number
Students	Girls	76.6	15.6	7.3	0.5	0.2	662
	Boys	81.3	13.8	4.4	0.3	0.2	610
	Urban	73.8	16.5	8.8	0.9	-	340
	Rural	80.7	14.1	4.8	0.2	0.2	932
	Primary	82.5	15.6	1.8	0.2	-	456
	Secondary	76.8	14.2	8.2	0.5	0.2	816
	Overall	78.9	14.7	5.9	0.4	0.2	1272
Teachers		59.7	15.1	23.3	0.8	1.2	258
Community people		68.0	18.8	12.7	0.6	-	181

4.1.3 Listening to Radio Programmes in English

79.4% of students, 43.0% teachers and 56.9% of community people reported that they do not listen to radio programmes in English at all. 30.2% of teachers, 21.5% of community people and 10.4% of secondary students reported listening to radio programmes in English 'occasionally'.

Table 4.3: Listening to radio programmes in English

		Not at all %	Very little %	Occasionally %	Quite often %	Very often %	Number
Students	Girls	79.5	11.6	8.0	0.3	0.6	662
	Boys	79.3	12.8	7.0	-	0.8	610
	Urban	80.0	12.9	6.5	0.3	0.3	340
	Rural	79.2	11.9	7.9	0.1	0.9	932
	Primary	87.3	10.3	2.4	-	-	456
	Secondary	75.0	13.2	10.4	0.2	1.1	816
	Overall	79.4	12.2	7.5	0.2	0.7	1272
Teachers		43.0	18.2	30.2	5.8	2.7	258
Community people		56.9	17.7	21.5	2.8	-	181

4.1.4 Watching TV Programmes or Films in English

When asked if they watch TV programmes or films in English, only 35.3% of students, 41.6 % of teachers and 39.2% of community people reported that they watch programmes or films in English 'occasionally'. Teachers are more likely than other respondents to watch programmes or films in English- 21.8% do so 'quite often' and 15.6% do so 'very often'. There are substantial proportions of students and community people who watch programmes or films in English 'very little' or 'not at all'.

Table 4.4: Watching TV programmes or films in English

		Not at all %	Very little %	Occasionally %	Quite often %	Very often %	Number
Students	Girls	26.5	25.0	35.6	6.2	6.8	661
	Boys	20.5	31.3	35.1	5.6	7.5	610
	Urban	20.9	20.6	37.4	11.5	9.7	340
	Rural	24.6	30.7	34.6	3.9	6.2	931
	Primary	32.7	26.8	29.9	5.1	5.5	455
	Secondary	18.5	28.7	38.4	6.4	8.1	816
	Overall	23.6	28.0	35.3	5.9	7.2	1271
Teachers		9.7	11.3	41.6	21.8	15.6	257
Community people		17.7	18.2	39.2	15.5	9.4	181

Figure 10: Watching TV programmes or films in English
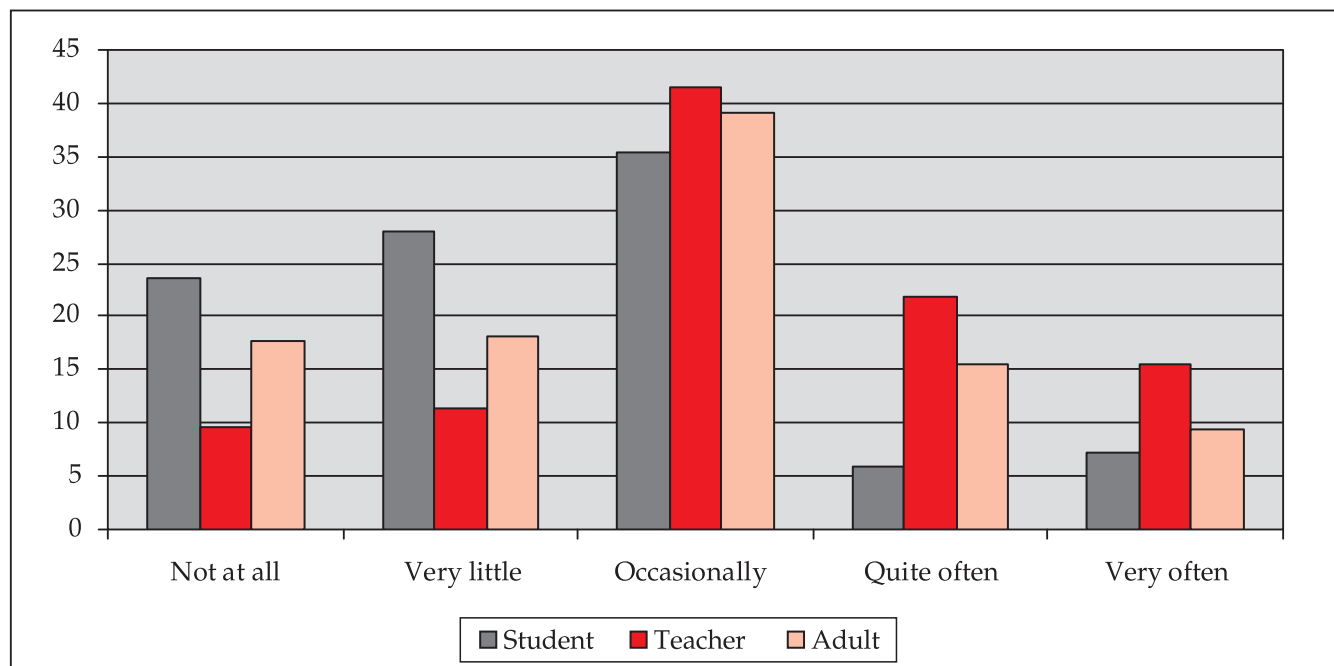
4.2 Reading English

4.2.1 Reading Posters or Billboards in English

Among almost all categories of respondents, the most frequent response when asked whether they read posters and billboards in English was 'occasionally'. 30.7% of students, 39.2 % of teachers and 34.3 % of community people responded that way. The figures are 21.5% and 35.9% for primary and secondary school students respectively. Teachers are more likely than other respondents to read such materials in English- 18.6% do so 'quite often' and 41.1% do so 'very often'.

Table 4.5 : Reading posters or billboards in English

		Not at all %	Very little %	Occasionally %	Quite often %	Very often %	Number
Students	Girls	21.8	23.9	31.7	8.6	14.0	662
	Boys	19.2	29.5	29.7	8.2	13.4	610
	Urban	27.6	26.2	32.9	5.3	7.9	340
	Rural	17.9	26.7	29.9	9.5	15.9	932
	Primary	39.5	30.5	21.5	3.3	5.3	456
	Secondary	9.9	24.4	35.9	11.3	18.5	816
	Overall	20.5	26.6	30.7	8.4	13.8	1272
Teachers		1.6	5.8	39.2	18.6	41.1	258
Community people		7.2	14.4	34.3	20.4	23.8	181

4.2.2 Reading Instructions or Labels in English

It is evident from Table 4.6 given below that only 23.1% of students, 1.2 % teachers and 7.2 % community people do not read instructions or Labels in English at all. For primary school students the figure is 46.1% and for secondary school students it is only 10.3%. While 26.4% of students, 26.1% teachers and 29.3 % of community people read instructions or labels occasionally.

Table 4.6: Reading instructions or labels in English

		Not at all %	Very little %	Occasionally %	Quite often %	Very often %	Number
Students	Girls	22.7	24.5	28.9	8.6	15.3	661
	Boys	23.6	28.7	23.6	8.2	15.9	610
	Urban	34.7	23.2	25.9	6.2	10.0	340
	Rural	18.9	27.7	26.5	9.2	17.6	931
	Primary	46.1	28.5	17.3	3.1	5.0	456
	Secondary	10.3	25.4	31.4	11.4	21.5	815
	Overall	23.1	26.5	26.4	8.4	15.6	1271
Teachers		1.2	8.9	26.1	22.6	41.2	257
Community people		7.2	13.3	29.3	18.2	32.0	181

4.2.3 Reading Comics or Cartoons in English

The majority of respondents do not read comics or cartoons in English. 66.3% of students, 52.7% of teachers and 64.4% of community people responded in that way. The table also shows that 24.0% of teachers and 16.7% of community people did so 'occasionally'. Also 19.0% of secondary school students, but only 9.6% of primary school students read comics or cartoons in English 'occasionally'.

Table 4.7: Reading comics or cartoons in English

		Not at all %	Very little %	Occasionally %	Quite often %	Very often %	Number
Students	Girls	62.5	11.8	18.1	3.5	4.1	662
	Boys	70.3	11.5	13.0	3.0	2.3	610
	Urban	60.9	13.5	13.8	5.3	6.5	340
	Rural	68.2	10.9	16.3	2.5	2.0	932
	Primary	73.9	7.9	9.6	3.7	4.8	456
	Secondary	62.0	13.7	19.0	2.9	2.3	816
	Overall	66.3	11.6	15.6	3.2	3.2	1272
Teachers		52.7	14.7	24.0	4.7	3.9	258
Community people		64.4	15.0	16.7	2.8	1.1	180

4.2.4 Reading Magazine or Newspaper Articles in English

A substantial majority of school students read articles in English 'very little' or 'not at all'. Among teachers and community adults, 'Not at all' was also the most frequent response, although 31.0% of teachers and 16.0% of community people read articles in English 'occasionally'. Secondary school students are more likely than primary school students to read magazines or newspaper articles in English.

Table 4.8: Reading magazine or newspaper articles in English

		Not at all %	Very little %	Occasionally %	Quite often %	Very often %	Number
Students	Girls	74.8	17.7	6.9	0.3	0.3	662
	Boys	74.7	17.6	6.9	0.2	0.7	609
	Urban	73.8	17.6	7.4	0.3	0.9	340
	Rural	75.1	17.6	6.8	0.2	0.3	931
	Primary	85.1	11.8	2.6	0.2	0.2	456
	Secondary	69.0	20.9	9.3	0.2	0.6	815
	Overall	74.7	17.6	6.9	0.2	0.5	1271
Teachers		31.4	27.5	31.0	4.3	5.8	258
Community people		53.9	25.6	16.0	2.2	2.2	180

4.2.5 Reading Stories in English

The majority of school students and community people do not read stories in English- 59.9% of students and 63.5% of community people reported that they do not read stories in English at all. Although more than a third of teachers (37.7%) also responded that way, almost as many (33.9%) read stories in English 'occasionally'.

Table 4.9: Reading stories in English

		Not at all %	Very little %	Occasionally %	Quite often %	Very often %	Number
Students	Girls	59.5	13.9	23.0	2.1	1.5	662
	Boys	60.3	14.9	21.3	2.0	1.5	610
	Urban	58.8	15.9	20.3	2.9	2.1	340
	Rural	60.3	13.8	22.9	1.7	1.3	932
	Primary	72.4	12.1	14.3	0.7	0.7	456
	Secondary	52.9	15.7	26.6	2.8	2.0	816
	Overall	59.9	14.4	22.2	2.0	1.5	1272
Teachers		37.7	20.2	33.9	4.7	3.5	257
Community people		63.5	17.7	15.5	2.8	0.6	181

4.2.6 Using the Internet in English

The Internet is a modern technology. Community people and students and teachers of primary and secondary schools in both urban and rural areas have very little access to this technology. Table 6.10 below shows that 97.8% of students, 92.2% of teachers and 95.0% of community people do not use Internet at all. Only 0.9% of students, 0.4% of teachers and 1.1% of community people use Internet 'occasionally'.

Table 4.10: Using the Internet in English

		Not at all %	Very little %	Occasionally %	Quite often %	Very often %	Number
Students	Girls	99.2	0.3	0.5	-	-	662
	Boys	96.2	1.8	1.5	0.2	0.3	610
	Urban	95.9	2.4	1.5	-	0.3	340
	Rural	98.5	0.5	0.8	0.1	0.1	932
	Primary	99.1	0.9	-	-	-	456
	Secondary	97.1	1.1	1.5	0.1	0.2	816
	Overall	97.8	1.0	0.9	0.1	0.2	1272
Teachers		92.2	7.0	0.4	-	0.4	258
Community people		95.0	3.3	1.1	0.6	-	181

4.3 Writing in English

4.3.1 Writing to Penfriends in English

87.3% of students, 60.5% of teachers and 75.5% of community people said that they do not write to penfriends in English at all. Teachers are more likely than other respondents to write to friends in English - 14.3% do so 'occasionally' and 11.6% do so 'quite often'.

Table 6.11: Writing to penfriends in English

		Not at all %	Very little %	Occasionally %	Quite often %	Very often %	Number
Students	Girls	85.5	7.1	5.1	2.1	0.2	662
	Boys	89.3	4.4	3.6	2.5	0.2	608
	Urban	85.2	8.0	5.6	1.2	-	338
	Rural	88.1	5.0	4.0	2.7	0.2	932
	Primary	88.1	7.7	3.5	0.7	-	455
	Secondary	86.9	4.8	4.9	3.2	0.2	815
	Overall	87.3	5.8	4.4	2.3	0.2	1270
Teachers		60.5	11.6	14.3	11.6	1.9	258
Community people		75.5	8.8	8.3	6.1	1.1	181

4.3.2 Writing Letters in English

Most respondents in all categories write letters in English 'not at all' or 'very little'. 70.0% of students, 50.4% of teachers and 69.6% of community people reported that they do not write letters in English at all.

Table 4.12: Writing letters in English

		Not at all %	Very little %	Occasionally %	Quite often %	Very often %	Number
Students	Girls	70.1	19.6	6.2	3.8	0.3	662
	Boys	69.8	17.4	8.0	4.3	0.5	610
	Urban	69.4	18.2	9.1	2.4	0.9	340
	Rural	70.2	18.7	6.3	4.6	0.2	932
	Primary	83.6	9.9	4.2	2.4	-	456
	Secondary	62.4	23.4	8.7	4.9	0.6	816
	Overall	70.0	18.6	7.1	4.0	0.4	1272
Teachers		50.4	18.2	17.1	11.2	3.1	258
Community people		69.6	14.9	7.7	7.2	0.6	181

Figure 11: Writing letters in English
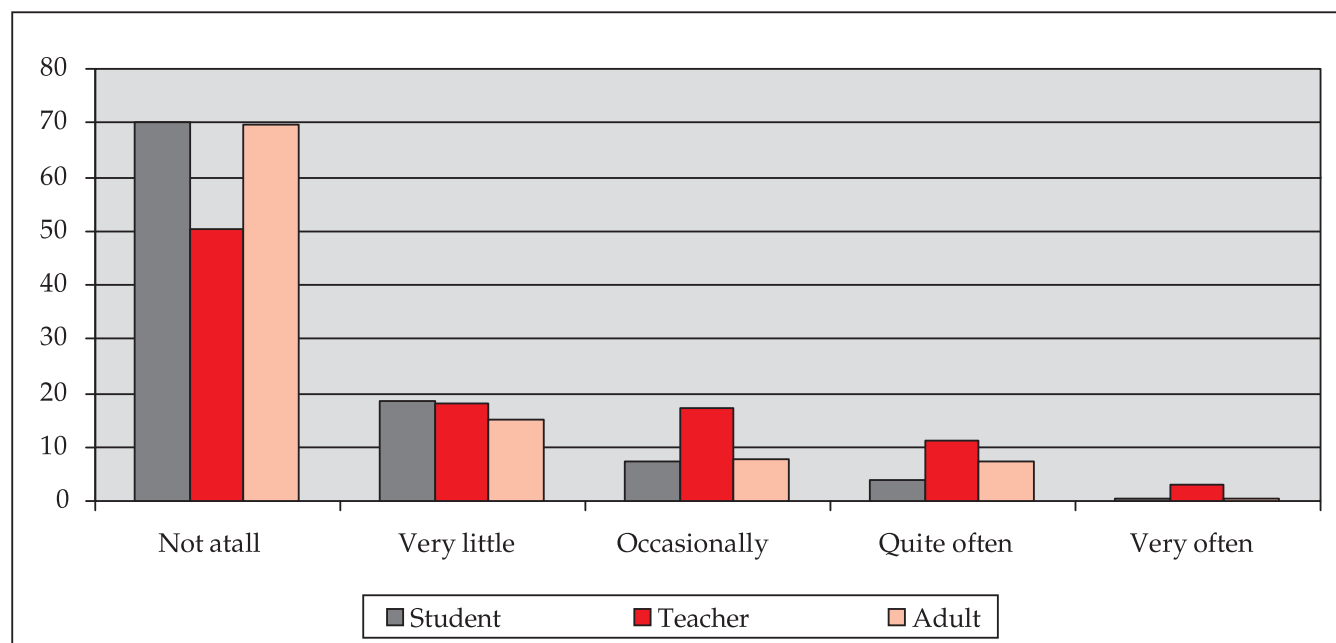
4.3.3 Writing emails in English

Access to the Internet is not widespread in Bangladesh particularly in the rural areas. Table 4.13 shows that 98.3% of students, 96.5% of teachers and 96.1% of community people do not write e-mails in English at all.

Table 4.13: Writing emails in English

		Not at all %	Very little %	Occasionally %	Number
Students	Girls	98.9	0.6	0.5	662
	Boys	97.5	1.3	1.1	610
	Urban	97.1	1.2	1.8	340
	Rural	98.7	0.9	0.4	932
	Primary	99.8	-	0.2	456
	Secondary	97.4	1.5	1.1	816
	Overall	98.3	0.9	0.8	1272
Teachers		96.5	2.7	0.8	258
Community people		96.1	2.8	1.1	181

4.3.4 Helping Relatives to Write Letters or Emails in English

96.8% of students, 76.4% of teachers and 88.4% community people reported that they do not help their relatives to write letters or emails in English at all. Teachers are more likely than other respondents to do this - 11.2% reported helping relatives 'occasionally'.

Table 4.14: Helping relatives to write letters or emails in English

		Not at all %	Very little %	Occasionally %	Quite often %	Number
Students	Girls	97.3	1.7	1.1	-	662
	Boys	96.2	2.1	1.5	0.2	610
	Urban	95.9	2.1	1.8	0.3	340
	Rural	97.1	1.8	1.1	-	932
	Primary	100.0	-	-	-	456
	Secondary	95.0	2.9	2.0	0.1	816
	Overall	96.8	1.9	1.3	0.1	1272
Teachers		76.4	10.9	11.2	1.6	258
Community people		88.4	6.1	3.9	1.7	181

4.3.5 Helping Relatives to Complete Forms in English

Most school students help their relatives to complete forms in English 'not at all' or 'very little' - respectively 70.1% and 17.5% of students overall. The majority of teachers and community adults provided such help 'occasionally' - 50.4% of teachers and 37.6% of community people reported doing so.

Table 4.15: Helping relatives to complete forms in English

		Not at all %	Very little %	Occasionally %	Quite often %	Very often %	Number
Students	Girls	68.9	18.4	11.3	0.8	0.6	662
	Boys	71.5	16.4	11.3	0.5	0.3	610
	Urban	65.3	19.4	13.8	1.2	0.3	340
	Rural	71.9	16.7	10.4	0.4	0.5	932
	Primary	88.8	7.7	3.3	-	0.2	456
	Secondary	59.7	22.9	15.8	1.0	0.6	816
	Overall	70.1	17.5	11.3	0.6	0.5	1272
Teachers		8.9	21.3	50.4	10.9	8.5	258
Community people		35.9	20.4	37.6	3.9	2.2	181

4.3.6 Texting, Chatting or Posting Internet Messages in English

Very few of the respondents text, chat or post Internet messages in English - 98.1% of students, 95.7% of teachers and 94.5% of community people reported that they do not do such things at all.

Table 4.16: Texting, chatting or posting Internet messages in English

		Not at all %	Very little %	Occasionally %	Quite often %	Very often %	Number
Students	Girls	98.3	1.2	0.3	0.2	-	662
	Boys	97.9	1.6	0.5	-	-	610
	Urban	96.8	2.1	0.9	0.3	-	340
	Rural	98.6	1.2	0.2	-	-	932
	Primary	99.1	0.4	0.2	0.2	-	456
	Secondary	97.5	2.0	0.5	-	-	816
	Overall	98.1	1.4	0.4	0.1	-	1272
Teachers		95.7	1.9	1.2	0.8	0.4	258
Community people		94.5	3.3	2.2	-	-	181

4.3.7 Writing Stories or Poems in English

Writing stories or poems in English cannot be expected of primary or secondary school students in Bangladesh culture. Table 4.17 shows that 74.4% of students, 74.7% of teachers and 81.8% of community people do not write stories or poems in English at all. Only 14.6% of students, 16.7% of teachers and 11.0% of community people write stories or poems in English 'occasionally'.

Table 4.17: Writing stories or poems in English

		Not at all %	Very little %	Occasionally %	Quite often %	Very often %	Number
Students	Girls	74.2	9.5	14.5	1.1	0.8	662
	Boys	74.7	8.9	14.8	1.3	0.3	609
	Urban	77.3	9.1	12.4	1.2	-	339
	Rural	73.4	9.2	15.5	1.2	0.8	932
	Primary	73.0	8.8	14.9	2.0	1.3	456
	Secondary	75.2	9.4	14.5	0.7	0.1	815
	Overall	74.4	9.2	14.6	1.2	0.6	1271
Teachers		74.7	5.1	16.7	2.3	1.2	257
Community people		81.8	6.1	11.0	1.1	-	181

4.4 Speaking in English

4.4.1 Telephoning Friends or Relatives Overseas in English

78.8% of students, 56.0% teachers and 71.3% of community people reported that they do not talk in English on the telephone to friends or relatives overseas at all. Only 10.3% of students, 25.7% of teachers and 13.8% of community people 'occasionally' speak on the telephone in English to friends or relatives.

Table 4.18 : Telephoning friends or relatives overseas in English

		Not at all %	Very little %	Occasionally %	Quite often %	Very often %	Number
Students	Girls	76.9	11.9	10.6	0.5	0.2	662
	Boys	81.0	8.7	10.0	-	0.2	609
	Urban	75.8	13.9	8.6	0.9	0.9	339
	Rural	79.9	9.1	10.9	-	-	932
	Primary	82.9	9.9	7.3	-	-	455
	Secondary	76.6	10.7	12.0	0.4	0.4	816
	Overall	78.8	10.4	10.3	0.2	0.2	1271
Teachers		56.0	12.8	25.7	5.1	0.4	257
Community people		71.3	12.7	13.8	1.1	1.1	181

4.4.2 Talking Face-to-Face with Friends or Relatives in English

When asked whether they talk face-to-face with friends or relatives in English, very many responded that they did so 'occasionally' - 35.2% of students, 45.3% of teachers and 30.6% of community people respectively. However, very many respondents indicated that they talk face-to-face with friends or relatives in English either 'not at all' or 'very little'. 35.4% of students, 17.1% of teachers and 35.6% of community people do not talk face-to-face with friends or relatives in English.

Table 4.19 : Talking face-to-face with friends or relatives in English

		Not at all %	Very little %	Occasionally %	Quite often %	Very often %	Number
Students	Girls	34.7	24.9	38.1	0.9	1.4	662
	Boys	36.1	28.7	32.1	1.1	2.0	610
	Urban	39.1	25.9	32.4	1.8	0.9	340
	Rural	34.0	27.0	36.3	0.8	1.9	932
	Primary	59.0	21.5	19.3	-	0.2	456
	Secondary	22.2	29.7	44.1	1.6	2.5	816
	Overall	35.4	26.7	35.2	1.0	1.7	1272
Teachers		17.1	23.6	45.3	5.8	8.1	258
Community people		35.6	30.6	30.6	2.8	0.6	180

Figure 12: Talking face-to-face with friends or relatives in English
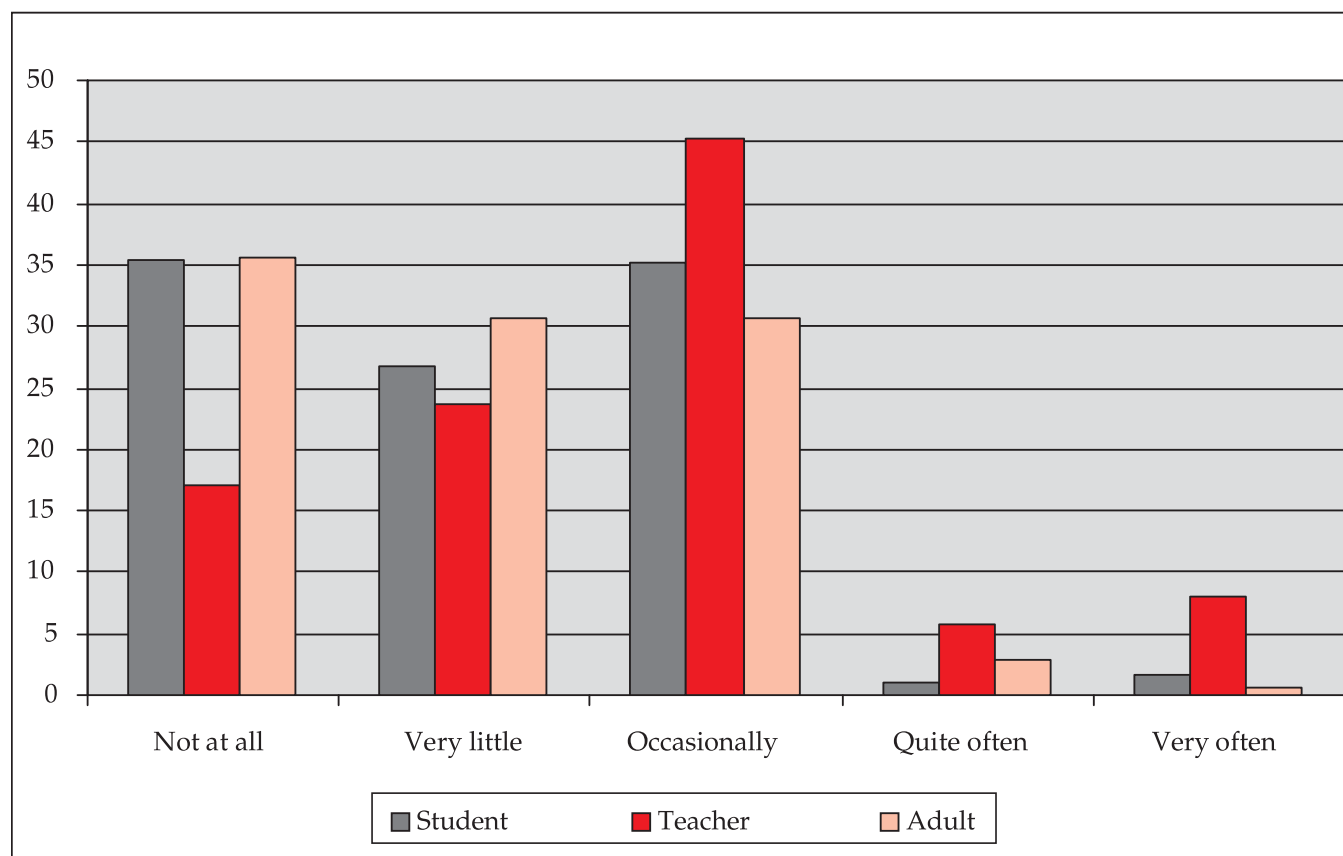
4.4.3 Talking to Foreigners in English

Most respondents talk to foreigners in English 'very little' or 'not at all'. 60.5% of students, 28.6% of teachers and 43.6% of community people reported that they do not talk to foreigners in English at all. The table also shows that 23.7% of teachers and 13.8% of community people talk to foreigners in English 'occasionally'.

Table 4.20: Talking to foreigners in English

		Not at all %	Very little %	Occasionally %	Quite often %	Very often %	Number
Students	Girls	59.4	31.6	8.5	0.6	-	662
	Boys	61.8	31.1	5.9	0.5	0.4	610
	Urban	55.3	30.0	12.1	2.1	0.6	340
	Rural	62.4	31.9	5.5	-	0.2	932
	Primary	72.1	24.3	3.5	-	-	456
	Secondary	54.0	35.3	9.3	0.9	0.5	816
	Overall	60.5	31.4	7.2	0.6	0.3	1272
Teachers		28.6	42.8	23.7	3.9	2.7	257
Community people		43.6	38.1	13.8	3.3	1.1	181

4.4.4 Talking in English during an Overseas Visit

The majority of respondents - about three-quarters of students, two-thirds of teachers and half of the community people have never been overseas. Very many of those that have been abroad do not talk in English during such visits - 25.4% of students, 25.2% of teachers and 26.6% of community people.

Table 4.21: Talking in English while visiting other countries

		Not at all %	Very little %	Occasionally %	Quite often %	Very often %	Never visited %	Number
Students	Boys	27.1	0.5	0.3	-	-	72.2	661
	Girls	23.6	0.3	0.5	-	0.2	75.4	610
	Urban	14.7	0.3	1.2	-	0.3	83.5	340
	Rural	29.3	0.4	0.1	-	-	70.1	931
	Primary	30.7	0.4	0.2	-	-	68.6	456
	Secondary	22.5	0.4	0.5	-	0.1	76.6	815
	Overall	25.4	0.4	0.4	-	0.1	73.7	1271
Teachers		25.2	5.3	2.0	0.8	1.2	65.4	246
Community people		26.6	8.3	4.7	4.1	3.6	52.7	169

4.5 Attitudes and Opinions about English

Respondents were asked to express their opinions about English by indicating the extent to which they agreed with a series of statements, using a 5-point scale from 'Not at all' to 'Very much'.

4.5.1 Importance of English in Bangladesh

48.3% of students, 65.5% of teachers and 63.0% of community people expressed the opinion that English is 'very much' important in Bangladesh.

Table 4.22: Importance of English in Bangladesh

		Not at all %	Very little %	Occasionally %	Quite often %	Very much %	Number
Students	Girls	3.2	3.2	14.8	30.7	48.2	662
	Boys	1.1	3.0	16.1	31.5	48.2	610
	Urban	2.6	2.1	17.6	29.7	47.9	340
	Rural	2.0	3.4	14.6	31.5	48.4	932
	Primary	5.0	5.0	18.9	32.0	39.0	456
	Secondary	0.6	2.0	13.5	30.5	53.4	816
	Overall	2.2	3.1	15.4	31.1	48.3	1272
Teachers		0.8	0.4	8.1	25.2	65.5	258
Community people		1.1	1.1	12.7	22.1	63.0	181

Figure 13: Importance of English in Bangladesh
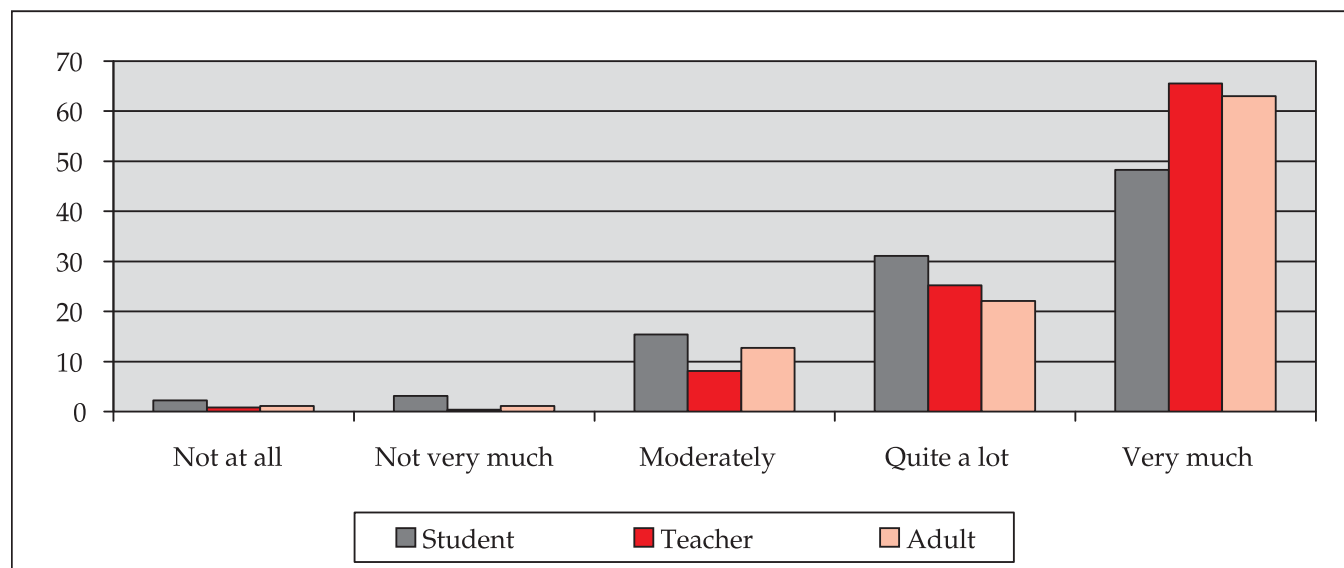
4.5.2 Whether English is Difficult to Learn

When asked whether English is difficult to learn, the most frequent response was 'not very' - 44.3% of students, 43.0% of teachers and 39.2% of community adults expressed this opinion. 34.0% of students, 22.1% of teachers and 31.5% of community people felt that English was 'moderately' difficult to learn.

Table 4.23: Whether English is Difficult to Learn

		Not at all %	Very little %	Moderately %	Quite often %	Very much %	Number
Students	Girls	10.0	42.7	35.6	8.5	3.2	662
	Boys	11.1	45.9	32.1	6.6	4.3	610
	Urban	11.5	31.2	45.6	8.5	3.2	340
	Rural	10.2	49.0	29.7	7.2	3.9	932
	Primary	8.3	37.3	37.9	8.8	7.7	456
	Secondary	11.8	48.2	31.7	6.9	1.5	816
	Overall	10.5	44.3	34.0	7.5	3.7	1272
Teachers		25.6	43.0	22.1	5.0	4.3	258
Community people		15.5	39.2	31.5	9.4	4.4	181

4.5.3 Whether English is a Beautiful Language

When the respondents were asked whether English is a beautiful language, a substantial majority of respondents expressed the opinion that English is 'moderately' to 'very much' a beautiful language.

Table 4.24: Whether English is a beautiful language

		Not at all %	Very little %	Moderately %	Quite often %	Very much %	Number
Students	Girls	0.3	3.3	39.9	34.4	22.1	662
	Boys	1.0	3.9	40.9	31.9	22.3	610
	Urban	0.9	3.5	50.3	30.0	15.3	340
	Rural	0.5	3.7	36.7	34.4	24.7	932
	Primary	1.1	5.5	41.4	32.2	19.7	456
	Secondary	0.4	2.6	39.8	33.7	23.6	816
	Overall	0.6	3.6	40.4	33.2	22.2	1272
Teachers		1.2	24.8	-	38.0	36.0	258
Community people		0.6	30.4	-	39.2	29.8	181

4.5.4 Whether it is Interesting to Learn English

When the respondents were asked whether it is interesting to learn English, 28.2% of students, 41.6% of teachers and 24.3% of community people expressed opinion that it is very much interesting to learn English. A substantial majority of respondents felt that it was 'moderately' to 'very much' interesting to learn English.

Table 4.25: Whether it is interesting to learn English

		Not at all %	Not very much %	Moderately %	Quite a lot %	Very much %	Number
Students	Girls	0.2	1.8	42.6	27.0	28.4	662
	Boys	0.5	2.3	41.5	27.8	27.9	609
	Urban	-	1.8	52.9	24.7	20.6	340
	Rural	0.4	2.1	38.1	28.4	30.9	931
	Primary	0.9	3.3	44.3	27.0	24.6	456
	Secondary	-	1.3	40.9	27.6	30.2	815
	Overall	0.3	2.0	42.1	27.4	28.2	1271
Teachers		-	-	24.9	33.5	41.6	257
Community people		-	1.1	40.9	33.7	24.3	181

4.5.5 Necessity of English during Overseas Visit

When asked whether English is necessary during overseas visits the majority of respondents felt that it was 'very much' necessary. 55.9% of students, 63.0% of teachers and 64.1% of community people expressed that opinion.

Table 4.26: Necessity of using English during overseas visits

		Not at all %	Not very much %	Moderately %	Quite a lot %	Very much %	Number
Students	Girls	0.8	1.4	12.4	33.2	52.3	662
	Boys	0.2	1.3	12.0	26.8	59.8	609
	Urban	0.3	0.6	12.9	38.8	47.4	340
	Rural	0.5	1.6	11.9	27.0	59.0	931
	Primary	0.9	2.2	11.8	35.3	49.8	456
	Secondary	0.2	0.9	12.4	27.2	59.3	815
	Overall	0.5	1.3	12.2	30.1	55.9	1271
Teachers		-	0.4	10.9	25.7	63.0	257
Community people		-	-	8.8	27.1	64.1	181

4.5.6 Necessity of English for using the Internet

When asked whether English is necessary for using the Internet, 41.6% of students, 70.0% of teachers and 63.8% of community people expressed the opinion that English is 'very much' necessary for using a modern medium like the Internet. A substantial minority of students responded 'don't know'.

Table 4.27: Necessity of English for using the Internet

		Not at all %	Not very much %	Moderately %	Quite a lot %	Very much %	Don't know %	Number
Students	Girls	0.9	0.2	4.1	16.2	40.0	38.7	662
	Boys	0.7	0.2	3.8	13.6	43.3	38.4	609
	Urban	0.3	0.6	1.8	10.9	41.8	44.7	340
	Rural	1.0	-	4.7	16.4	41.8	36.3	931
	Primary	1.5	0.4	3.3	13.4	22.1	59.2	456
	Secondary	0.4	-	4.3	15.8	52.5	27.0	815
	Overall	0.8	0.2	3.9	14.9	41.6	38.6	1271
Teachers		0.8	-	7.2	2.0	70.0	-	250
Community people		0.6	0.6	6.7	28.2	63.8	-	163

4.5.7 Necessity of Learning English by the Respondents

In all categories of respondents, the most frequent response was that it is 'very much' necessary for them to learn English. 59.3% of students, 58.0% of teachers and 44.8% of community people expressed that opinion.

Table 4.28: Necessity of learning English by the respondent

		Not at all %	Not very much %	Moderately %	Quite a lot %	Very much %	Number
Students	Girls	0.9	2.3	10.3	27.8	58.8	662
	Boys	0.7	1.8	10.7	27.0	59.9	608
	Urban	1.2	2.1	11.5	33.8	51.5	340
	Rural	0.6	2.0	10.1	25.1	62.2	930
	Primary	1.5	3.7	12.3	31.6	50.9	456
	Secondary	0.4	1.1	9.5	25.1	64.0	814
	Overall	0.8	2.0	10.5	27.4	59.3	1270
Teachers		0.4	0.8	10.5	30.4	58.0	257
Community people		1.7	5.0	20.4	28.2	44.8	181

4.6 English Knowledge and Skills Among Respondents

4.6.1 Strength of the Respondents in English

When asked about their strength in English, 29.6% of students, 62.1% of teachers and 54.1% of community people expressed the opinion that they are 'average'. Also, 63.0% of students 27.5% of teachers and 13.3% of community people felt that they are 'good' in English.

Table 4.29: Strength of the respondents in English

		Weak %	Average %	Good %	Number
Students	Girls	7.4	29.6	63.0	662
	Boys	7.4	29.5	63.1	609
	Urban	9.1	21.8	69.1	340
	Rural	6.8	32.4	60.8	931
	Primary	9.4	29.6	61.0	456
	Secondary	6.3	29.5	64.2	815
	Overall	7.4	29.6	63.0	1271
Teachers		10.4	62.1	27.5	258
Community people		32.6	54.1	13.3	181

4.6.2 Status of Skills in English of Respondents

96.5% of students, 89.1% of teachers and 66.1% of community people expressed the opinion that their English skills are improving. A quarter of the community people (26.7%) felt that their skills in English were 'unchanged'.

Table 4.30: Status of skills in English of respondents

		Improving %	Unchanged %	Not Improving %	Number
Students	Girls	96.7	2.4	0.9	662
	Boys	96.4	2.8	0.8	608
	Urban	94.4	4.1	1.5	340
	Rural	97.3	2.0	0.6	930
	Primary	95.0	3.9	1.1	456
	Secondary	97.4	1.8	0.7	814
	Overall	96.5	2.6	0.9	1270
Teachers		89.1	9.3	1.6	258
Community people		66.1	26.7	7.2	180

4.6.3 Motivation of Respondents to Learn English

Motivation to learn English was very high among respondents. 99.6% of students, 98.4% of teachers and 71.7% of community people said that they are motivated to learn English.

Table 4.31: Motivation of respondents for learning English

		Motivated %	Neither %	Not motivated %	Number
Students	Girls	99.7	0.2	0.2	662
	Boys	99.5	0.3	0.2	608
	Urban	99.1	0.6	0.3	340
	Rural	99.8	0.1	0.1	930
	Primary	99.1	0.4	0.4	456
	Secondary	99.9	0.1	-	814
	Overall	99.6	0.2	0.2	1271
Teachers		98.4	1.2	0.4	258
Community people		71.7	6.1	2.2	181

4.6.4 The Strongest Skill of Respondents in English

Respondents were asked about which skill in English (i.e. reading, listening, writing or speaking) they considered to be their strongest. 'Reading' was considered to be the strongest skill among all categories of student (45.2% overall), while 'Writing' was considered strongest by teachers (35.5%) and community people (30.9%). 34.5% of students also reported 'Writing' to be their strongest skill.

Table 4.32: The strongest skill of the respondents in English

		Reading %	Listening %	Writing %	Speaking %	None of these %	Number
Students	Boys	53.8	52.1	23.2	7.2	7.7	431
	Girls	53.9	4.9	27.3	7.7	6.2	469
	Urban	48.9	4.3	24.6	9.1	13.2	395
	Rural	57.7	5.5	28.5	6.1	2.2	506
	Primary	56.1	1.9	24.4	4.6	13.0	369
	Secondary	52.5	7.0	28.4	9.5	2.7	528
	Overall	53.8	5.0	26.7	7.4	7.0	901
Teachers		41.8	9.9	28.6	18.7	1.1	182
Community people		33.3	11.4	14.6	7.3	33.3	123

Figure 14: The strongest skill in English of respondents
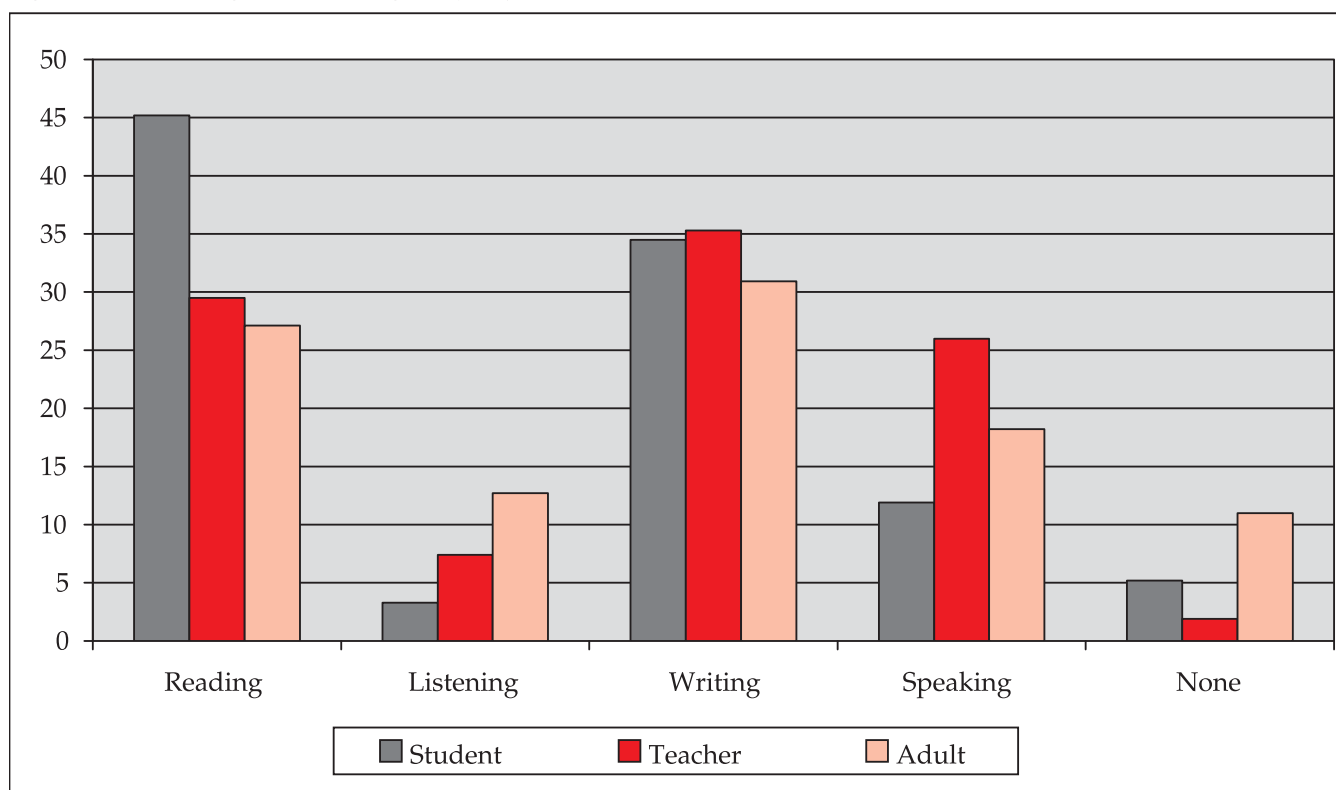
4.6.5 The Weakest Skill of Respondents in English

In all categories of respondents the skill in English most frequent considered to be the weakest was 'Speaking'. 42.4% of students, 46.9% of teachers and 53.1% of community people expressed this opinion. A substantial proportion in each category felt that 'Writing' was their weakest skill in English.

Table 4.33: The weakest skill of respondents in English

		Reading %	Listening %	Writing %	Speaking %	None of these %	Number
Students	Girls	10.1	9.4	29.0	44.3	7.1	661
	Boys	10.3	11.3	35.	40.4	2.5	609
	Urban	13.3	12.1	31.9	36.9	5.9	340
	Rural	9.1	9.7	32.2	44.5	4.5	931
	Primary	12.7	11.2	32.7	39.6	3.7	455
	Secondary	8.8	9.8	31.8	44.0	5.5	815
	Overall	10.2	10.3	32.1	42.4	4.9	1270
Teachers		2.3	13.2	20.5	46.9	17.1	258
Community people		6.8	11.9	23.7	53.1	4.5	177

4.6.6 Skill that is Necessary for the Students to Pass English Examinations

Students were asked what they thought was the skill they most needed to pass the examinations in English. Three-quarters (75.4%) of students expressed the opinion that 'Writing' is the skill necessary for them to pass the examinations. Overall, only 1.5% of students felt that 'Speaking' was necessary for examinations and 0.4% that 'Listening' was most important.

Table 4.34: Skill necessary for students to pass examinations in English

		Reading %	Listening %	Writing %	Speaking %	None of these %
Students	Girls	24.6	0.2	74.0	1.2	662
	Boys	20.7	0.7	76.8	1.8	609
	Urban	26.5	-	72.4	1.2	340
	Rural	21.4	0.5	76.5	1.6	931
	Primary	19.5	0.7	77.4	2.4	456
	Secondary	24.5	0.2	74.2	1.0	815
	Overall	22.7	0.4	75.4	1.5	1271

4.6.7 Skill in English that is Necessary for Future Life

All respondents were asked which skill in English they felt was necessary for their future life. In all categories of respondent a substantial majority (74.2% of students, 89.5% of teachers and 82.8% of community people) considered 'Speaking' to be the most necessary for their future life.

Table 4.35: Skill in English that is necessary for future life of the respondents

		Reading %	Listening %	Writing %	Speaking %	None of these %	Number
Students	Girls	13.0	4.4	5.4	76.7	0.5	661
	Boys	16.7	5.1	6.6	71.4	0.2	609
	Urban	10.0	6.2	7.1	76.8	-	340
	Rural	16.5	4.2	5.6	73.3	0.4	931
	Primary	22.6	5.3	9.6	61.6	0.9	455
	Secondary	10.4	4.4	3.9	81.2	-	815
	Overall	14.8	4.7	6.0	74.2	0.3	1270
Teachers		3.9	3.1	2.7	89.5	0.8	258
Community people		6.7	4.4	4.4	82.8	1.7	180

4.6.8 Skill in English that is Necessary for the Future Life of the Respondents

When the respondents were asked about the skill that is necessary for their future life, 71.0% of students, 84.9% of teachers and 82.3% of community people expressed opinion that speaking skill is necessary for their future life.

Table 4.36: Skill in English that is necessary for the future life of the respondents

		Reading %	Listening %	Writing %	Speaking %	None of these %	Number
Students	Girls	20.2	1.8	5.5.1	72.5	0.3	662
	Boys	22.5	1.3	6.7	69.5	-	609
	Urban	14.4	2.4	6.2	77.1	-	340
	Rural	23.8	1.3	5.8	68.9	0.2	931
	Primary	32.2	2.4	10.1	54.8	0.4	456
	Secondary	15.2	1.1	3.6	80.1	-	815
	Overall	21.3	1.6	5.9	71.0	0.2	1271
Teachers		6.6	1.9	6.2	84.9	0.4	258
Community people		15.5	-	1.1	82.3	1.1	181

4.7 Expectations of Higher Education and Employment - Questions for students only

4.7.1 Expectation of Higher Education

Students were asked whether they expected to proceed into higher education. In reply 98.2% of boys and 98.0% of girls said that they expect to go to college or university after completing their school education. 95.2% of primary school students and 99.8% of secondary school students expect to go on to higher education.

Table 4.37: Students' expectations for Higher Education

		Yes %	No %	Don't know %	Number
Students	Boys	98.2	0.3	1.5	610
	Girls	98.0	0.3	1.7	662
	Urban	98.8	0.6	0.6	340
	Rural	97.9	0.2	1.9	932
	Primary	95.2	0.9	3.9	456
	Secondary	99.8	-	0.2	816
	Overall	98.1	0.3	1.6	1272

4.7.2 Importance of Reading and Writing in English at University or College

Students were asked about the importance of reading and writing in English at university or college. In response, 93.8% of boys and 94.1% of girls said that reading and writing in English at university or college is very important.

Table 4.38: Importance of reading and writing in English at university or college

		Yes %	No %	Don't know %	Number
Students	Boys	93.8	2.9	3.0	610
	Girls	94.1	4.4	1.8	662
	Urban	91.5	6.8	1.8	340
	Rural	94.8	2.5	2.7	932
	Primary	90.1	4.4	5.5	456
	Secondary	96.1	3.2	0.7	816
	Overall	93.9	3.6	2.4	1272

4.7.3 Importance of Speaking in and Listening to English at University or College

Students were asked whether they felt that speaking and listening to English at university or college would be important. 93.4% of students overall considered that speaking and listening to English is very important.

Table 4.39: Importance of speaking and listening to English at university or college

		Yes %	No %	Don't know %	Number
Students	Boys	93.1	5.1	1.8	610
	Girls	93.6	3.3	3.0	661
	Urban	90.9	7.4	1.8	340
	Rural	94.3	3.0	2.7	931
	Primary	89.5	4.8	5.7	456
	Secondary	95.6	3.8	0.6	815
	Overall	93.4	4.2	2.4	1271

4.7.4 Importance of Reading and Writing in English in their Future Jobs

Students were asked whether they thought that reading and writing in English would be important in their future jobs. In response, 93.3% of boys and 94.4% of girls expressed the opinion that reading and writing in English will be very important in their future jobs.

Table 4.40: Importance of reading and writing in English in their future jobs

		Very important %	Not very important %	Don't know %	Number
Students	Boys	93.3	5.2	1.5	610
	Girls	94.4	3.0	2.6	662
	Urban	92.4	5.6	2.1	340
	Rural	94.4	3.5	2.0	932
	Primary	91.0	4.6	4.4	456
	Secondary	95.5	3.8	0.7	816
	Overall	93.9	4.1	2.0	1272

4.7.5 Importance of Speaking in and Listening to English in their Future Jobs

When asked whether speaking and listening in English would be important in their future jobs, 90.7% of boys and 92.4% of girls expressed the opinion that it would be important.

Table 4.41: Importance of speaking in and listening to English in their future jobs

		Very important %	Not very important %	Don't know %	Number
Students	Boys	90.7	7.4	2.0	610
	Girls	92.4	4.5	3.0	662
	Urban	89.1	8.5	2.4	340
	Rural	92.5	4.9	2.6	932
	Primary	87.5	6.8	5.7	456
	Secondary	93.9	5.4	0.7	816
	Overall	91.6	5.9	2.5	1272

4.8 Use of English in Current Employment

4.8.1 Respondents Working Presently (Tuition)

In response to a question 0.7% of boys and .06% of girls reported that they are presently doing tuition

Table 4.42: Respondents working presently (Tuition)

		Yes %	No %	Number
Students	Boys	0.7	99.3	610
	Girls	0.6	99.4	662
	Urban	0.6	99.4	340
	Rural	0.6	99.4	932
	Primary	0.4	99.6	456
	Secondary	0.7	99.3	816
	Overall	0.6	99.4	1272

4.8.2 Use of English in the Present Job of the Respondents

The respondents were asked whether English is used in their present jobs. In response, 66.7% of boys and 100.0% of girls reported that English is used occasionally in their present job.

Table 4.43: Use of English in the present job

		Occasionally %	Frequently %	Number
Students	Boys	66.7	33.3	3
	Girls	100.0	-	4
	Urban	100.0	-	1
	Rural	83.3	16.7	6
	Primary	100.0	-	2
	Secondary	80.0	20.0	5
	Overall	85.7	14.3	7

4.8.3 Use of English in Various Tasks

The teachers and community people were asked about how often they used English in carrying out various tasks. The Table 4.44 below shows the percentages of teachers and community people who use English to undertake those tasks. The table also shows how confident the respondents feel about using English to undertake those tasks.

As shown in the Table, the most frequent response given was 'occasionally'. For example, 66.5% of teachers and 71.7% of community people read notices and billboards in English 'occasionally'. 69.4% of teachers and 66.0% of community people use English in listening to and following instruction 'occasionally', while 60.0% of teachers and 63.0% of community people use English for job applications 'occasionally'. Only a very small proportion of teachers and other adults use English in connection with the Internet (very few use the Internet at all).

Table 4.44: Use of English in various tasks

	Teachers				Other adults			
	Yes %	Very little %	Occasionally %	Frequently %	Yes %	Very little %	Occasionally %	Frequently %
Reading notices and billboards	87.5				62.4			
How often		14.5	66.5	19.0		14.2	71.7	14.2
How confident		5.4	45.2	49.3		12.4	55.8	31.9
Listening and following instructions	86.0				58.6			
How often		17.1	69.4	13.5		21.7	66.0	12.3
How confident		6.3	43.2	50.5		12.3	49.1	38.7
Making job applications	42.6				14.9			
How often		22.7	60.0	17.3		22.2	63.0	55.6
How confident		0.9	42.7	56.4		7.4	37.0	55.6
Completing official forms	65.1				37.0			
How often		16.7	72.6	10.7		22.4	70.1	7.5
How confident		1.2	50.3	48.5		10.4	62.7	26.9
Writing business or official letters	40.7				21.0			
How often		18.9	71.7	9.4		31.6	52.6	15.8
How confident		2.8	58.5	38.7		10.5	65.8	23.7
Asking questions about task to be performed	50.8				23.2			
How often		31.3	63.4	5.3		38.1	54.8	7.1
How confident		7.6	51.9	40.5		2.4	71.4	26.2
Reading and understanding instructions and manuals	93.4				73.5			
How often		10.0	74.3	15.8		13.5	75.9	10.5
How confident		5.4	49.0	45.6		12.0	58.6	29.3
Giving oral instructions to other people	79.8				41.4			
How often		14.6	58.7	26.7		14.7	72.0	13.3
How confident		4.9	42.2	52.9		5.3	56.0	38.7
Answering telephone enquiries	49.6				34.3			
How often		22.7	68.0	9.4		24.2	71.0	4.8
How confident		5.5	54.7	39.8		4.8	61.3	33.9
Talking and asking about personal information	47.3				28.2			
How often		31.1	62.3	6.6		47.1	47.1	5.9
How confident		4.9	56.6	38.5		7.8	72.5	19.6

	Teachers				Other adults			
	Yes %	Very little %	Occasionally %	Frequently %	Yes %	Very little %	Occasionally %	Frequently %
Communicating at work with non-Bangla speaking superiors, subordinates or colleagues	17.4				17.1			
How often		37.8	57.8	4.4		41.9	54.8	3.2
How confident		--	62.2	37.8		10.0	66.7	23.3
Participating in business discussions	21.3				32.4			
How often		21.3	61.7	17.0		32.4	47.1	20.6
How confident		2.3	63.0	34.8		11.8	55.9	32.4
Dealing with overseas visitors	58.1				38.1			
How often		31.3	64.0	4.7		39.1	58.0	2.9
How confident		2.0	54.0	44.0		4.4	64.7	30.9
Reading books, magazines, etc. for enjoyment	62.8				39.2			
How often		23.5	66.7	9.9		32.4	64.8	2.8
How confident		4.9	45.7	49.4		4.2	59.2	36.6
Reading books, magazines, etc. for study	84.9				47.5			
How often		14.6	64.8	20.5		14.0	76.7	9.3
How confident		4.1	43.4	52.5		4.7	53.5	41.9
Watching films or TV programmes for entertainment	88.4				79.6			
How often		10.1	67.1	22.8		19.4	66.0	14.6
How confident		3.1	47.1	49.6		15.3	46.5	38.2
Using the internet	3.5				4.4			
How often		33.3	66.7	--		37.5	62.5	--
How confident		22.2	33.3	44.4		12.5	62.5	25.0

4.8.4 Observations of the Field Investigators - Phase 2

The second phase of fieldwork took place in March 2009 in 84 Government schools - 31 Primary and 53 Secondary. Six Field Investigators were involved in collecting data for Baseline Study 2a. They interviewed a total of 1,272 students, 270 teachers and 125 community adults.

- Teachers require training to cope with the new communications in English language.

- In some secondary schools there is only one English teacher.

- As schools have a shortage of English teachers other subject-teachers take the English classes.

- Many teachers lack an understanding of the new English curriculum, which is taught in schools.

- Even with TQI trained teachers, implementation of new methods has its constraints.

- Teachers read English due to compulsion but most of them do not feel comfortable in English language, as they do not understand it.

- Teacher to student ratio is low, even 1:105 in some schools.

- Too many students in one class limits the concentration of the teacher.

- Most of the classrooms are overcrowded.

- Teachers do not understand or know how to make the lesson plan.

- One English teacher has to take as many as 5-6 classes per day.

- Due to teachers taking too many classes they cannot find time to participate in on-going training.

- Students are still shy to speak English.

- Most of the areas visited have poor access or no access to English books, newspapers and journals. As a result it is very difficult to learn and use English by students.

- Students are very curious about learning English.

- Most of the School Management Committee members are weak in their awareness of the needs of education and learning English.

- There is interest among the students and teachers to learn English.

- Students are eager to give interviews.

- Very few schools have libraries. These libraries do not have any English book.

- Most of the students want to study in colleges and universities. Some want to become doctors and engineers for which they think English is necessary.

- Most students think that they are good in reading and writing English, but cannot speak English.

- Teachers suggested, if at least 1 class per week could be conducted in English, then teachers and students would be proficient in English.

- Given the little English the guardians and SMC members already know they tend to forget, as there is no regular usage of English.

5. Combined Data for the Two Phases of Fieldwork

The following Tables (5.1 to 5.43) present the combined data from the two phases of fieldwork for Baseline Study 2a - Phase 1 in NGO schools and Phase 2 in Government (GoB) schools. The key observations emerging from the combined results are also highlighted.

5.1 Listening to English

Table 5.1: Listening to songs in English – combined data

			Not at all %	Very little %	Occasionally %	Quite Often %	Very Often %	Number
Students	Girls	NGO	53.6	16.7	21.3	5.6	2.8	431
		GoB	48.7	26.9	22.8	0.9	0.6	661
	Boys	NGO	59.4	16.2	19.1	2.3	3.0	470
		GoB	51.6	25.1	22.3	0.5	0.5	610
	Urban	NGO	66.4	12.6	16.4	2.5	2.0	396
		GoB	55.3	22.6	20.0	1.5	0.6	340
	Rural	NGO	49.0	19.4	23.1	4.9	3.6	506
		GoB	48.2	27.3	23.5	0.4	0.5	931
	Primary	NGO	76.2	12.7	7.3	2.7	1.1	369
		GoB	58.0	24.4	16.7	0.4	0.4	455
	Secondary	NGO	42.9	19.1	29.1	4.7	4.2	529
		GoB	45.7	27.0	25.9	0.9	0.6	816
	Overall	NGO	56.7	16.4	20.2	3.9	2.9	901
		GoB	50.1	26.0	22.6	0.7	0.6	1271
Teachers		NGO	40.4	32.2	23.5	2.2	1.6	183
		GoB	39.9	29.8	27.1	1.2	1.9	258
Community people		Phase-1	62.4	26.4	8.0	2.4	0.8	125
		Phase-2	57.5	23.8	17.1	0.6	1.1	181

- A slightly higher proportion of NGO students and teachers listen to songs in English 'quite often' or 'very often' in comparison to those in GoB schools. In theory, this should contribute to the English learning of NGO students and teachers.

Table 5.2: Listening to stories in English – combined data

			Not at all %	Very little %	Occasionally %	Quite Often %	Very Often %	Number
Students	Girls	NGO	76.0	8.9	11.9	1.9	1.3	Not reported
		GoB	76.6	15.6	7.3	0.5	0.2	662
	Boys	NGO	74.0	11.6	10.9	2.6	0.9	Not reported
		GoB	81.3	13.8	4.4	0.3	0.2	610
	Urban	NGO	77.3	10.1	10.1	2.0	0.5	396
		GoB	73.8	16.5	8.8	0.9	-	340
	Rural	NGO	73.3	10.3	12.5	2.4	1.6	506
		GoB	80.7	14.1	4.8	0.2	0.2	932
	Primary	NGO	87.0	5.1	6.2	1.6	-	369
		GoB	82.5	15.6	1.8	0.2	-	456
	Secondary	NGO	66.5	13.5	15.1	2.6	1.9	529
		GoB	76.8	14.2	8.2	0.5	0.2	816
	Overall	NGO	75.1	10.2	11.4	2.2	1.1	899
		GoB	78.9	14.7	5.9	0.4	0.2	1272
Teachers		NGO	54.1	21.9	18.0	1.6	4.4	183
		GoB	59.7	15.1	23.3	0.8	1.2	258
Community people		Phase-1	86.4	8.8	4.8	-	-	125
		Phase-2	68.0	18.8	12.7	0.6	-	181

- A slightly higher proportion of NGO students and teachers listen to stories in English 'quite often' or 'very often' in comparison to those in GoB schools. In theory, this should contribute to the English learning of NGO students and teachers.

Table 5.3: Listening to radio programmes in English – combined data

			Not at all %	Very little %	Occasionally %	Quite Often %	Very Often %	Number
Students	Girls	NGO	76.8	11.1	9.4	0.9	1.9	Not reported
		GoB	76.6	15.6	7.3	0.5	0.2	662
	Boys	NGO	68.7	13.9	13.7	0.9	2.8	Not reported
		GoB	81.3	13.8	4.4	0.3	0.2	610
	Urban	NGO	79.0	9.3	8.8	0.8	2.0	396
		GoB	73.8	16.5	8.8	0.9	-	340
	Rural	NGO	68.2	14.8	13.4	1.0	2.6	506
		GoB	80.7	14.1	4.8	0.2	0.2	932
	Primary	NGO	88.1	5.4	6.2	-	0.3	369
		GoB	82.5	15.6	1.8	0.2	-	456
	Secondary	NGO	62.2	17.4	15.1	1.5	3.8	529
		GoB	76.8	14.2	8.2	0.5	0.2	816
	Overall	NGO	72.9	12.4	11.4	0.9	2.3	901
		GoB	78.9	14.7	5.9	0.4	0.2	1272
Teachers		NGO	45.9	24.6	21.9	2.2	5.5	183
		GoB	59.7	15.1	23.3	0.8	1.2	258
Community people		Phase-1	75.2	11.2	12.0	0.8	0.8	125
		Phase-2	68.0	18.8	12.7	0.6	-	181

- A slightly higher proportion of NGO students and teachers listen to radio programmes in English 'quite often' or 'very often' in comparison to those in GoB schools. In theory, this should contribute to the English learning of NGO students and teachers.

Table 5.4: Watching TV programmes or films in English – combined data

			Not at all %	Very little %	Occasionally %	Quite Often %	Very Often %	Number
Students	Girls	NGO	33.4	23.8	29.6	4.9	8.3	Not reported
		GoB	79.5	11.6	8.0	0.3	0.6	662
	Boys	NGO	28.6	19.8	31.2	8.4	12.1	Not reported
		GoB	79.3	12.8	7.0	-	0.8	610
	Urban	NGO	37.7	22.3	26.8	3.8	9.4	395
		GoB	80.0	12.9	6.5	0.3	0.3	340
	Rural	NGO	26.1	21.5	33.0	8.7	10.7	506
		GoB	79.2	11.9	7.9	0.1	0.9	932
	Primary	NGO	47.3	25.8	16.6	4.1	6.3	368
		GoB	87.3	10.3	2.4	-	-	456
	Secondary	NGO	19.7	19.3	39.9	8.3	12.9	529
		GoB	75.0	13.2	10.4	0.2	1.1	816
	Overall	NGO	31.2	21.9	30.3	6.5	10.1	901
		GoB	79.4	12.2	7.5	0.2	0.7	1272
Teachers		NGO	14.2	16.9	39.9	8.7	20.2	183
		GoB	43.0	18.2	30.2	5.8	2.7	258
Community people		Phase-1	34.7	21.8	29.8	3.2	10.8	125
		Phase-2	56.9	17.7	21.5	2.8	-	181

- The percentage of students listening to radio programmes 'very often' is almost 10 times higher in NGO schools compared to GoB schools. Similar results are found in the case of the teachers. In theory, this should contribute to the English learning of NGO students and teachers.

5.2 Reading English

Table 5.5: Reading posters or billboards in English – combined data

			Not at all %	Very little %	Occasionally %	Quite Often %	Very Often %	Number
Students	Girls	NGO	44.3	22.0	23.9	3.2	6.6	469
		GoB	21.8	23.9	31.7	8.6	14.0	662
	Boys	NGO	33.2	26.0	28.1	3.2	9.5	431
		GoB	19.2	29.5	29.7	8.2	13.4	610
	Urban	NGO	44.2	19.7	24.0	2.8	9.3	396
		GoB	27.6	26.2	32.9	5.3	7.9	340
	Rural	NGO	35.0	27.1	27.3	3.6	6.9	505
		GoB	17.9	26.7	29.9	9.5	15.9	932
	Primary	NGO	62.2	18.8	14.1	2.2	2.7	368
		GoB	39.5	30.5	21.5	3.3	5.3	456
	Secondary	NGO	22.9	27.4	34.0	4.0	11.7	529
		GoB	9.9	24.4	35.9	11.3	18.5	816
	Overall	NGO	39.1	23.9	25.9	3.2	8.0	901
		GoB	20.5	26.6	30.7	8.4	13.8	1272
Teachers		NGO	3.8	15.4	40.7	13.2	26.9	183
		GoB	1.6	5.8	39.2	18.6	41.1	258
Community people		Phase-1	40.0	18.4	21.6	8.0	12.0	125
		Phase-2	7.2	14.4	34.3	20.4	23.8	181

- The percentage of students reading posters or billboards 'very often' is almost twice as high in GoB schools compared to NGO schools. The same is the case for the teachers. The implication of this in English learning needs to be explored.

Table 5.6: Reading instructions or labels in English – combined data

			Not at all %	Very little %	Occasionally %	Quite Often %	Very Often %	Number
Students	Girls	NGO	50.0	23.8	14.9	3.6	7.7	470
		GoB	22.7	24.5	28.9	8.6	15.3	661
	Boys	NGO	46.9	24.4	17.4	3.9	7.4	431
		GoB	23.6	28.7	23.6	8.2	15.9	610
	Urban	NGO	51.8	21.2	13.4	4.5	9.1	396
		GoB	34.7	23.2	25.9	6.2	10.0	340
	Rural	NGO	46.0	26.3	18.2	3.8	6.3	506
		GoB	18.9	27.7	26.5	9.2	17.6	931
	Primary	NGO	70.5	16.0	8.1	2.7	2.7	369
		GoB	46.1	28.5	17.3	3.1	5.0	456
	Secondary	NGO	33.3	29.7	21.6	4.5	11.0	529
		GoB	10.3	25.4	31.4	11.4	21.5	815
	Overall	NGO	48.6	24.1	16.1	3.8	7.5	901
		GoB	23.1	26.5	26.4	8.4	15.6	1271
Teachers		NGO	4.9	21.9	30.1	10.4	32.8	183
		GoB	1.2	8.9	26.1	22.6	41.2	257
Community people		Phase-1	45.6	18.4	13.6	5.6	16.8	125
		Phase-2	7.2	13.3	29.3	18.2	32.0	181

- The percentage of students reading instructions or labels 'very often' is almost twice as high in GoB schools compared to NGO schools. The implication of this in English learning needs to be explored.

Table 5.7: Reading comics or cartoons in English – combined data

			Not at all %	Very little %	Occasionally %	Quite Often %	Very Often %	Number
Students	Girls	NGO	71.1	10.9	11.7	1.9	4.5	470
		GoB	62.5	11.8	18.1	3.5	4.1	662
	Boys	NGO	74.0	11.1	9.5	2.1	3.2	431
		GoB	70.3	11.5	13.0	3.0	2.3	610
	Urban	NGO	77.3	9.8	8.8	1.3	2.8	396
		GoB	60.9	13.5	13.8	5.3	6.5	340
	Rural	NGO	68.8	11.9	12.1	2.6	4.7	506
		GoB	68.2	10.9	16.3	2.5	2.0	932
	Primary	NGO	85.9	7.0	4.6	1.6	0.8	369
		GoB	73.9	7.9	9.6	3.7	4.8	456
	Secondary	NGO	62.9	13.8	14.9	2.3	6.0	529
		GoB	62.0	13.7	19.0	2.9	2.3	816
	Overall	NGO	72.5	11.0	10.6	2.0	3.9	901
		GoB	66.3	11.6	15.6	3.2	3.2	1272
Teachers		NGO	51.9	15.3	20.2	4.9	7.7	183
		GoB	52.7	14.7	24.0	4.7	3.9	258
Community people		Phase-1	84.8	7.2	7.2	-	0.8	125
		Phase-2	64.4	15.0	16.7	2.8	1.1	180

- Twice as many NGO teachers read comics as GoB teachers. Is there any implication of this practice?

Table 5.8: Reading magazine or newspaper articles in English – combined data

			Not at all %	Very little %	Occasionally %	Quite Often %	Very Often %	Number
Students	Girls	NGO	80.6	8.9	8.5	0.6	1.3	470
		GoB	74.8	17.7	6.9	0.3	0.3	662
	Boys	NGO	75.6	9.5	11.8	1.4	1.6	431
		GoB	74.7	17.6	6.9	0.2	0.7	609
	Urban	NGO	78.3	8.6	10.1	0.8	2.3	396
		GoB	73.8	17.6	7.4	0.3	0.9	340
	Rural	NGO	78.3	9.7	10.1	1.2	0.8	506
		GoB	75.1	17.6	6.8	0.2	0.3	931
	Primary	NGO	90.5	4.3	3.8	0.5	0.8	369
		GoB	85.1	11.8	2.6	0.2	0.2	456
	Secondary	NGO	69.8	12.7	14.4	1.3	1.9	529
		GoB	69.0	20.9	9.3	0.2	0.6	815
	Overall	NGO	78.3	9.2	10.1	1.0	1.4	901
		GoB	74.7	17.6	6.9	0.2	0.5	1271
Teachers		NGO	33.3	16.4	34.4	2.2	13.7	183
		GoB	31.4	27.5	31.0	4.3	5.8	258
Community people		Phase-1	76.0	8.8	11.2	2.4	1.6	125
		Phase-2	53.9	25.6	16.0	2.2	2.2	180

- A slightly higher proportion of NGO students read magazine or newspaper articles in English 'quite often' or 'very often' in comparison to those in GoB schools.

- Almost twice as many NGO teachers read newspaper or magazine articles in English as GoB teachers. Does this contribute to the English learning of NGO students and teachers?

Table 5.9: Reading stories in English – combined data

			Not at all %	Very little %	Occasionally %	Quite Often %	Very Often %	Number
Students	Girls	NGO	71.1	13.4	9.8	2.1	3.6	470
		GoB	59.5	13.9	23.0	2.1	1.5	662
	Boys	NGO	71.3	13.5	9.8	1.4	4.0	429
		GoB	60.3	14.9	21.3	2.0	1.5	610
	Urban	NGO	74.4	11.1	9.6	1.5	3.3	395
		GoB	58.8	15.9	20.3	2.9	2.1	340
	Rural	NGO	68.7	15.2	9.9	2.0	4.2	505
		GoB	60.3	13.8	22.9	1.7	1.3	932
	Primary	NGO	85.9	6.3	5.7	0.5	1.6	368
		GoB	72.4	12.1	14.3	0.7	0.7	456
	Secondary	NGO	60.8	18.6	12.7	2.7	5.3	528
		GoB	52.9	15.7	26.6	2.8	2.0	816
	Overall	NGO	71.2	13.4	9.8	1.8	3.8	901
		GoB	59.9	14.4	22.2	2.0	1.5	1272
Teachers		NGO	39.3	25.7	25.1	4.4	5.5	183
		GoB	37.7	20.2	33.9	4.7	3.5	257
Community people		Phase-1	86.4	7.2	4.8	0.8	0.8	125
		Phase-2	63.5	17.7	15.5	2.8	0.6	181

- The percentage of students reading stories 'very often' is almost twice as high in NGO schools compared to GoB schools.

- The percentage of teachers reading stories in English in NGO schools is slightly higher than in GoB schools.

- These practices should contribute to the English learning of NGO students and teachers in comparison to their GoB counterparts.

Table 5.10: Using the Internet in English – combined data

			Not at all %	Very little %	Occasionally %	Quite Often %	Very Often %	Number
Students	Girls	NGO	97.7	1.9	0.4	-	-	470
		GoB	99.2	0.3	0.5	-	-	662
	Boys	NGO	94.2	3.9	1.6	0.2	-	431
		GoB	96.2	1.8	1.5	0.2	0.3	610
	Urban	NGO	97.5	2.3	0.3	-	-	396
		GoB	95.9	2.4	1.5	-	0.3	340
	Rural	NGO	94.9	3.4	1.6	0.2	-	505
		GoB	98.5	0.5	0.8	0.1	0.1	932
	Primary	NGO	98.6	1.4	-	-	-	369
		GoB	99.1	0.9	-	-	-	456
	Secondary	NGO	94.1	4.0	1.7	0.2	-	528
		GoB	97.1	1.1	1.5	0.1	0.2	816
	Overall	NGO	96.0	2.9	1.0	0.1	-	901
		GoB	97.8	1.0	0.9	0.1	0.2	1272
Teachers		NGO	89.1	5.5	3.8	-	1.6	183
		GoB	92.2	7.0	0.4	-	0.4	258
Community people		Phase-1	94.4	3.2	1.6	0.8	-	125
		Phase-2	95.0	3.3	1.1	0.6	-	181

- Use of the Internet is very low in both GoB and NGO schools (Less than 1 person in every 1000 people).

- The level of Internet use is similar across sample categories and types of school.

5.3 Writing in English

Table 5.11: Writing to penfriends in English – combined data

			Not at all %	Very little %	Occasionally %	Quite Often %	Very Often %	Number
Students	Girls	NGO	95.1	2.3	1.7	0.2	0.6	470
		GoB	85.5	7.1	5.1	2.1	0.2	662
	Boys	NGO	93.7	2.3	3.7	-	0.2	431
		GoB	89.3	4.4	3.6	2.5	0.2	608
	Urban	NGO	94.2	2.5	2.3	-	1.0	396
		GoB	85.2	8.0	5.6	1.2	-	338
	Rural	NGO	94.7	2.2	3.0	0.2	-	506
		GoB	88.1	5.0	4.0	2.7	0.2	932
	Primary	NGO	97.3	1.1	1.6	-	-	369
		GoB	88.1	7.7	3.5	0.7	-	455
	Secondary	NGO	92.4	3.2	3.4	0.2	0.8	529
		GoB	86.9	4.8	4.9	3.2	0.2	815
	Overall	NGO	94.5	2.3	2.7	0.1	0.4	901
		GoB	87.3	5.8	4.4	2.3	0.2	1270
Teachers		NGO	73.8	12.0	10.4	1.6	2.2	183
		GoB	60.5	11.6	14.3	11.6	1.9	258
Community people		Phase-1	96.0	1.6	2.4	-	-	125
		Phase-2	75.5	8.8	8.3	6.1	1.1	181

- The proportion of people writing to penfriends in English is very low.

- More teachers in both GoB and NGO schools write to penfriends in comparison to their students.

- The percentage of teachers writing to pen friends is higher in GoB schools.

Table 5.12: Writing letters in English – combined data

			Not at all %	Very little %	Occasionally %	Quite Often %	Very Often %	Number
Students	Girls	NGO	86.0	6.0	6.4	0.9	0.9	470
		GoB	70.1	19.6	6.2	3.8	0.3	662
	Boys	NGO	87.1	7.4	9.5	0.5	0.9	431
		GoB	69.8	17.4	8.0	4.3	0.5	610
	Urban	NGO	84.3	5.8	8.6	0.8	0.5	396
		GoB	69.4	18.2	9.1	2.4	0.9	340
	Rural	NGO	83.6	7.3	7.3	0.6	1.2	506
		GoB	70.2	18.7	6.3	4.6	0.2	932
	Primary	NGO	93.5	3.0	3.5	-	-	369
		GoB	83.6	9.9	4.2	2.4	-	456
	Secondary	NGO	77.3	9.3	10.8	1.1	1.5	529
		GoB	62.4	23.4	8.7	4.9	0.6	816
	Overall	NGO	83.9	6.7	7.9	0.7	0.9	901
		GoB	70.0	18.6	7.1	4.0	0.4	1272
Teachers		NGO	58.5	18.6	15.3	3.8	3.7	183
		GoB	50.4	18.2	17.1	11.2	3.1	258
Community people		Phase-1	92.0	5.6	1.6	-	0.8	125
		Phase-2	69.6	14.9	7.7	7.2	0.6	181

- Percentage of students and community people writing letters in English is very low.

- More teachers in both GoB and NGO schools write letters in English than do their students.

- The percentage of teachers writing letters in English 'quite often' or 'very often' is higher in GoB schools.

Table 5.13: Writing e-mails in English – combined data

			Not at all %	Very little %	Occasionally %	Quite Often %	Very Often %	Number
Students	Girls	NGO	97.2	2.3	0.4	-	-	469
		GoB	98.9	0.6	0.5	-	-	662
	Boys	NGO	96.9	1.6	1.2	0.2	-	426
		GoB	97.5	1.3	1.1	-	-	610
	Urban	NGO	98.7	1.3	-	-	-	390
		GoB	97.1	1.2	1.8	-	-	340
	Rural	NGO	95.8	2.6	1.4	0.2	-	506
		GoB	98.7	0.9	0.4	-	-	932
	Primary	NGO	99.5	0.5	-	-	-	364
		GoB	99.8	-	0.2	-	-	456
	Secondary	NGO	95.5	3.0	1.3	0.2	-	528
		GoB	97.4	1.5	1.1	-	-	816
	Overall	NGO	97.1	2.0	0.8	0.1	-	Not reported
		GoB	98.3	0.9	0.8	-	-	1272
Teachers		NGO	91.8	4.4	2.7	1.1	-	183
		GoB	96.5	2.7	0.8	-	-	258
Community people	Phase-1		95.2	1.6	3.2	-	-	125
	Phase-2		96.1	2.8	1.1	-	-	181

- The percentage of students, teachers and community people writing e-mails in English is very low. This result corresponds with that observed for Internet use.

- More teachers in both GoB and NGO schools write e-mails in comparison to their students.

- The percentage of teachers writing e-mails is slightly higher in NGO schools.

Table 5.14: Helping relatives to write letters or e-mails in English – combined data

			Not at all %	Very little %	Occasionally %	Quite Often %	Very Often %	Number
Students	Girls	NGO	91.0	4.7	3.4	0.2	0.6	465
		GoB	97.3	1.7	1.1	-	-	662
	Boys	NGO	89.0	4.3	5.5	1.0	0.2	420
		GoB	96.2	2.1	1.5	0.2	-	610
	Urban	NGO	92.5	2.9	3.9	-	0.8	385
		GoB	95.9	2.1	1.8	0.3	-	340
	Rural	NGO	88.2	5.8	4.8	1.0	0.2	501
		GoB	97.1	1.8	1.1	-	-	932
	Primary	NGO	98.6	0.6	0.6	0.3	-	357
		GoB	100.0	-	-	-	-	456
	Secondary	NGO	84.4	7.2	6.9	0.8	0.8	525
		GoB	95.0	2.9	2.0	0.1	-	816
	Overall	NGO	90.1	4.5	4.4	0.6	0.5	901
		GoB	96.8	1.9	1.3	0.1	-	1272
Teachers		NGO	70.9	11.0	16.5	-	1.6	182
		GoB	76.4	10.9	11.2	1.6	-	258
Community people		Phase-1	94.4	2.4	3.2	-	-	125
		Phase-2	88.4	6.1	3.9	1.7	-	181

- The percentage of students, teachers and community people helping relatives to write letters in English is very low.

- The percentage of NGO students and teachers helping relatives is slightly higher in comparison to those in GoB schools.

Table 5.15: Helping relatives to complete forms in English – combined data

			Not at all %	Very little %	Occasionally %	Quite Often %	Very Often %	Number
Students	Girls	NGO	72.3	12.6	13.4	0.2	1.5	470
		GoB	68.9	18.4	11.3	0.8	0.6	662
	Boys	NGO	68.2	14.6	14.4	0.9	1.9	431
		GoB	71.5	16.4	11.3	0.5	0.3	610
	Urban	NGO	75.0	10.9	11.4	0.5	2.3	396
		GoB	65.3	19.4	13.8	1.2	0.3	340
	Rural	NGO	66.8	15.6	15.8	0.6	1.2	506
		GoB	71.9	16.7	10.4	0.4	0.5	932
	Primary	NGO	89.7	6.0	3.8	0.3	0.3	369
		GoB	88.8	7.7	3.3	-	0.2	456
	Secondary	NGO	56.7	18.9	21.0	0.8	2.6	529
		GoB	59.7	22.9	15.8	1.0	0.6	816
	Overall	NGO	70.4	13.5	13.9	0.6	1.7	901
		GoB	70.1	17.5	11.3	0.6	0.5	1272
Teachers		NGO	13.1	21.9	42.1	3.8	19.1	183
		GoB	8.9	21.3	50.4	10.9	8.5	258
Community people		Phase-1	56.8	22.4	18.4	-	2.4	125
		Phase-2	35.9	20.4	37.6	3.9	2.2	181

- The percentage of students helping relatives to complete forms in English is low.

- More teachers do this activity in comparison to their students.

- A higher proportion of NGO teachers helps relatives 'quite often' or 'very often' compared with GoB teachers.

Table 5.16: Texting, chatting or posting Internet messages in English – combined data

			Not at all %	Very little %	Occasionally %	Quite Often %	Very Often %	Number
Students	Girls	NGO	97.2	1.9	0.9	-	-	Not reported
		GoB	98.3	1.2	0.3	0.2	-	662
	Boys	NGO	98.1	1.6	-	0.2	-	Not reported
		GoB	97.9	1.6	0.5	-	-	610
	Urban	NGO	99.2	0.8	-	-	-	393
		GoB	96.8	2.1	0.9	0.3	-	340
	Rural	NGO	96.4	2.6	0.8	0.2	-	506
		GoB	98.6	1.2	0.2	-	-	932
	Primary	NGO	99.2	0.8	-	-	-	366
		GoB	99.1	0.4	0.2	0.2	-	456
	Secondary	NGO	96.6	2.5	0.8	0.2	-	529
		GoB	97.5	2.0	0.5	-	-	816
	Overall	NGO	97.7	1.8	0.4	0.1	-	901
		GoB	98.1	1.4	0.4	0.1	-	1272
Teachers		NGO	89.6	4.4	4.9	0.5	0.5	183
		GoB	95.7	1.9	1.2	0.8	0.4	258
Community people		Phase-1	96.8	2.4	0.8	-	-	124
		Phase-2	94.5	3.3	2.2	-	-	181

- Texting, chatting, etc. on the Internet is almost zero across sample categories; results are similar between GoB and NGO schools.

Table 5.17: Writing stories or poems in English – combined data

			Not at all %	Very little %	Occasionally %	Quite Often %	Very Often %	Number
Students	Girls	NGO	85.3	7.5	6.2	-	1.1	469
		GoB	74.2	9.5	14.5	1.1	0.8	662
	Boys	NGO	86.7	7.2	5.3	0.5	0.2	430
		GoB	74.7	8.9	14.8	1.3	0.3	609
	Urban	NGO	87.8	6.6	4.8	0.5	0.3	394
		GoB	77.3	9.1	12.4	1.2	-	339
	Rural	NGO	84.6	7.9	6.5	-	1.0	506
		GoB	73.4	9.2	15.5	1.2	0.8	932
	Primary	NGO	92.4	4.1	3.3	-	0.3	367
		GoB	73.0	8.8	14.9	2.0	1.3	456
	Secondary	NGO	81.5	9.6	7.6	0.4	0.9	529
		GoB	75.2	9.4	14.5	0.7	0.1	815
	Overall	NGO	86.0	7.3	5.8	0.2	0.7	899
		GoB	74.4	9.2	14.6	1.2	0.6	1271
Teachers		NGO	85.8	8.7	4.9	-	0.5	183
		GoB	74.7	5.1	16.7	2.3	1.2	257
Community people		Phase-1	98.4	0.8	0.8	-	-	124
		Phase-2	81.8	6.1	11.0	1.1	-	181

- Writing stories or poems in English is very uncommon across sample categories; results are similar between GoB and NGO schools, although slightly more GoB teachers than NGO teachers write stories or poems. Any implication of this for language learning of GoB teachers?

5.4 Speaking in English

Table 5.18: Telephoning friends or relatives overseas in English – combined data

			Not at all %	Very little %	Occasionally %	Quite Often %	Very Often %	Number
Students	Girls	NGO	88.1	6.2	4.9	0.4	0.4	470
		GoB	76.9	11.9	10.6	0.5	0.2	662
	Boys	NGO	89.1	4.9	5.1	0.5	0.5	431
		GoB	81.0	8.7	10.0	-	0.2	609
	Urban	NGO	89.6	5.1	4.5	0.3	0.5	396
		GoB	75.8	13.9	8.6	0.9	0.9	339
	Rural	NGO	87.7	5.9	5.3	0.6	0.4	506
		GoB	79.9	9.1	10.9	-	-	932
	Primary	NGO	96.2	1.9	1.9	-	-	529
		GoB	82.9	9.9	7.3	-	-	455
	Secondary	NGO	83.2	8.1	7.2	0.8	0.8	529
		GoB	76.6	10.7	12.0	0.4	0.4	816
	Overall	NGO	88.6	5.5	5.0	0.4	0.4	898
		GoB	78.8	10.4	10.3	0.2	0.2	1271
Teachers		NGO	56.0	17.6	20.3	2.7	3.3	182
		GoB	56.0	12.8	25.7	5.1	0.4	257
Community people		Phase-1	80.0	12.0	5.6	0.8	1.6	125
		Phase-2	71.3	12.7	13.8	1.1	1.1	181

- Among students the most frequent response is 'not at all', although the percentage of students in GoB schools doing this activity is twice as high as in NGO schools.

- Teachers are more likely to do this than students and community people.

Table 5.19: Talking face-to-face with friends or relatives in English – combined data

			Not at all %	Very little %	Occasionally %	Quite Often %	Very Often %	Number
Students	Girls	NGO	65.1	14.9	16.0	2.6	1.5	470
		GoB	34.7	24.9	38.1	0.9	1.4	662
	Boys	NGO	56.8	18.3	20.2	2.1	2.6	431
		GoB	36.1	28.7	32.1	1.1	2.0	610
	Urban	NGO	64.9	15.4	16.4	1.0	2.3	396
		GoB	39.1	25.9	32.4	1.8	0.9	340
	Rural	NGO	58.3	17.4	19.2	3.4	1.8	506
		GoB	34.0	27.0	36.3	0.8	1.9	932
	Primary	NGO	81.0	11.4	5.7	1.6	0.3	369
		GoB	59.0	21.5	19.3	-	0.2	456
	Secondary	NGO	47.4	20.0	26.5	2.8	3.2	529
		GoB	22.2	29.7	44.1	1.6	2.5	816
	Overall	NGO	61.2	16.5	18.0	2.3	2.0	898
		GoB	35.4	26.7	35.2	1.0	1.7	1272
Teachers		NGO	26.8	25.1	38.3	3.3	6.6	183
		GoB	17.1	23.6	45.3	5.8	8.1	258
Community people		Phase-1	69.6	18.4	11.2	0.8	-	125
		Phase-2	35.6	30.6	30.6	2.8	0.6	180

- Very few students talk face-to -face in English 'quite often' or 'very often', although the frequency is slightly higher in NGO schools.

- Among teachers in both GoB and NGO schools, the most frequent response is 'occasionally'.

Table 5.20: Talking to foreigners in English – combined data

			Not at all %	Very little %	Occasionally %	Quite Often %	Very Often %	Number
Students	Girls	NGO	68.5	21.3	8.7	0.9	0.6	470
		GoB	59.4	31.6	8.5	0.6	-	662
	Boys	NGO	66.0	24.4	7.9	0.9	0.7	430
		GoB	61.8	31.1	5.9	0.5	0.4	610
	Urban	NGO	63.8	25.6	8.6	1.3	0.8	395
		GoB	55.3	30.0	12.1	2.1	0.6	340
	Rural	NGO	70.2	20.6	8.1	0.6	0.6	506
		GoB	62.4	31.9	5.5	-	0.2	932
	Primary	NGO	79.1	15.5	4.3	0.8	0.3	368
		GoB	72.1	24.3	3.5	-	-	456
	Secondary	NGO	59.4	27.6	11.2	0.9	0.9	529
		GoB	54.0	35.3	9.3	0.9	0.5	816
	Overall	NGO	67.4	22.8	8.3	0.9	0.7	897
		GoB	60.5	31.4	7.2	0.6	0.3	1272
Teachers		NGO	30.1	39.3	24.6	2.2	3.8	183
		GoB	28.6	42.8	23.7	3.9	2.7	257
Community people		Phase-1	74.4	18.4	5.6	1.6	-	125
		Phase-2	43.6	38.1	13.8	3.3	1.1	181

- Slightly more students in NGO schools speak with foreigners 'quite often' or 'very often' compared with students in GoB schools.

- The percentage of teachers speaking with foreigners is much higher compared with their students; the results are similar between GoB and NGO teachers.

Table 5.21: Talking in English during overseas visits – combined data

			Not at all %	Very little %	Occasionally %	Quite Often %	Very Often %	Never visited %	Number
Students	Girls	NGO	2.8	-	-	-	-	97.2	740
		GoB	27.1	0.5	0.3	-	-	72.2	661
	Boys	NGO	3.7	0.2	-	-	-	96.1	431
		GoB	23.6	0.3	0.5	-	0.2	75.4	610
	Urban	NGO	3.8	0.3	-	-	-	96.0	396
		GoB	14.7	0.3	1.2	-	0.3	83.5	340
	Rural	NGO	2.8	-	-	-	-	97.2	506
		GoB	29.3	0.4	0.1	-	-	70.1	931
	Primary	NGO	3.5	0.3	-	-	-	96.2	369
		GoB	30.7	0.4	0.2	-	-	68.6	456
	Secondary	NGO	3.1	0.1	-	-	-	96.7	898
		GoB	22.5	0.4	0.5	-	0.1	76.6	815
	Overall	NGO	3.3	-	-	-	-	96.7	498
		GoB	25.4	0.4	0.4	-	0.1	73.7	1271
Teachers		NGO	4.9	8.2	2.7	2.2	2.2	79.8	183
		GoB	25.2	5.3	2.0	0.8	1.2	65.4	246
Community people		Phase-1	11.2	4.8	4.0	-	2.4	77.6	125
		Phase-2	26.6	8.3	4.7	4.1	3.6	52.7	169

5.5 Attitudes and Opinions about English

Table 5.22: Necessity or importance of English in Bangladesh – combined data

			Not at all %	Very little %	Occasionally %	Quite Often %	Very Often %	Number
Students	Girls	NGO	0.9	3.2	26.6	17.7	51.7	470
		GoB	3.2	3.2	14.8	30.7	48.2	662
	Boys	NGO	1.9	3.9	24.8	19.0	50.3	431
		GoB	1.1	3.0	16.1	31.5	48.2	610
	Urban	NGO	2.3	4.8	37.9	17.2	37.9	396
		GoB	2.6	2.1	17.6	29.7	47.9	340
	Rural	NGO	0.6	2.6	16.4	19.2	61.3	506
		GoB	2.0	3.4	14.6	31.5	48.4	932
	Primary	NGO	2.7	7.0	33.3	14.4	42.5	369
		GoB	5.0	5.0	18.9	32.0	39.0	456
	Secondary	NGO	0.4	1.1	20.4	21.2	56.9	529
		GoB	0.6	2.0	13.5	30.5	53.4	816
	Overall	NGO	1.3	3.5	25.8	18.3	51.0	902
		GoB	2.2	3.1	15.4	31.1	48.3	1272
Teachers		NGO	0.5	1.6	7.7	25.8	64.3	182
		GoB	0.8	0.4	8.1	25.2	65.5	258
Community people		Phase-1	1.6	4.0	20.0	21.6	52.8	125
		Phase-2	1.1	1.1	12.7	22.1	63.0	181

- People in both GoB and NGO schools feel in the same way - that English is 'very much' important in Bangladesh.

Table 5.23: Whether English is difficult to learn – combined data

			Not at all %	Not very much %	Moderately %	Quite a lot %	Very much %	Number
Students	Girls	NGO	14.3	27.4	40.6	8.5	9.1	470
		GoB	10.0	42.7	35.6	8.5	3.2	662
	Boys	NGO	11.8	24.6	42.9	8.6	12.1	431
		GoB	11.1	45.9	32.1	6.6	4.3	610
	Urban	NGO	9.1	28.5	35.9	9.6	16.9	396
		GoB	11.5	31.2	45.6	8.5	3.2	340
	Rural	NGO	16.2	24.1	46.4	7.7	5.5	506
		GoB	10.2	49.0	29.7	7.2	3.9	932
	Primary	NGO	8.9	24.9	36.6	10.6	19.0	369
		GoB	8.3	37.3	37.9	8.8	7.7	456
	Secondary	NGO	16.1	26.8	45.4	7.2	4.5	529
		GoB	11.8	48.2	31.7	6.9	1.5	816
	Overall	NGO	13.1	26.1	41.8	8.5	10.5	902
		GoB	10.5	44.3	34.0	7.5	3.7	1272
Teachers		NGO	29.1	25.8	33.0	8.8	3.3	182
		GoB	25.6	43.0	22.1	5.0	4.3	258
Community people		Phase-1	15.2	16.0	33.6	12.8	22.4	125
		Phase-2	15.5	39.2	31.5	9.4	4.4	181

- More students in NGO schools think that English is difficult to learn. According to the established perception in development communities, it would be expected to be just the opposite. NGO schools are supposed to be better equipped and using improved pedagogical practices.

Table 5.24: Whether English is a beautiful language – combined data

			Not at all %	Not very much %	Moderately %	Quite a lot %	Very much %	Number
Students	Girls	NGO	1.1	2.8	44.5	26.6	25.1	470
		GoB	0.3	3.3	39.9	34.4	22.1	662
	Boys	NGO	2.1	2.6	49.2	23.9	22.3	421
		GoB	1.0	3.9	40.9	31.9	22.3	610
	Urban	NGO	3.3	3.3	49.2	25.8	18.4	396
		GoB	0.9	3.5	50.3	30.0	15.3	340
	Rural	NGO	0.2	2.2	44.9	24.9	27.9	506
		GoB	0.5	3.7	36.7	34.4	24.7	932
	Primary	NGO	3.5	4.3	49.3	23.0	19.8	369
		GoB	1.1	5.5	41.4	32.2	19.7	456
	Secondary	NGO	-	1.5	44.8	27.0	26.7	529
		GoB	0.4	2.6	39.8	33.7	23.6	816
	Overall	NGO	1.6	2.7	46.8	25.3	23.7	902
		GoB	0.6	3.6	40.4	33.2	22.2	1272
Teachers		NGO	0.5	1.1	30.2	36.3	31.9	182
		GoB	1.2	24.8	-	38.0	36.0	258
Community people		Phase-1	1.6	4.8	48.0	21.6	24.0	125
		Phase-2	0.6	30.4	-	39.2	29.8	181

Table 5.25: Whether it is interesting to learn English – combined data

			Not at all %	Not very much %	Moderately %	Quite a lot %	Very much %	Number
Students	Girls	NGO	0.9	4.5	40.7	20.5	33.5	469
		GoB	0.2	1.8	42.6	27.0	28.4	662
	Boys	NGO	2.1	6.3	45.5	19.3	26.9	431
		GoB	0.5	2.3	41.5	27.8	27.9	609
	Urban	NGO	2.8	9.1	46.5	18.9	22.7	396
		GoB	-	1.8	52.9	24.7	20.6	340
	Rural	NGO	0.4	2.6	40.2	20.6	36.2	505
		GoB	0.4	2.1	38.1	28.4	30.9	931
	Primary	NGO	2.7	9.5	45.5	17.3	24.9	369
		GoB	0.9	3.3	44.3	27.0	24.6	456
	Secondary	NGO	0.6	2.3	41.5	21.6	34.1	528
		GoB	-	1.3	40.9	27.6	30.2	815
	Overall	NGO	1.4	5.4	43.0	19.9	30.3	901
		GoB	0.3	2.0	42.1	27.4	28.2	1271
Teachers		NGO	-	2.2	28.7	32.0	37.0	181
		GoB	-	-	24.9	33.5	41.6	257
Community people		Phase-1	10.7	9.1	43.8	14.0	22.3	121
		Phase-2	-	1.1	40.9	33.7	24.3	181

- An substantial majority of students and teachers from both GoB and NGO schools think that English is 'quite' or 'very' interesting to learn. Despite this, so many of them think that English is difficult to learn.

Table 5.26: Necessity of English during overseas visits – combined data

			Not at all %	Not very much %	Moderately %	Quite a lot %	Very much %	Number
Students	Girls	NGO	1.1	0.9	16.0	21.3	60.8	469
		GoB	0.8	1.4	12.4	33.2	52.3	662
	Boys	NGO	0.2	0.7	13.7	18.8	66.5	430
		GoB	0.2	1.3	12.0	26.8	59.8	609
	Urban	NGO	1.0	1.0	15.0	23.6	59.4	394
		GoB	0.3	0.6	12.9	38.8	47.4	340
	Rural	NGO	0.4	0.6	15.0	17.4	66.6	506
		GoB	0.5	1.6	11.9	27.0	59.0	931
	Primary	NGO	1.6	1.1	20.4	20.2	56.7	367
		GoB	0.9	2.2	11.8	35.3	49.8	456
	Secondary	NGO	-	0.6	11.0	20.2	68.2	529
		GoB	0.2	0.9	12.4	27.2	59.3	815
	Overall	NGO	0.7	0.8	15.0	20.1	63.4	900
		GoB	0.5	1.3	12.2	30.1	55.9	1271
Teachers		NGO	-	-	14.8	23.6	61.5	182
		GoB	-	0.4	10.9	25.7	63.0	257
Community people		Phase-1	-	-	12.0	22.4	65.6	125
		Phase-2	-	-	8.8	27.1	64.1	181

Table 5.27: Necessity of English in using the Internet – combined data

			Not at all %	Not very much %	Moderately %	Quite a lot %	Very much %	Don't know %	Number
Students	Girls	NGO	2.4	1.3	3.4	7.5	30.8	-	468
		GoB	0.9	0.2	4.1	16.2	40.0	38.7	662
	Boys	NGO	3.7	0.5	3.2	9.0	36.4	-	431
		GoB	0.7	0.2	3.8	13.6	43.3	38.4	609
	Urban	NGO	3.3	0.8	3.5	8.9	27.6	55.9	395
		GoB	0.3	0.6	1.8	10.9	41.8	44.7	340
	Rural	NGO	2.8	1.0	3.2	7.7	38.0	47.3	505
		GoB	1.0	-	4.7	16.4	41.8	36.3	931
	Primary	NGO	3.8	0.8	2.4	6.2	14.1	72.6	369
		GoB	1.5	0.4	3.3	13.4	22.1	59.2	456
	Secondary	NGO	2.5	0.9	4.0	9.7	47.1	35.9	527
		GoB	0.4	-	4.3	15.8	52.5	27.0	815
	Overall	NGO	3.0	0.9	3.3	8.2	33.4	-	900
		GoB	0.8	0.2	3.9	14.9	41.6	38.6	1271
Teachers		NGO	2.2	0.6	9.6	25.8	61.8	-	178
		GoB	0.8	-	7.2	2.0	70.0	-	250
Community people		Phase-1	6.1	0.9	9.6	29.8	53.5	-	114
		Phase-2	0.6	0.6	6.7	28.2	63.8	-	163

Table 5.28: Necessity of learning English by the respondents – combined data

			Not at all %	Not very much %	Moderately %	Quite a lot %	Very much %	Number
Students	Girls	NGO	1.1	6.0	18.4	20.6	54.0	467
		GoB	0.9	2.3	10.3	27.8	58.8	662
	Boys	NGO	0.9	4.9	21.4	17.7	55.1	430
		GoB	0.7	1.8	10.7	27.0	59.9	608
	Urban	NGO	1.3	8.9	25.6	18.0	46.2	394
		GoB	1.2	2.1	11.5	33.8	51.5	340
	Rural	NGO	0.8	2.8	15.5	20.0	60.9	504
		GoB	0.6	2.0	10.1	25.1	62.2	930
	Primary	NGO	1.6	9.0	23.2	15.8	50.3	366
		GoB	1.5	3.7	12.3	31.6	50.9	456
	Secondary	NGO	0.6	2.8	17.4	21.6	57.6	528
		GoB	0.4	1.1	9.5	25.1	64.0	814
	Overall	NGO	1.0	5.5	19.9	19.2	54.5	898
		GoB	0.8	2.0	10.5	27.4	59.3	1270
Teachers		NGO	-	3.8	22.0	26.9	27.3	182
		GoB	0.4	0.8	10.5	30.4	58.0	257
Community people		Phase-1	12.8	13.6	32.8	15.2	25.6	125
		Phase-2	1.7	5.0	20.4	28.2	44.8	181

- A substantially higher percentage of GoB teachers think that English is 'very much' necessary.

5.6 English Knowledge and Skills Among Respondents

Table 5.29: Strength of the respondents in English – combined data

			Weak %	Average %	Good %	Number
Students	Girls	NGO	22.8	57.9	19.4	470
		GoB	7.4	29.6	63.0	662
	Boys	NGO	20.4	65.0	14.6	431
		GoB	7.4	29.5	63.1	609
	Urban	NGO	29.8	53.0	17.2	396
		GoB	9.1	21.8	69.1	340
	Rural	NGO	15.4	67.6	17.0	506
		GoB	6.8	32.4	60.8	931
	Primary	NGO	33.9	43.6	22.5	369
		GoB	9.4	29.6	61.0	456
	Secondary	NGO	13.0	73.5	13.4	529
		GoB	6.3	29.5	64.2	815
	Overall	NGO	21.7	61.2	17.1	898
		GoB	7.4	29.6	63.0	1271
Teachers		NGO	9.3	74.7	15.9	182
		GoB	10.4	62.1	27.5	258
Community people		Phase-1	56.1	37.4	6.5	123
		Phase-2	32.6	54.1	13.3	181

● More than 60% GoB students think that their English is 'Good' while only 17.1% NGO students think so! Furthermore, more than 60% NGO students think that their English is just 'Average'! This result is quite surprising given that NGO schools are reputed to be using better pedagogical practices and learning tools.

Table 5.30: Status of skills of respondents in English – combined data

			Improving %	Unchanged %	Not improving %	Number
Students	Girls	NGO	87.1	9.1	3.0	470
		GoB	96.7	2.4	0.9	662
	Boys	NGO	91.6	4.9	3.5	431
		GoB	96.4	2.8	0.8	608
	Urban	NGO	85.4	9.6	5.1	396
		GoB	94.4	4.1	1.5	340
	Rural	NGO	93.1	5.1	1.8	506
		GoB	97.3	2.0	0.6	930
	Primary	NGO	87.8	8.9	3.3	369
		GoB	95.0	3.9	1.1	456
	Secondary	NGO	90.9	5.9	3.2	529
		GoB	97.4	1.8	0.7	814
	Overall	NGO	89.7	7.1	3.2	899
		GoB	96.5	2.6	0.9	1270
Teachers		NGO	85.2	12.1	2.7	182
		GoB	89.1	9.3	1.6	258
Community people		Phase-1	43.1	27.6	29.3	123
		Phase-2	66.1	26.7	7.2	180

- Slightly more GoB students and teachers think that their English is improving.

Table 5.31: Motivation of respondents to learn English – combined data

			Motivated %	Neither %	Not motivated %	Number
Students	Girls	NGO	98.9	0.6	0.4	470
		GoB	99.7	0.2	0.2	662
	Boys	NGO	99.3	0.2	0.5	431
		GoB	99.5	0.3	0.2	608
	Urban	NGO	99.0	0.8	0.3	396
		GoB	99.1	0.6	0.3	340
	Rural	NGO	99.2	0.2	0.6	506
		GoB	99.8	0.1	0.1	930
	Primary	NGO	98.4	1.1	0.5	369
		GoB	99.1	0.4	0.4	456
	Secondary	NGO	99.6	-	0.4	529
		GoB	99.9	0.1	-	814
	Overall	NGO	99.1	0.4	0.4	899
		GoB	99.6	0.2	0.2	1271
Teachers		NGO	97.8	1.6	0.5	182
		GoB	98.4	1.2	0.4	258
Community people		Phase-1	79.7	9.8	10.6	123
		Phase-2	71.7	6.1	2.2	181

- Almost 100% students and teachers from both GoB and NGO schools are motivated to learn English. Provides a very strong grounding for the EIA interventions.

Table 5.32: Strongest skill of respondents in English – combined data

			Reading %	Listening %	Writing %	Speaking %	None of these %	Number
Students	Girls	NGO	53.9	4.9	27.3	7.7	6.2	469
		GoB	45.0	3.5	33.8	11.9	5.3	662
	Boys	NGO	53.8	52.1	23.2	7.2	7.7	431
		GoB	44.8	3.1	35.1	11.8	5.1	609
	Urban	NGO	48.9	4.3	24.6	9.1	13.2	395
		GoB	42.6	3.2	32.9	9.4	11.8	340
	Rural	NGO	57.7	5.5	28.5	6.1	2.2	506
		GoB	46.1	3.3	35.0	12.8	2.8	931
	Primary	NGO	56.1	1.9	24.4	4.6	13.0	369
		GoB	53.1	1.8	32.9	6.6	5.7	456
	Secondary	NGO	52.5	7.0	28.4	9.5	2.7	528
		GoB	40.7	4.2	35.3	14.8	4.9	815
	Overall	NGO	53.8	5.0	26.7	7.4	7.0	901
		GoB	45.2	3.3	34.5	11.9	5.2	1271
Teachers		NGO	41.8	9.9	28.6	18.7	1.1	182
		GoB	29.5	7.4	35.3	26.0	1.9	258
Community people		Phase-1	33.3	11.4	14.6	7.3	33.3	123
		Phase-2	27.1	12.7	30.9	18.2	11.0	181

- The results are very similar between GoB and NGO schools - substantial proportions of students think that they are strong in reading and writing.

- Nearly one-fifth of the teachers think that speaking is their greatest strength in English.

Table 5.33: Weakest skill of respondents in English – combined data

			Reading %	Listening %	Writing %	Speaking %	None of these %	Number
Students	Girls	NGO	11.1	4.8	32.0	44.7	7.4	459
		GoB	10.1	9.4	29.0	44.3	7.1	661
	Boys	NGO	11.8	7.2	31.9	44.4	4.8	417
		GoB	10.3	11.3	35.0	40.4	2.5	609
	Urban	NGO	12.5	7.4	35.5	44.0	0.5	377
		GoB	13.3	12.1	31.9	36.9	5.9	340
	Rural	NGO	10.6	4.8	29.3	44.9	10.4	499
		GoB	9.1	9.7	32.2	44.5	4.5	931
	Primary	NGO	10.6	6.0	30.7	48.4	4.3	349
		GoB	12.7	11.2	32.7	39.6	3.7	455
	Secondary	NGO	12.0	5.9	32.8	41.8	7.4	524
		GoB	8.8	9.8	31.8	44.0	5.5	815
	Overall	NGO	11.4	5.9	32.0	44.5	3.5	876
		GoB	10.2	10.3	32.1	42.4	4.9	1270
Teachers		NGO	1.1	10.4	24.2	57.1	7.1	182
		GoB	2.3	13.2	20.5	46.9	17.1	258
Community people	Phase-1		10.6	4.8	22.1	49.0	13.5	104
	Phase-2		6.8	11.9	23.7	53.1	4.5	177

● The results correspond with those found in the case of 'strength'. The most reported weakest skill is in 'spoken' English. Many respondents identify 'writing' as their weakest skill.

Table 5.34: Skill in English that is necessary for students to pass examination – combined data

			Reading %	Listening %	Writing %	Speaking %	None of these %	Number
Students	Girls	NGO	32.8	0.4	66.6	0.2	-	470
		GoB	24.6	0.2	74.0	1.2	-	662
	Boys	NGO	37.4	0.7	61.9	-	-	431
		GoB	20.7	0.7	76.8	1.8	-	609
	Urban	NGO	44.2	0.8	54.8	0.3	-	396
		GoB	26.5	-	72.4	1.2	-	340
	Rural	NGO	27.9	0.4	71.7	-	-	506
		GoB	21.4	0.5	76.5	1.6	-	931
	Primary	NGO	36.3	0.3	63.4	-	-	369
		GoB	19.5	0.7	77.4	2.4	-	456
	Secondary	NGO	34.2	0.8	64.8	0.2	-	529
		GoB	24.5	0.2	74.2	1.0	-	815
	Overall	NGO	35.0	0.6	64.3	0.1	-	902
		GoB	22.7	0.4	75.4	1.5	-	1271

- While students are weakest in 'speaking' English, they recognise that examination success emphasizes 'writing' in English and also 'reading'.

5.7 Expectations of Higher Education and Employment - Questions for students only

Table 5.35: English that is necessary outside school – combined data

		Reading %	Listening %	Writing %	Speaking %	None of these %	Number
Students	Girls	13.0	4.4	5.4	76.7	0.5	661
	Boys	16.7	5.1	6.6	71.4	0.2	609
	Urban	10.0	6.2	7.1	76.8	-	340
	Rural	16.5	4.2	5.6	73.3	0.4	931
	Primary	22.6	5.3	9.6	61.6	0.9	455
	Secondary	10.4	4.4	3.9	81.2	-	815
	Overall	14.8	4.7	6.0	74.2	0.3	1270
Teachers		3.9	3.1	2.7	89.5	0.8	258
Community people		6.7	4.4	4.4	82.8	1.7	180

Note: NGO schools not reported

- While the exam systems in both GoB and NGO schools emphasize 'writing' and 'reading', over 80% respondents in all categories think that 'speaking' is the skill that they need outside schools (jobs, day-to-day interactions, etc.).

Table 5.36: Skill in English that is necessary for the future life of respondents – combined data

			Reading %	Listening %	Writing %	Speaking %	None of these %	Number
Students	Girls	NGO	34.5	2.8	7.0	55.3	0.4	470
		GoB	20.2	1.8	5.1	72.5	0.3	662
	Boys	NGO	29.7	2.8	8.8	58.7	-	431
		GoB	22.5	1.3	6.7	69.5	-	609
	Urban	NGO	39.1	4.3	6.8	49.5	0.3	396
		GoB	14.4	2.4	6.2	77.1	-	340
	Rural	NGO	26.9	1.6	8.7	62.6	0.2	506
		GoB	23.8	1.3	5.8	68.9	0.2	931
	Primary	NGO	37.7	1.9	7.9	52.3	0.3	369
		GoB	32.2	2.4	10.1	54.8	0.4	456
	Secondary	NGO	28.4	3.4	7.9	60.1	0.2	529
		GoB	15.2	1.1	3.6	80.1	-	815
	Overall	NGO	32.3	2.8	7.9	56.9	0.2	902
		GoB	21.3	1.6	5.9	71.0	0.2	1271
Teachers		NGO	14.4	0.6	8.3	75.7	1.1	181
		GoB	6.6	1.9	6.2	84.9	0.4	258
Community people		Phase-1	13.8	1.6	8.1	66.7	9.8	123
		Phase-2	15.5	-	1.1	82.3	1.1	181

- Here again, a substantial proportion of students and teachers from both NGO and GoB schools think that 'speaking' is the skill that they would require in future.

Table 5.37: English that is necessary outside school – combined data

			Yes %	No %	Don't know %	Number
Students	Girls	NGO	97.0	1.3	1.7	470
		GoB	98.0	0.3	1.7	662
	Boys	NGO	94.2	4.2	1.6	431
		GoB	98.2	0.3	1.5	610
	Urban	NGO	91.2	5.1	3.8	396
		GoB	98.8	0.6	0.6	340
	Rural	NGO	99.2	0.8	-	506
		GoB	97.9	0.2	1.9	932
	Primary	NGO	78.7	14.6	6.7	404
		GoB	95.2	0.9	3.9	456
	Secondary	NGO	89.8	5.0	5.2	480
		GoB	99.8	-	0.2	816
	Overall	NGO	84.4	9.7	5.9	887
		GoB	98.1	0.3	1.6	1272

Table 5.38: Importance of reading and writing in English at university or college – combined data

			Yes %	No %	Don't know %	Number
Students	Girls	NGO	84.4	8.5	7.1	468
		GoB	94.1	4.4	1.8	662
	Boys	NGO	84.7	10.8	4.5	418
		GoB	93.8	2.9	3.0	610
	Urban	NGO	77.5	13.7	8.8	386
		GoB	91.5	6.8	1.8	340
	Rural	NGO	89.8	6.6	3.6	501
		GoB	94.8	2.5	2.7	932
	Primary	NGO	78.7	14.6	6.7	404
		GoB	90.1	4.4	5.5	456
	Secondary	NGO	89.8	5.0	5.2	480
		GoB	96.1	3.2	0.7	816
	Overall	NGO	84.4	9.7	5.9	887
		GoB	93.9	3.6	2.4	1272

Table 5.39: Importance of speaking and listening in English at university or college – combined data

			Yes %	No %	Don't know %	Number
Students	Girls	NGO	82.3	10.7	7.1	468
		GoB	94.1	4.4	1.8	662
	Boys	NGO	82.2	12.7	5.3	417
		GoB	93.8	2.9	3.0	610
	Urban	NGO	74.4	17.1	8.5	386
		GoB	91.5	6.8	1.8	340
	Rural	NGO	88.0	7.6	4.4	500
		GoB	94.8	2.5	2.7	932
	Primary	NGO	75.8	17.3	6.9	405
		GoB	90.1	4.4	5.5	456
	Secondary	NGO	87.7	6.7	5.6	478
		GoB	96.1	3.2	0.7	816
	Overall	NGO	82.1	11.7	6.2	886
		GoB	93.9	3.6	2.4	1272

Table 5.40: Importance of reading and writing in English in the future jobs of students – combined data

			Very important %	Not very important %	Don't know %	Number
Students	Girls	NGO	85.7	9.5	4.8	461
		GoB	94.4	3.0	2.6	662
	Boys	NGO	80.3	16.2	3.5	427
		GoB	93.3	5.2	1.5	610
	Urban	NGO	78.2	15.6	6.2	390
		GoB	92.4	5.6	2.1	340
	Rural	NGO	86.8	10.6	2.6	499
		GoB	94.4	3.5	2.0	932
	Primary	NGO	78.2	16.6	5.2	403
		GoB	91.0	4.6	4.4	456
	Secondary	NGO	87.6	9.1	3.3	482
		GoB	95.5	3.8	0.7	816
	Overall	NGO	83.0	12.8	4.2	889
		GoB	93.9	4.1	2.0	1272

Table 5.41: Importance of speaking and listening in English in the future jobs of students – combined data

			Very important %	Not very important %	Don't know %	Number
Students	Girls	NGO	81.0	14.1	5.0	462
		GoB	92.4	4.5	3.0	662
	Boys	NGO	78.1	18.4	3.5	429
		GoB	90.7	7.4	2.0	610
	Urban	NGO	74.4	19.4	6.1	391
		GoB	89.1	8.5	2.4	340
	Rural	NGO	83.4	13.8	2.8	501
		GoB	92.5	4.9	2.6	932
	Primary	NGO	73.0	21.3	5.7	404
		GoB	87.5	6.8	5.7	456
	Secondary	NGO	85.3	11.6	3.1	484
		GoB	93.9	5.4	0.7	816
	Overall	NGO	79.5	16.3	4.3	892
		GoB	91.6	5.9	2.5	1272

- The responses in Tables 5.37 to 5.41 above all indicate that a very substantial proportion of students in both GoB and NGO schools recognise the importance of English in a range of contexts.

5.8 Use of English in Current Employment

Table 5.42: Respondents working presently – combined data

			Yes %	No %	Number
Students	Girls	NGO	12.8	87.2	431
		GoB	0.6	99.4	662
	Boys	NGO	24.6	75.4	431
		GoB	0.7	99.3	610
	Urban	NGO	39.6	60.4	396
		GoB	0.6	99.4	340
	Rural	NGO	1.8	98.2	504
		GoB	0.6	99.4	932
	Primary	NGO	14.9	85.1	409
		GoB	0.4	99.6	456
	Secondary	NGO	21.6	78.4	487
		GoB	0.7	99.3	816
	Overall	NGO	18.4	81.6	900
		GoB	0.6	99.4	1272
Teachers		NGO	99.5	0.5	182
		GoB	Not reported	Not reported	Not reported
Community people		Phase-1	32.8	67.2	125
		Phase-2	Not reported	Not reported	Not reported

Table 5.43: Use of English in the present job of the respondents – combined data

			Not at all / rarely %	Occasionally %	Frequently %	Number
Students	Girls	NGO	98.3	-	1.7	58
		GoB	66.7	33.3	-	3
	Boys	NGO	85.7	7.6	6.7	105
		GoB	100.0	-	-	4
	Urban	NGO	89.7	5.2	5.2	155
		GoB	100.0	-	-	1
	Rural	NGO	100.0	-	-	8
		GoB	83.3	16.7	-	6
	Primary	NGO	93.2	3.4	3.4	59
		GoB	100.0	-	-	2
	Secondary	NGO	88.5	5.8	5.8	104
		GoB	80.0	20.0	-	5
	Overall	NGO	90.2	4.9	4.9	163
		GoB	85.7	14.3	-	7
Teachers		NGO	24.3	38.7	37.0	181
		GoB	Not reported	Not reported	Not reported	Not reported
Community people		Phase-1	73.2	19.5	7.3	41
		Phase-2	Not reported	Not reported	Not reported	Not reported

6. Acknowledgements

7. Appendices

Appendix 1 - Questionnaire 2a for School Students

SCHOOL STUDENTS

Location and school:	
Age:	
Current year/grade at school:	

1. Use of English

Apart from school lessons and homework, how often do you use English in the following situations?

Scale: 1= Not at all; 2 = Very little; 3 = Occasionally; 4 = Quite often; 5 = Very often

	1	2	3	4	5

Listening

- listening to songs in English
- listening to stories in English
- listening to radio programmes in English
- watching TV programmes or films in English
- any other listening in English?

Reading

- reading posters or signs in English
- reading instructions or labels in English
- reading comics or cartoons in English
- reading magazine or newspaper articles in English
- reading stories in English
- using the Internet in English
- (if yes, which main sites eg. Myspace, Youtube, Bebo, Amazon, MSN chat …?)
- any other reading in English?

Writing

- writing to penfriends in English
- writing letters in English
- writing emails in English
- helping relatives to write letters or emails in English
- helping relatives to complete forms in English
- texting, chatting or posting Internet messages in English
- writing stories or poems in English
- any other writing in English?

Scale: 1= Not at all; 2 = Very little; 3 = Occasionally; 4 = Quite often; 5 = Very often

Speaking

	1	2	3	4	5

telephoning friends or relatives overseas in English

talking face-to-face with friends or relatives in English

talking to foreigners in English (eg. tourists in Bangladesh)

talking in English when visiting other countries
(if yes, which countries have you visited?)

any other speaking in English?

2. Employment and Career

Do you expect to go to college or university when you finish school?	Yes	No	Don't know
If yes, what subject are you most interested in?			
How important do you think it will be to read and write English at university or college?	Very important	Not very important	Don't know
How important will it be to speak and listen to English at university or college?	Very important	Not very important	Don't know
What job would you like to have when you finish your education?			
How important do you think it will be to read and write English in this job?	Very important	Not very important	Don't know
How important will it be to speak and listen to English in this job?	Very important	Not very important	Don't know
Do you have any job at the moment?	Yes	No	
If yes, what work do you do?			
How often do you use English in this work?	Not at all / Very little	Occasionally	Quite often / Frequently

3. Attitudes and Expectations

To what extent do you think that English is …

Scale: 1= Not at all; 2 = Not very much; 3 = Moderately; 4 = Quite a lot; 5 = Very much

	1	2	3	4	5
important in Bangladesh					
difficult to learn					
a beautiful language					
fun to learn					
essential for travelling outside Bangladesh					
essential for using modern media like the Internet					
not important for people like me					

I think that I am …

	1	2	3
Weak / average /good in English			
Improving / unchanged / not improving in English			
Motivated /neither / not motivated to learn English			

About my use of English

Please select the one most appropriate option for each question

	reading	listening	writing	speaking	none of these
My strongest skill is					
My weakest skill is					
To pass my exams, the skill I need most is					
Out of school, the skill I need most is					
In my future life, the skill I will need most is					

Thank you very much for your co-operation

Appendix 2 - Questionnaire 2a for Teachers and Community Adults

Location:	
Current age:	
Age at the time of leaving full-time education:	

1. Use of English

Apart from any formal training or instruction, how often do you use English in the following situations?
Scale: 1= Not at all; 2 = Very little; 3 = Occasionally; 4 = Quite often; 5 = Very often

Listening	1	2	3	4	5
listening to songs in English					
listening to stories in English					
listening to radio programmes in English					
watching TV programmes or films in English					
any other listening in English?					
Reading					
reading posters or signs in English					
reading instructions or labels in English					
reading comics or cartoons in English					
reading magazine or newspaper articles in English					
reading stories in English					
using the Internet in English					
(if yes, which main sites eg. Myspace, Youtube, Bebo, Amazon, MSN chat …?)					
any other reading in English?					
Writing					
writing to friends in English					
writing letters in English					
writing emails in English					
helping relatives to write letters or emails in English					
helping relatives to complete forms in English					
texting, chatting or posting internet messages in English					
writing stories or poems in English					
any other writing in English?					

Speaking		1	2	3	4	5
	phoning friends or relatives overseas in English					
	talking face-to-face with friends or relatives in English					
	talking to foreigners in English (eg. tourists in Bangladesh)					
	talking in English when visiting other countries					
	(if yes, which countries have you visited?)					
	any other speaking in English?					

2. Employment and Career

How often do you need to use English to undertake the following tasks and how confident do you feel about doing them using English?

Do you have any job at the moment?	Yes	No	
If yes, what work do you do?			
How often do you use English in this work?	Not at all / Very little	Occasionally	Quite often / Frequently

(For each task or activity listed there are 2 questions - first about how often the task is done and second about the respondent's confidence in using English for the task)

Reading notices and advertisements	How often?	Not at all / Very little	Occasionally	Quite often / Frequently
	How confident?	Not at all / Only a little	Moderately	Quite a lot / Very
Listening to and following instructions	How often?	Not at all / Very little	Occasionally	Quite often / Frequently
	How confident?	Not at all / Only a little	Moderately	Quite a lot / Very
Making job applications	How often?	Not at all / Very little	Occasionally	Quite often / Frequently
	How confident?	Not at all / Only a little	Moderately	Quite a lot / Very
Completing official forms (e.g. for a visa or work permit)	How often?	Not at all / Very little	Occasionally	Quite often / Frequently
	How confident?	Not at all / Only a little	Moderately	Quite a lot / Very
Writing business or official letters	How often?	Not at all / Very little	Occasionally	Quite often / Frequently
	How confident?	Not at all / Only a little	Moderately	Quite a lot / Very
Asking questions about tasks to be performed	How often?	Not at all / Very little	Occasionally	Quite often / Frequently
	How confident?	Not at all / Only a little	Moderately	Quite a lot / Very

Reading and understanding instructions and manuals	How often?	Not at all / Very little	Occasionally	Quite often / Frequently
	How confident?	Not at all / Only a little	Moderately	Quite a lot / Very
Giving oral instructions to other people	How often?	Not at all / Very little	Occasionally	Quite often / Frequently
	How confident?	Not at all / Only a little	Moderately	Quite a lot / Very
Answering telephone enquiries	How often?	Not at all / Very little	Occasionally	Quite often / Frequently
	How confident?	Not at all / Only a little	Moderately	Quite a lot / Very
Talking and asking questions about personal information	How often?	Not at all / Very little	Occasionally	Quite often / Frequently
	How confident?	Not at all / Only a little	Moderately	Quite a lot / Very
Communicating at work with non-Bangla speaking superiors, subordinates or colleagues	How often?	Not at all / Very little	Occasionally	Quite often / Frequently
	How confident?	Not at all / Only a little	Moderately	Quite a lot / Very
Participating in business discussions	How often?	Not at all / Very little	Occasionally	Quite often / Frequently
	How confident?	Not at all / Only a little	Moderately	Quite a lot / Very
Dealing with overseas visitors	How often?	Not at all / Very little	Occasionally	Quite often / Frequently
	How confident?	Not at all / Only a little	Moderately	Quite a lot / Very
Reading books, magazines, etc. for enjoyment	How often?	Not at all / Very little	Occasionally	Quite often / Frequently
	How confident?	Not at all / Only a little	Moderately	Quite a lot / Very
Reading books, magazines, etc. for study	How often?	Not at all / Very little	Occasionally	Quite often / Frequently
	How confident?	Not at all / Only a little	Moderately	Quite a lot / Very
Watching films or TV programmes for entertainment	How often?	Not at all / Very little	Occasionally	Quite often / Frequently
	How confident?	Not at all / Only a little	Moderately	Quite a lot / Very
Using the Internet	How often?	Not at all / Very little	Occasionally	Quite often / Frequently
	How confident?	Not at all / Only a little	Moderately	Quite a lot / Very

3. Attitudes and Expectations

To what extent do you think that English is ...

Scale: 1= Not at all; 2 = Not very much; 3 = Moderately; 4 = Quite a lot; 5 = Very much

	1	2	3	4	5
important in Bangladesh					
difficult to learn					
a beautiful language					
fun to learn					
essential for travelling outside Bangladesh					
essential for using modern media like the Internet					
not important for people like me					

I think that I am ...

	1	2	3
Weak / average /good in English			
Improving / unchanged / not improving in English			
Motivated /neither /not motivated to learn English			

About my use of English

Please select the most appropriate option for each of the questions

	reading	listening	writing	speaking	none of these
My strongest skill is					
My weakest skill is					
To progress in my work or career, the skill I need most is					
In my future life, the skill I need most is					

Thank you very much for your co-operation

Appendix 3 - Uniconsult Study Team Involved and their Respective Roles

Given below are activities performed by the Team Members in Conducting the Study:

1)   Dr. Md. Lutfur Rahman (Team Leader / Evaluation Expert)

The Team Leader provided leaderships to other team members and coordinated their activities in conducting the baseline studies. Overall he was responsible for the following activities:

a)   To collect EIA project related documents from the project authority;

b)   To review the collected documents;

c)   To translate the data collection instruments in English supplied by the project authority into Bangla;

d)   To conduct training of the Field Investigators and Supervisors;

e)   To monitor the collection of information and data from fields;

f)   To oversee the data editing, data cleaning and data entry processes;

g)   To analyze the data;

h)   To prepare the Headline Report;

i)   To submit the Headline Report to project authority;

j)   To prepare the Final Report with incorporation of comments and suggestions of the project authority on the Headline Report;

k)   To submit the Final Report to the Project authority;

l)   To maintain liaison with the project authority in conducting the study smoothly;

2)   Mr. Md. Mokhlesur Rahman (Statistical Expert / Data Analyst)

The TOR of the Statistical Expert included:

a)   To assist the Team Leader in collecting necessary documents relating to the EIA project from the project authority;

b)   To assist in reviewing the collected documents;

c)   To assist the Team Leader in translating the survey instruments into Bangla;

d)   To assist in conducting training of the Field Investigators and Supervisors

e)   To monitor collection of information and data from fields;

f)   To oversee the data editing, data cleaning and data entry operations;

g)   To analyze the data;

h)   To prepare necessary tables and graphs of collected data;

i)   To assist the Team Leader in preparing the Headline Report;

j)   To assist the Team Leader in preparing the Final Report.

3) **Supervisors**

a) **Mr. Md. Enam Ibne Kader**

The TOR of Mr. Enam Ibne Kader included:

- To provide support services to the consultants in conducting the study;

- To monitor and supervise data collection by the field investigators from fields;

- To assist in data editing and data cleaning;

b) **Mr. Mostak Ahmed**

The TOR of Mr. Mostak Ahmed included:

- To provide support services to the consultants in conducting the study;

- To monitor and supervise data collection by the field investigators from fields;

- To assist in data editing and data cleaning;

Appendix 4 - List of Schools Surveyed in Phase 1 Fieldwork

Sl No	District	Upazila/Thana	Name of Schools
1	Savar	Bank Town	Agrani High School
2	Savar	Birulia	Akran High School
3	Savar	Bokterpur	Bokterpur-3 BRAC School
4	Savar	Ghora Pir mazar	Alhaj Jafar Bepary High School
5	Savar	Raajfulbaria	Mohammad Ali High School
6	Dhaka	Bangsal	UCEP Majed Sarder School
7	Dhaka	Ramna	UCEP Segun Bagicha School
8	Dhaka	Lalbagh	UCEP Haji Shafiullah School
9	Dhaka	Badda	UCEP Haji Sikander School
10	Gazipur	Enayetpur	UCEP Kashimpur School
11	Dhaka	Moghbazar	UCEP Tide Board Field School
12	Dhaka	Lalbagh	UCEP Khrister Co-operative School
13	Narayanganj	Rupganj	Purbogram Bohumukhi High School
14	Narayanganj	Rupganj	Kaji A. Hamid High School
15	Narayanganj	Rupganj	Tarail BRAC School
16	Narayanganj	Rupganj	Golakandail Mojibur Rahman Bhuiyan High School
17	Narayanganj	Rupganj	Haji Nuruddin High School
18	Narayanganj	Rupganj	Kanchan Varot Chandra High School
19	Narayanganj	Rupganj	Purbogram M.L. High School
20	Tangail	Mirzapur	Deohata A.J. High School
21	Tangail	Mirzapur	Janata High School
22	Tangail	Mirzapur	Court Bohuria BRAC School
23	Tangail	Mirzapur	Hat Fatehpur High School

24	Tangail	Mirzapur	Rashid Deohata High School
25	Dhaka	Mirpur	UCEP Ismail School
26	Dhaka	Dhanmondi	Alhaj A. Hashem Khan UCEP School
27	Dhaka	Mohammadpur	UCEP Mohammadpur City Corporation School
28	Dhaka	Hajaribagh	UCEP Gonoktuli City Corporation School
29	Dhaka	Nolgola	UCEP Nolgola School
30	Narsinghdhi	Monohordi	Tokerkanda D.M.K. High School
31	Narsinghdhi	Monohordi	Sagardi Girls High School
32	Narsinghdhi	Monohordi	BRAC School Chairman Dalia
33	Narsinghdhi	Monohordi	Madhusal M.L. High School
34	Narsinghdhi	Monohordi	Chandan Bari M.A. Pilot High School
35	Sylhet	Sadar	Jogirgacha Primary School
36	Sylhet	Sadar	Mokamer Gul Primary School
37	Sylhet	Sadar	Lusain Primary School
38	Sylhet	Sadar	Tikar Para Primary School
39	Sylhet	Bishwanath	K.R. Madhabpur Primary School
40	Dhaka	Jatrabari	UCEP City Pally Corporation School
41	Dhaka	Jatrabari	UCEP Tamijuddin School
42	Dhaka	Postogola	UCEP R.K. Choudhury School
43	Gazipur	Fulbaria	Jathalia Majidchala High School
44	Gazipur	Kaliyakour	M.M.P. High School
45	Gazipur	Kaliyakour	Akkel Ali High School
46	Gazipur	Kaliyakour	Kaliyakor BRAC School
47	Gazipur	Kaliyakour	Chapair B.B. High School
48	Sylhet	Sadar	Nolkot Primary School

49	Sylhet	Jaintapur	Kandigao Primary School
50	Sylhet	Sadar	Ghater Chat Primary School
51	Sylhet	Sadar	Nalia Primary School
52	Sylhet	Sadar	Rustampur Primary School
53	Narsinghdhi	Monohordi	Char Khandalia BRAC School

THE DEMAND FOR ENGLISH LANGUAGE IN THE WORKPLACE AND IN POST SCHOOL EDUCATION

BASELINE STUDY 2B

RESEARCH REPORT

ENGLISH in ACTION

THE DEMAND FOR ENGLISH LANGUAGE IN THE WORKPLACE AND IN POST SCHOOL EDUCATION

Executive Summary

Background & Methods

English is taught as a compulsory subject in Bangladeshi schools, both at primary and secondary levels. While the national 'English for Today' curriculum stresses communicative use of the language, this does not appear to be effectively implemented as widespread concerns have been expressed about the ability of students to communicate in English.

The English in Action (EIA) Project is concerned with developing communicative English not as an end in itself, but as a tool that will enable people in Bangladesh "to participate fully in economic and social activities and opportunities" (Project Memorandum, p. 5). Baseline Study 2b involved conducting face-to-face interviews to examine the demand for communicative English in the workplace and in post-school education in Bangladesh. A total of 200 interviews were undertaken with managers and employers working in Government Departments, NGOs, banks, telecommunications/Information Technology companies, garment factories, export agents, hotels, restaurants, employment agencies, trade associations and post-school educational institutions located in and around Dhaka.

Key Findings

The findings of the study are related to the interview schedule of questions:

Age
- The average age of the respondents was 43.

Gender: Male/Female
- The survey population was predominantly male (94.5% male, 5.5% female).

How much of your business involves dealing with non-Bangladeshis?
- Just under a third of the sample needed to deal with other nationalities 25 times or more during the year.

What other nationalities do you mainly deal with, and what languages do you mainly use with them?
- Over half of the survey population dealt with Europeans and two-thirds used English when communicating with non-Bangladeshis.

How many people work or are engaged in your organisation?
- In well over half of the organisations represented in the sample there were less than 50 people engaged or working.

How many of these do you reckon need to make some use of English to do their job properly?
- In almost two-thirds of these, for 10 or more (and over 100 in a third of the NGOs represented) there was a need to communicate in English.

Could you identify the groups of employees involved, e.g. senior managers, secretaries, manual workers, drivers?
- In over 90% it was possible to identify the groups of employees involved in this use of English.

For each group, what are the main activities they need to do in English, e.g. taking part in business negotiations, writing reports, answering telephone enquiries from customers?
- The activities identified were 1) Business negotiations, 2) Writing reports and 3) Responding to telephone enquiries.

How often do they need to carry out these activities in English? (Every week, once or twice a year…)
- Three-quarters of the respondents indicated that Business negotiations and Writing reports needed to be carried out in English and on a daily basis by managers in the organisations.

Do the people currently employed in these jobs have the right English language skills to carry out these activities?
- More than two-thirds of the respondents indicated that the employees did have the necessary English skills.

If not, what do you see as the main weaknesses?
- Those that reported a lack of skills indicated that this was primarily in Communicating in English.

Do you offer any kind of English training inside your organisation? If so, what and who for?
- Only 20% of organisations represented offered any in-house English training.

When you advertise jobs that require English language skills, do you find there are sufficient candidates with these skills?
- Just less than half of the respondents did feel that sufficient candidates with the necessary skills in English were available when they advertise jobs that require English language skills.

From the point of view of your organisation, what particular English language skills would you like to see in school-leavers?
- Almost 90% of the organisations represented in the survey population thought that Speaking English was a necessary skill.

Is there anything else that you think is important for us to know about the use of English in your organisation?
- Communicative English was also thought necessary.

Table of Contents

List of Tables:

List of Figures:

1. Introduction

1.1 Rationale for the Baseline Studies

English is taught as a compulsory subject in Bangladeshi schools, both at primary and secondary levels. While the national 'English for Today' curriculum stresses communicative use of the language, this does not appear to be effectively implemented as widespread concerns have been expressed about the ability of students to communicate in English.

English in Action, Bangladesh (EIA) aims to develop language learning and teaching over a 9-year period from May 2008. Funded by the UK Government's Department for International Development (DFID), the EIA Project's goal is to "contribute to the economic growth of Bangladesh by providing English language as a tool for better access to the world economy". The purpose of the planned interventions aimed at groups of school students, teachers and adults is to "increase significantly the number of people able to communicate in English, to levels that enable them to participate fully in economic and social activities and opportunities". Initiatives by EIA Project partners in three sectors (Primary, Secondary and Adult) will utilise a range of media technologies to:

- overcome barriers to the effective use of communicative English

- increase motivation and access to appropriate resources

- enhance and extend the necessary learning and teaching practices

A programme of research, monitoring and evaluation activities will assess the extent to which the EIA Project manages to achieve its purpose and goal. Within the first year, a set of project-wide Baseline Studies were planned and carried out in advance of the various sector interventions being launched. Each of six Baseline Studies concentrates upon separate, but related, fields for investigation in relation to developing the use of communicative English within Bangladesh. These will be repeated and extended in each of the Project's three-year phases to enable comparisons to be made to determine what improvements have occurred.

The initial Baseline Studies serve a number of purposes, primarily to:

a. learn about the current situation relating to the teaching and learning of English 'on the ground' and the contexts for communicative use of English

b. inform the outputs and activities for each sector and the project as a whole

c. provide a base against which outputs and activities of the project can be subsequently evaluated.

Each study provides insights and evidence relating to an element of the 'Communicative Environment' - the complex of factors that impact on the EIA Project's purpose, to "increase significantly the number of people able to communicate in English". This is illustrated in Figure 1 below.

Figure 1: The Communicative Environment
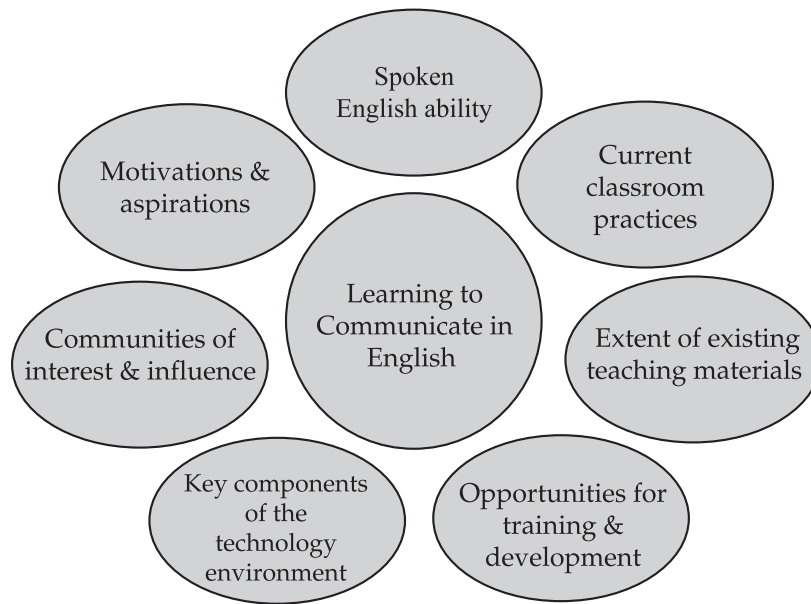
1.2 Rationale for this Baseline Study

Communicative English is more likely to be developed effectively if learners and their teachers are highly motivated. Earlier research conducted by the BBC World Service Trust had indicated that there is a widespread desire among children and adults to be better able to communicate in English. However, the EIA Project is concerned with developing communicative English not as an end in itself, but as a tool that will enable people in Bangladesh "to participate fully in economic and social activities and opportunities" (Project Memorandum, p. 5). While Baseline Study 2a examined the motivations and experiences of school students and teachers in Bangladesh, Study 2b investigated the demand in the workplace and in post-school education for communicative English.

1.3 Background and Scope of this Baseline Study

To achieve its ultimate goal and purpose, English in Action must not concentrate solely on the metropolitan and urban areas of Bangladesh- about three-quarters of the population live and work in rural areas. However, on the basis of guidance provided, it was envisaged that in the Pilot Phase of EIA (2008-2011) the school-based interventions would not be nationwide in scope, but limited to certain areas in Dhaka and Upazilas in the central part of Bangladesh. Accordingly, data collection for the initial Baseline Studies did not aim to be fully representative of the nation as a whole, but was predominantly undertaken within the geographical area anticipated for the Pilot Phase. Negotiations with the Government after the Baseline Studies were undertaken have resulted in a modification of the geographical scope of the Pilot Phase. The implications for the Baseline research are being explored and, where appropriate, the studies are being extended.

2. Research Methods

2.1 The Population and the Sample

The focus for this Baseline Study was the demand for and use of English language in the world of employment and post-school education in Bangladesh. Baseline Study 2b involved interviewing managers and employers working in Government Departments, NGOs, banks, telecommunications/Information Technology companies, garment factories, export agents, hotels, restaurants, employment agencies, trade associations and post-school educational institutions located in and around Dhaka. The Terms of Reference for the study indicated that the sample size for Baseline 2b should be between 150 and 200. Table 1 shows the actual number of respondents interviewed and the range of organisations:

Table 1: Respondents by Category of Organisation

1. IT Companies	**21**
Information Technology companies	16
Mobile Phone companies	5
2. Banks	**34**
Banks	34
3. Colleges/Universities	**10**
Colleges/Universities	10
4. Travel and Tourism Industries	**27**
Travel Agencies	26
Tourism	1
5. Hotels and Restaurants	**31**
Hotels	22
Restaurants	9
6. Garment Industries	**36**
Garment Factories	36
7. Non-Governmental Organisations (NGOs)	**9**
NGOs	9
8. Export Agents/Industries	**13**
Export Agents	7
Frozen Fish	6
9. Other Industries	**19**
Land Developers	7
Federation of Bangladesh Chambers of Commerce and Industries (FBCCI)	2
Federation of International Chambers of Commerce and Industries (FICCI)	1
Dhaka Chamber of Commerce and Industries (DCCI)	3
Partex Group	2
Norman Group	1
Muthmode Group	2
Rony Trade Association	1
Total	**200**

Field Investigators collected information and data from different organisations in and around Dhaka. For convenience of analysis of the information and data, the respondents were categorized into the 9 groups as shown in Table 1 above.

2.2 Development of the Survey Instrument

One survey interview instrument was provided in English by the EIA Project authority (see Appendix 1). It had been developed by members of the EIA team in the Open University, UK.

2.3 Fieldwork for the Study

The fieldwork, data analysis and initial reporting for this Baseline Study were undertaken by Uniconsult International Ltd. (UCIL) based in Dhaka. Details of the Uniconsult team and their respective roles are given in Appendix 2. The consultants translated the instrument into Bangla. Sufficient copies of this instrument were supplied to the Field Investigators for conducting the face-to-face survey interviews.

2.4 Recruitment and Training of Field Investigators

Five experienced Field Investigators were recruited from amongst the panel of field investigators and researchers maintained by UCIL. Most of them are Masters Degree holders in various subjects.

The Field Investigators were extensively trained in the application of the survey instruments in UCIL on 20 November 2008. The training addressed the following areas in particular:

- The purpose and objective of the study;
- The detailed methodology;
- The selection of samples;
- The procedure for administering the instruments;
- Record keeping;
- Other related issues.

2.5 Collection of Information and Data

The Field Investigators conducted the interviews of the 200 respondents - managers and employees of the different organisations - during the period from 23 November to 2 December 2008 (see Appendix 3 for the list of respondents).

2.6 Quality Control

To improve the quality of data collection in the field, UCIL:

- Engaged efficient Field Investigators with experience of working with the company for several years
- Conducted training of Field Investigators on the specific Terms of Reference (TOR)
- Arranged continuous supervision in the field by the supervisors
- Arranged continuous monitoring of the activities of the Field Investigators by the consultant

2.7 Data Processing

Data processing involved:

- data checking, data editing and coding of the field-in questionnaires
- data cleaning and data entry

Data entry was done in SPSS for Windows. An appropriate data cleaning and data entry program was developed to ensure error-free data.

2.8 Data Analysis

The data has been analysed according to the objectives of the study.

2.9 Reporting Requirements

In accordance with the TOR, the following Reports were required to be submitted to the project authority:

- **Headline Report:** The Headline Report for Baseline 2b (submitted to the project authority on 17 December 2008).
- **Full (Final) Report:** The full (Final) Report was required to be submitted to the project authority within 7 days of submission of the Headline Report. It was submitted 22 December 2008.

Some additional analysis of the dataset and reporting was undertaken in May-June 2009.

3. Findings of the Study

The first two tables (Table 2 and 3) show the demographics of the 200 respondents that were interviewed by the Field Investigators in terms of age and gender. They indicate that the average age of the group was 43 and that the sample was predominantly male.

3.1 Age of Respondents

Age attributes of the 200 respondents: The youngest respondent was 24 and the oldest was 64. The mean or average age was 43 and the median age was also 43. The mode age was 38; 14 of the respondents were of this age. Table 2 shows the number of respondents across various age ranges. It also shows that the largest group was the 41-45 year old group and that over half of the respondents were under 45.

Table 2: Age of the Respondents

Age Range	Frequency	Percent	Cumulative percent
<=30 years	18	9.0	9.0
31-35 years	25	12.5	21.5
36-40 years	40	20.0	41.5
41-45 years	41	20.5	62.0
46-50 years	33	16.5	78.5
51-55 years	33	16.5	95.0
56+ years	10	5.0	100.0
Total	**200**	**100.0**	

3.2 Sex of the Respondents

Of the 200 respondents interviewed 189 (94.5%) are male and only 11 (5.5%) are female. This gender imbalance was reflected across all groups except for the Mobile Phone companies, where 3 of the 5 respondents were female. Since this group was added with Information Technology companies to form an IT companies group, the gender make-up of this group (4 female, 17 male) is appreciably different from the other groups.

Table 3: Sex of the Respondents

Sex	Frequency	Percent
Female	11	5.5
Male	189	94.5
Total	**200**	**100.0**

3.3 Communicating with non-Bangladeshis

Tables 4, 5 and 6 relate to the questions in the Interview Schedule that ask 'How much of your business involves dealing with non-Bangladeshis?' and 'What other nationalities do you mainly deal with, and what languages do you mainly use with them?' They show that just under a third of the sample need to deal with other nationalities 25 times or more during the year. Over half of the sample needs to deal with Europeans and that two-thirds use English when communicating with non-Bangladeshis.

3.3.1 Category-wise Number of Foreigners Needing to be Communicated With

The respondents were asked how many foreigners they needed to communicate with for the transaction of their business during a year. The mean or average response was 39 times i.e. less than once a week and the mode number of times was 0 which was given by 25 (or 12.5%) of the respondents. 65% of the respondents indicated that they needed to communicate with foreigners between 1 and 40 times (i.e. about once a week or less). 30 respondents (15%) replied that they needed to communicate with foreigners more than 75 times (i.e. more than once a week). One female respondent said that she needed to communicate with foreigners 350 times and one male gave the figure as 750 times (i.e. once a day and 2-3 times a day), both of these respondents were hotel workers. Table 4 below shows that over two-thirds of the respondents needed to communicate with foreigners 25 times or less during the year.

Table 4: Number of Foreigners to be Communicated with

Category	Number of Foreigners to deal with					No. of cases
	<=25	26-50	51-75	76-100	>100	
IT Companies	85.7	-	-	4.8	9.5	21
Banks	73.1	7.7	-	-	19.2	26
Colleges/Universities	80.0	-	-	20.0	-	5
Tourism	63.0	14.8	14.8	-	7.4	27
Hotels/Restaurants	23.3	3.3	20.0	33.3	20.0	30
Garments	75.0	16.7	2.8	5.6	-	36
NGOs	100.0	-	-	-	-	8
Export Agents/Industries	75.0	12.5	-	12.5	-	8
Other Industries	92.9	7.1	-	-	-	14
Total	**68.0**	**8.6**	**6.3**	**8.6**	**8.6**	**175**

3.3.2 Country of Origin of Clients

Table 5 shows the data collected when the respondents were asked which other nationalities they were required to deal with for the transaction of their business. Respondents were allowed to indicate all the geographic areas they dealt with, i.e. it is a multiple-response question. The table shows that 58.8% of respondents in IT companies, 42.9% of respondents in banks and 68.0% of respondents in garment industries reported that they needed to deal with clients in Europe for the transaction of their business. The table also shows that 70.6% of respondents in IT companies dealt with clients in South-east Asia and 52.9% dealt with clients from South Asia.

Table 5: Country of Origin of Clients

Category	Country of Clients								No. of cases
	Middle-east	Europe	USA & Canada	Central Asia	Sout-east Asia	South Asia	Africa	Australia & New Zealand	
IT	5.9	58.8	17.6	35.3	70.6	52.9	11.8	11.8	17
Banks	28.6	42.9	50.0	14.3	28.6	64.3	-	14.3	14
Colleges/Universities	14.3	42.9	-	-	14.3	100.0	-	-	7
Tourism	80.0	32.0	20.0	12.0	44.0	12.0	8.0	12.0	25
Hotels/Restaurants	9.1	36.4	36.4	36.4	45.5	72.7	9.1	-	11
Garments	20.0	68.0	52.0	28.0	48.0	48.0	-	12.0	25
NGOs	55.6	100.0	66.7	-	44.4	22.2	-	22.2	9
Export Agents/Industries	22.2	66.7	55.6	11.1	55.6	55.6	-	22.2	9
Others	42.9	85.7	42.9	28.6	42.9	57.1	-	-	7
Total	**33.9**	**55.6**	**37.1**	**20.2**	**46.0**	**47.6**	**4.0**	**12.1**	**124**

3.3.3 Category-wise Communicating Languages

The respondents were asked what languages they used to communicate with foreigners for the transaction of their business. Table 6 shows that 66.7% of respondents working in IT companies, 55.9% of respondents working in banks, 74.2% of respondents working in hotels or restaurants and 91.7% of respondents working in the garment industries reported that they use English. Of particular note is that, while 100% of those respondents that work in NGOs use English in their dealings with other nationalities, 100% of those that work in Colleges or Universities use Bangla. Overall the table shows that two-thirds of the respondents across all groups use English in their dealings with other nationalities.

Table 6: Communicating Language

Category	Language Used							No. of cases
	Arabic	English	Bangla	Urdu	Hindi	Malay	Korean	
IT	4.8	66.7	23.8	4.8	-	-	4.8	21
Banks	-	55.9	47.1	5.9	-	-	-	34
Colleges/Universities	-	-	100.0	-	-	-	-	10
Tourism	14.8	44.4	55.6	3.7	-	-	-	27
Hotels/Restaurants	3.2	74.2	38.7	6.5	6.5	3.2	-	31
Garments	-	91.7	8.3	-	-	-	2.8	36
NGOs	-	100.0	-	-	-	-	-	9
Export Agents/Industries	-	69.2	30.8	7.7	23.1	7.7	-	13
Others	-	68.4	31.6	-	-	-	-	19
Total	**3.0**	**66.0**	**35.5**	**3.5**	**2.5**	**1.0**	**1.0**	**200**

3.4 Size of Organisation and Groups Needing English to Communicate

The next three tables, Table 7, 8 and 9 report the responses to the Interview Schedule questions that asked 'How many people work or are engaged in your organisation?', 'How many of these do you reckon need to make some use of English to do their work properly?' and 'Could you identify the groups of employees involved?'. In well over half of the organisations represented in the sample there are less than 50 people engaged or working, in almost two-thirds of them, 10 or more (and over 100 in a third of the NGOs represented) needed to communicate in English and in over 90% it was possible to identify the groups of employees involved in this use of English.

3.4.1 Category-wise Number of Employees

Respondents were asked how many persons were engaged in their respective organisations. Table 7 below shows that 61.9% (or 13) of those working in IT companies reported that their respective companies engaged more than 100 employees, and 64.7% (or 22) of respondents working in Banks reported that between 26 and 50 persons are engaged in their respective organisations. Note that 10 of the 13 Export Agents companies employ 25 or less staff and the other 3 Export Agents companies are large organisations employing more than 100 staff. The Tourism organisations also tend to be small with 25 or less staff. IT companies and NGOs tended to be large organisations with more than 100 employees. Overall, more than 60% of the organisations represented in the survey have 50 or fewer employees.

Table 7: Number of Employees

Category	<=25	26-50	51-75	76-100	>100	No. of cases
IT Companies	19.0	-	4.8	14.3	61.9	21
Banks	26.5	64.7	2.9	5.9	-	34
Colleges/Universities	10.0	30.0	40.0	10.0	10.0	10
Tourism	70.4	7.4	3.7	-	18.5	27
Hotels/Restaurants	41.9	41.9	-	6.5	9.7	31
Garments	17.1	37.1	-	2.9	42.9	35
NGOs	11.1	-	-	22.2	66.7	9
Export Agents/Industries	76.9	-	-	-	23.1	13
Other Industries	31.6	10.5	5.3	21.1	31.6	19
Total	**34.7**	**27.6**	**4.0**	**7.5**	**26.1**	**199**

3.4.2 Category-wise Number of Employees Needing to Communicate in English

Table 8 displays the data obtained when the respondents were asked how many of their employees needed to communicate in English to do their job properly. It shows that, for example, 70.4% of respondents in the Tourism sector and 69.2% of respondents in the Export Agents/Industries reported that 10 or fewer employees in their respective organisations need to communicate in English to do their job properly. However, in terms of relative numbers it should be remembered that Table 7 above shows that three-quarters of the organisations in these two sectors engage less than 25 people.

Table 8: Number of Employees Needing to Communicate in English

Category	No. of employees needing to communicate in English						No. of cases
	<=10	11-25	26-50	51-75	76-100	>100	
IT Companies	19.0	4.8	19.0	-	23.8	33.3	21
Banks	35.3	32.4	23.5	2.9	5.9	-	34
Colleges/Universities	20.0	30.0	20.0	20.0	-	10.0	10
Tourism	70.4	14.8	7.4	3.7	-	3.7	27
Hotels/Restaurants	22.6	35.5	19.4	-	19.4	3.2	31
Garments	32.4	17.6	29.4	-	2.9	17.6	34
NGOs	22.2	-	-	33.3	11.1	33.3	9
Export Agents/Industries	69.2	15.4	-	-	-	15.4	13
Other Industries	36.8	26.3	15.8	-	5.3	15.8	19
Total	**36.9**	**21.7**	**17.7**	**3.5**	**8.1**	**12.1**	**198**

3.4.3 Identification of Employees by Group

When the respondents were asked whether they could identify the employees by group, Table 9 shows that 182 (91.9%) respondents out of 198 replied that they could.

Table 9: Identification of Employees by Group

	Frequency	Percent
Yes	182	91.9
No	16	8.1
Total	**198**	**100**

3.5 Activities Undertaken in English

The next group of tables, Table 10, 11, 12, 13 and 14, together with Charts 2 and 3 (above) display the results of asking, for the groups identified above, 'What are the main activities that these employees need to do in English?' and 'How often do they need to carry out these activities?'. The activities identified were 1) Business negotiations, 2) Writing reports and 3) Responding to telephone enquiries. Three-quarters of the respondents indicated that Business negotiations and Writing reports were needed to be carried out in English and on a daily basis by managers in the organisations.

### 3.5.1 Activities that Employees Need to Do in English

Table 10 shows the percentages of each sector represented in the sample that needed to carry out the various activities. When the respondents were asked as to what are the main activities that their employees need to do in English, 61.9% of respondents of IT companies, 66.7% of respondents of banks, 93.5% of respondents of hotels/restaurants, 91.7% of respondents of garments industries reported that the employees take part mainly in business negotiations.

Table 10: Activities the Employees Need to Do in English

Category	Business Negotiation	Reporting	Telephone Enquiries	No. of cases
IT Companies	61.9	95.2	52.4	21
Banks	66.7	86.7	50.0	30
Colleges/Universities	-	100.0	-	8
Tourism	48.1	51.9	18.5	27
Hotels/Restaurants	93.5	48.4	58.1	31
Garments	91.7	86.1	72.2	36
NGOs	88.9	100.0	100.0	9
Export Agents/Industries	84.6	53.8	46.2	13
Other Industries	94.7	94.7	63.2	19
Total	**74.7**	**76.3**	**52.6**	**194**

Figure 2, below, shows the percentages of the organisations represented in the sample that needed to undertake each type of activity in English.

Figure 2. Activities the Employees Need to Do in English
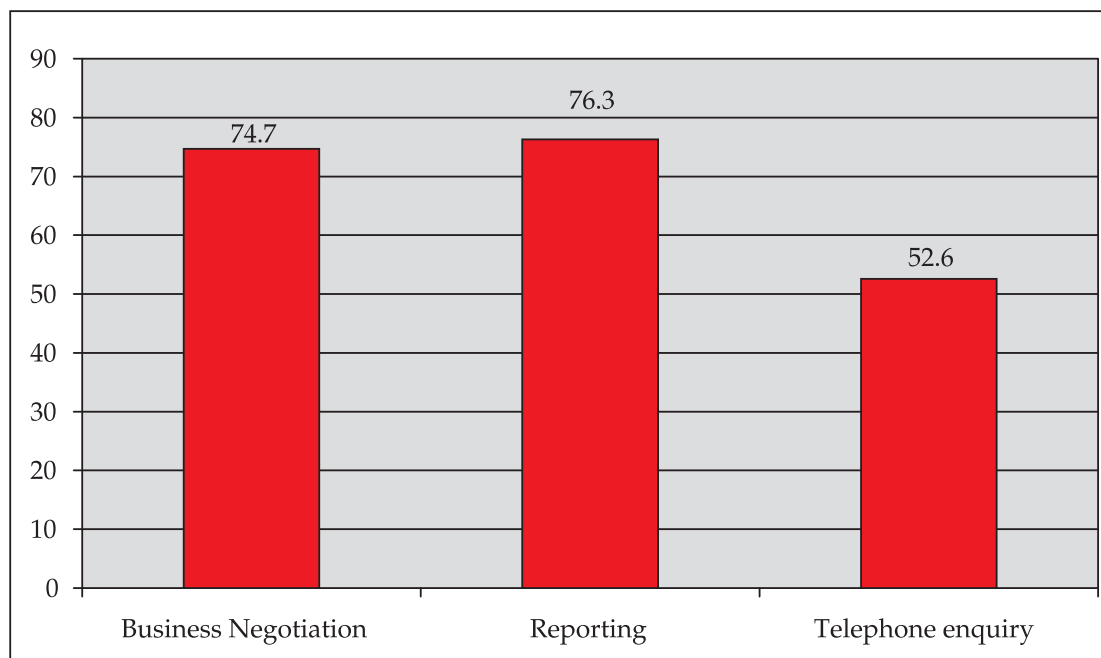
3.5.2 Frequency of Using English by Managers

Table 11 shows the frequency of the use of English by members of the group of managers identified by the respondents. The respondents were asked how often the managers in their organisation needed to use English to do their job. Almost 80% across the sample of organisations represented reported that their managers need to use English daily to carry out their activities. 100.0% of respondents from colleges/universities indicated daily use of English by their managers.

Table 11: Frequency of Using English by Managers

Category	Daily	Weekly	Yearly	No. of cases
IT Companies	81.0	19.0	-	21
Banks	70.6	29.4	-	34
Colleges/Universities	100.0	-	-	8
Tourism	70.4	29.6	-	27
Hotels/Restaurants	93.5	6.5	-	31
Garments	73.5	23.5	2.9	34
NGOs	88.9	11.1	-	9
Export Agents/Industries	84.6	15.4	-	13
Other Industries	77.8	22.2	-	18
Total	**79.5**	**20.0**	**0.5**	**195**

The following three tables show a decreasing frequency of the use of English by secretaries, manual workers and drivers.

3.5.3 Frequency of Using English by Secretaries

The respondents were asked how often the secretaries of their respective organisations need to use English to carry out their day-to-day activities. Table 12 shows that in just over 50% of the sample organisations the secretaries need to use English on a daily basis to carry out their activities. The difference between the frequency of using English by secretaries in the various sectors is very marked, with 79.3% of hotels/restaurants and 77.8% of NGOs reporting that their secretaries needed to use English on a daily basis whereas only 28.6% of Colleges/Universities and 11.1% of Tourism did so.

Table 12: Frequency of Using English by Secretaries

Category	Daily	Weekly	Yearly	No. of cases
IT Companies	55.0	25.0	20.0	20
Banks	53.1	43.8	3.1	32
Colleges/Universities	28.6	42.9	28.6	7
Tourism	11.1	72.2	16.7	18
Hotels/Restaurants	79.3	20.7	-	29
Garments	66.7	30.0	3.3	30
NGOs	77.8	22.2	-	9
Export Agents/Industries	40.0	20.0	40.0	10
Other Industries	64.7	25.3	-	17
Total	**56.4**	**34.9**	**8.7**	**172**

3.5.4 Frequency of Using English by Manual Workers

Table 13: Frequency of Using English by Manual Workers

Category	Daily	Weekly	Yearly	No. of cases
IT Companies	-	18.2	81.8	11
Banks	-	13.6	86.4	22
Colleges/Universities	-	-	100.0	7
Tourism	-	-	100.0	17
Hotels/Restaurants	64.3	3.6	32.1	28
Garments	4.8	52.4	42.9	21
NGOs	16.7	-	83.3	6
Export Agents/Industries	14.3	14.3	71.4	7
Other Industries	-	20.0	80.0	10
Total	**16.3**	**15.5**	**68.2**	**129**

Table 13 shows above that in well over 50% of the sample organisations the manual workers only need to use English on a yearly basis to carry out their activities. Only in the Hotel/Restaurant sector did more than half indicate that their manual workers need to use English on a daily basis to perform their work.

*3.5.5 Frequency of Using English by Drivers*

The respondents were asked how often the drivers in their respective organisations needed to use English to do their job. Table 14 shows that over three-quarters reported that their drivers only needed to use English on a very infrequent basis to do their job. As with managers, secretaries and manual workers, only the Hotel/Restaurant sector indicated a daily need for their drivers to use English.

Table 14: Frequency of Using English by Drivers

Category	Daily	Weekly	Yearly	No. of cases
IT Companies	20.0	6.7	73.3	15
Banks	-	12.5	87.5	24
Colleges/Universities	-	-	100.0	7
Tourism	-	5.3	94.7	19
Hotels/Restaurants	59.3	7.4	33.3	27
Garments	-	10.0	90.0	20
NGOs	25.0	-	75.0	8
Export Agents/Industries	12.5	25.0	62.5	8
Other Industries	-	15.4	84.6	13
Total	**15.6**	**9.2**	**75.2**	**141**

Figure 3 below summarizes the information from the previous four tables.

Figure 3. Frequency of using English by different Groups of Employees
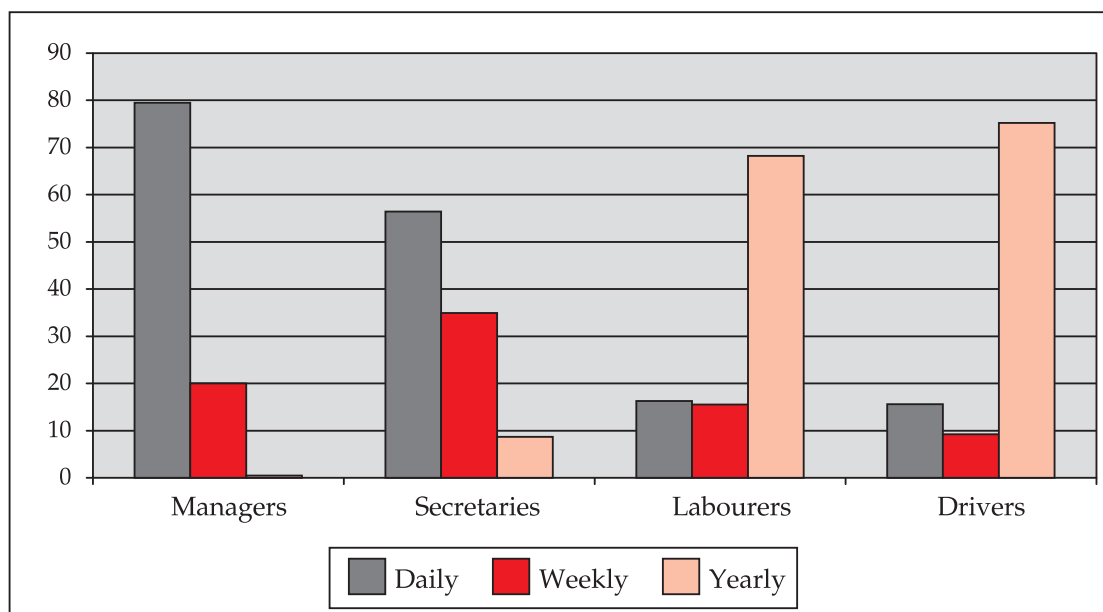
3.6 Competence in Use of English

Tables 15, 16 and 17 and Charts 4 and 5 are concerned with the current competency in the use of English and the provision of in-house English training. Respondents were asked 'Do the people currently employed in these jobs have the right English language skills to carry out these activities?', 'If not, what do you see as the main weakness?' and 'Do you offer any kind of English training inside your organisation?'. More than two-thirds of the respondents indicated that the employees did have the necessary English skills. Those that did report a lack of skills indicated that this was primarily in communicating in English. Only 20% of organisations represented offer any in-house English training.

3.6.1 Competence of Employees for effective Job performance

Table 15 shows that when the respondents were asked whether the people currently employed in their organisations have the right English language skills to carry out their individual activities, 64 respondents (32.0%) out of 200 replied in the negative. This response is also shown in Figure 4.

Table 15: Do Employees have Sufficient Competence in English

	Frequency	Percent
Yes	136	68
No	64	32
Total	200	100

Figure 4. Do Employees Have Sufficient Competence in English
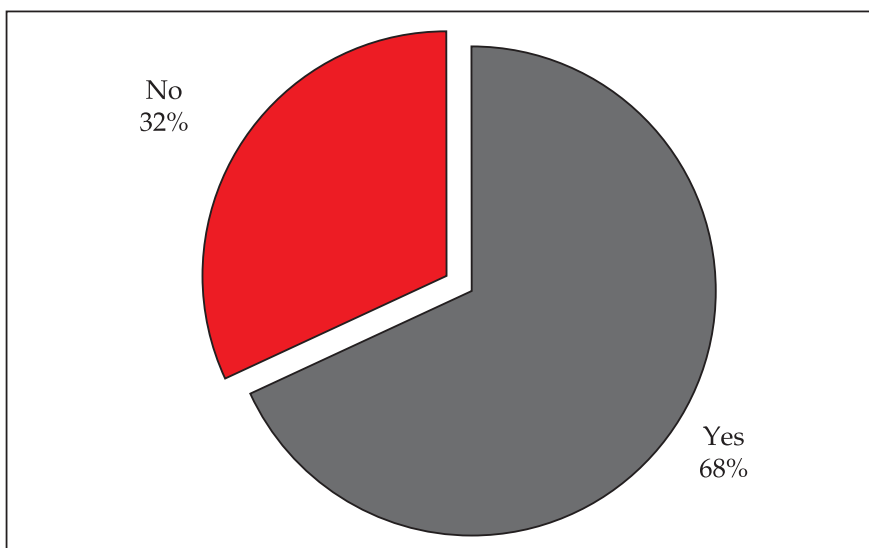
3.6.2 Major Weaknesses of the Employees in English

64 respondents had indicated that employees in their organisation did not have the right English language skills to perform effectively. They were then asked about the main weaknesses that the employees have. Table 16 displays the responses to this question. Across the sample the majority reported a weakness in communicating in English. IT companies, the Garment industry, NGOs and Export Agents reported a weakness in writing English. NGOs also reported that grammar was a weakness. A small percentage of IT companies indicated a weakness in pronunciation.

Table 16: Major Weaknesses of the Employees in English

Category	Daily	Communicating	Pronunciation	Grammar	No. of cases
IT Companies	71.4	28.6	14.3	42.9	7
Banks	12.5	87.5	-	12.5	8
Colleges/Universities	33.3	100.0	-	-	3
Tourism	23.1	100.0	-	23.1	13
Hotels/Restaurants	9.1	100.0	-	27.3	11
Garments	57.1	57.1	-	14.3	7
NGOs	50.0	25.0	-	75.0	4
Export Agents/Industries	100.0	100.0	-	-	2
Other Industries	33.3	100.0	-	-	9
Total	**34.4**	**81.3**	**1.6**	**21.9**	**64**

Figure 5. summarizes this information across the 64 respondents.

Figure 5. Major Weaknesses in English
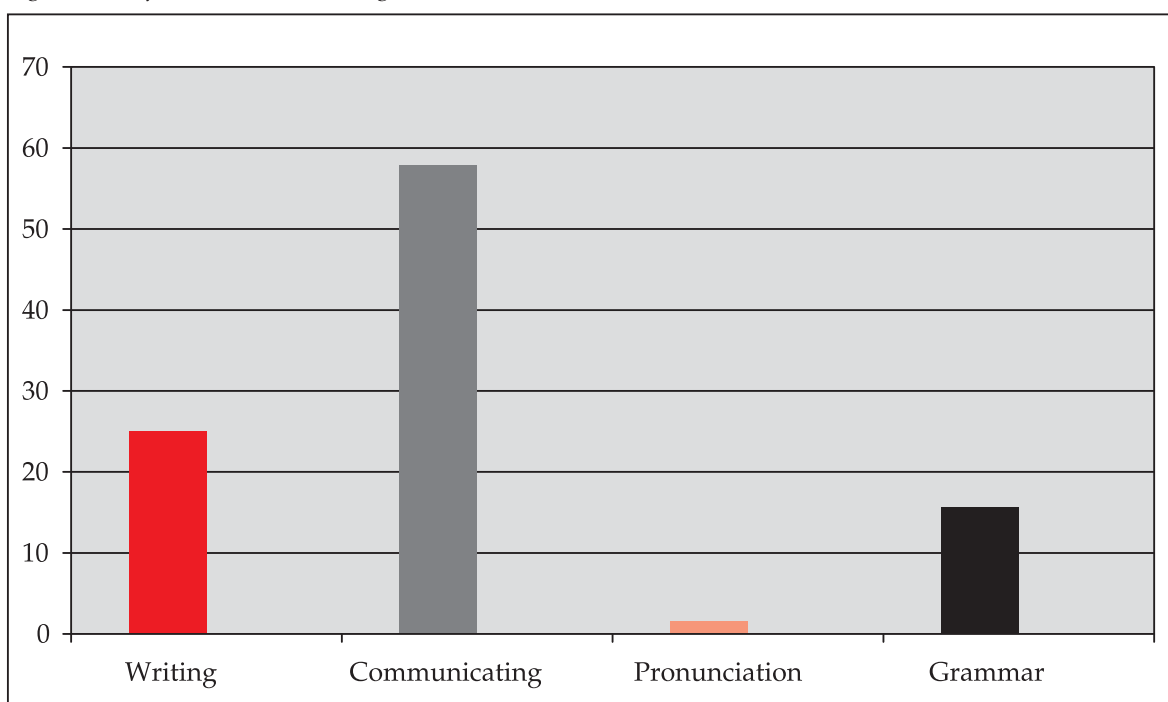
3.6.3 Arrangement for In-house Training

When all the respondents were asked whether their organisation offered any kind of English in-house training, Table 17 shows that only 40 respondents (20.0%) of the 200 replied that they did.

Table 17: Arrangements for In-house Training

	Frequency	Percent
Yes	40	20
No	160	80
Total	200	100

3.7 Job Applicants' Competence in Use of English

The respondents were then asked questions about the skills in English expected of those applying to join their organisations. Firstly they were asked 'When you advertise jobs that require English language skills, do you find there are sufficient candidates with these skills?' They were then asked which skill in English (Reading, Writing, Speaking or Communicating) were necessary from their organisations' perspective and lastly they were asked any other skill that was important for their organisation. Tables 18, 19 and 20 report the findings from these questions.

Just less than half of the respondents did feel that sufficient candidates with the necessary skills in English were available when they advertised jobs that required English language skills. Almost 90% of the organisations represented in the sample thought that Speaking English was a necessary skill. Communicative English was also thought necessary by some.

3.7.1 Availability of Sufficient Job Seekers with Necessary Skills in English

Table 18 shows that just less than half of the respondents did feel that sufficient candidates with the necessary skills in English were available when they advertised jobs that required English language skills. Out of the 200 people interviewed, 99 responded in the affirmative.

Table 18: Do Sufficient Job Seekers have Necessary Skills in English

	Frequency	Percent
Yes	99	49.5
No	101	50.5
Total	200	100

3.7.2 Skills in English Necessary for the Organisations of the Respondents

The respondents were then asked about which skills in English are necessary for their organisations. Table 19 shows that 100% of the organisations represented in the Colleges/Universities, Tourism and Hotels/Restaurants sectors felt that Speaking skills were necessary.

Table 19: Skills in English Necessary for the Organisations

Category	Reading	Writing	Speaking	Communicating	No. of cases
IT Companies	35.7	28.6	78.6	21.4	14
Banks	25.8	41.9	83.9	6.5	31
Colleges/Universities	12.5	12.5	100.0	25.0	8
Tourism	-	25.0	100.0	20.0	20
Hotels/Restaurants	-	10.5	100.0	10.5	19
Garments	10.7	35.7	89.3	3.6	28
NGOs	33.3	22.2	88.9	-	9
Export Agents/Industries	50.0	16.7	66.7	-	6
Other Industries	50.0	25.0	75.0	12.5	8
Total	**18.9**	**24.0**	**88.8**	**10.5**	**143**

3.7.3 Additional Skill in English Needed

Lastly, the respondents were asked about anything else that is important in the use of English in their respective organisations, 52 respondents answered this question. Table 20 shows that 37 (71.2%) out of 52 expressed the opinion that 'Communicative English' is important for their organisations.

Table 20: Additional Skills in English Needed

	Frequency	Percent
Speaking environment	5	9.6
Communicative English	37	71.2
Dialogue	10	19.2
Total	52	100

4. Observations of the Field Investigators

4.1 Introduction

Five Field Investigators collected information and data as per the interview instrument, supplied in English by the EIA project authority and translated by the consultants into Bangla. Responses were gathered from employees and managers in private organisations and companies, NGOs, banks, telecommunication/Information Technology (IT) companies, garment factories, export agents, hotels, restaurants, employment agencies, trade associations and post-school educational institutions located in and around Dhaka. Information and data was collected from 200 respondents in the various sectors mentioned above.

The Field Investigators carried with them a general letter written by the EIA Project authority addressed to the respondent requesting him or her to extend his or her cooperation and support to supply the information and data as required by the interview instrument. As reported by the Field Investigators, the letter was not, unfortunately, sent to the respondents well ahead of the arrival of the Field Investigators at their organisations.

4.2 Observations

The observations of the Field Investigators are summarized below:

- Teachers of universities and colleges and officers of banks and leasing companies were not cooperative or helpful in furnishing information and data as per the interview instrument.

- Officials of travel agents, overseas companies and IT companies, on the other hand, were very cooperative.

- Authorities of garments factories, hotels and restaurants were also cooperative.

- Since the letter of EIA was not sent earlier, the Field investigators had to go to various organisations several times before the authorities agreed to supply information and data as per the interview instrument.

- The Field Investigators are of the opinion that the letter of request from EIA project authority should be sent to the chief executive of various organisations well ahead of survey/interview in the case of similar studies.

- The Heads of Organisations are interested to have their employees well trained in communicative English. But the employees are given very little opportunity of such training either in-house or externally.

5. Summary of Findings

The findings of the study are related to the interview schedule of questions.

Age
- The average age of the respondents was 43.

Gender: Male/Female
- The survey population was predominantly male (94.5% male, 5.5% female).

How much of your business involves dealing with non-Bangladeshis?
- Just under a third of the sample needed to deal with other nationalities 25 times or more during the year.

What other nationalities do you mainly deal with, and what languages do you mainly use with them?
- Over half of the survey population dealt with Europeans and two-thirds used English when communicating with non-Bangladeshis.

How many people work or are engaged in your organisation?
- In well over half of the organisations represented in the sample there were less than 50 people engaged or working.

How many of these do you reckon need to make some use of English to do their job properly?
- In almost two-thirds of these, for 10 or more (and over 100 in a third of the NGOs represented) there was a need to communicate in English.

Could you identify the groups of employees involved, e.g. senior management, secretaries, manual workers, drivers?
- In over 90% it was possible to identify the groups of employees involved in this use of English.

For each group, what are the main activities they need to do in English, e.g. taking part in business negotiations, writing reports, answering telephone enquiries from customers?
- The activities identified were 1) Business negotiations, 2) Writing reports and 3) Responding to telephone enquiries.

How often do they need to carry out these activities in English? (Every week, once or twice a year...)
- Three-quarters of the respondents indicated that Business negotiations and Writing reports were needed to be carried out in English and on a daily basis by managers in the organisations.

Do the people currently employed in these jobs have the right English language skills to carry out these activities?
- More than two-thirds of the respondents indicated that the employees did have the necessary English skills.

If not, what do you see as the main weaknesses?
- Those that reported a lack of skills indicated that this was primarily in Communicating in English.

Do you offer any kind of English training inside your organisation? If so, what and who for?

- Only 20% of organisations represented offered any in-house English training.

When you advertise jobs that require English language skills, do you find there are sufficient candidates with these skills?

- Just less than half of the respondents did feel that sufficient candidates with the necessary skills in English are available when they advertise jobs that require English language skills.

From the point of view of your organisation, what particular English language skills would you like to see in school-leavers?

- Almost 90% of the organisations represented in the survey population thought that Speaking English was a necessary skill.

Is there anything else that you think is important for us to know about the use of English in your organisation?

- Communicative English was also thought necessary.

6. Acknowledgements

7. Appendices

Appendix 1 - The Interview Schedule: Baseline Study 2b

Interview Schedule - Employers and managers in organisations that employ or engage people who need to communicate in the English language

- Name and position:

- Age:

- Gender: Male/Female

- Name and nature of organisation:

- Location:

- How much of your business involves dealing with non-Bangladeshis?

- What other nationalities do you mainly deal with, and what languages do you mainly use with them?

- How many people work or are engaged in your organisation?

- How many of these do you reckon need to make some use of English to do their job properly?

- Could you identify the groups of employees involved, e.g. senior management, secretaries, manual workers, drivers…

- For each group, what are the main activities they need to do in English, e.g. taking part in business negotiations, writing reports, answering telephone enquiries from customers…?

- How often do they need to carry out these activities in English? (Every week, once or twice a year…)

- Do the people currently employed in these jobs have the right English language skills to carry out these activities?

- If not, what do you see as the main weaknesses?

- Do you offer any kind of English training inside your organisation? If so, what and who for?

- When you advertise jobs that require English language skills, do you find there are sufficient candidates with these skills?

- From the point of view of your organisation, what particular English language skills would you like to see in school-leavers?

- Is there anything else that you think is important for us to know about the use of English in your organisation?

Thank you very much for your co-operation

Appendix 2 - The Uniconsult Study Team & Their Respective Roles

Presented below are the activities performed by the Team Members in conducting the study:

Dr. Md. Lutfur Rahman (Team Leader / Evaluation Expert)

- Provsion of leadership to other team members and coordination of their activities;
- To collect EIA project related documents from the project authority;
- To review the collected documents;
- To translate the data collection instruments in English supplied by the project authority into Bangla;
- To conduct training of the Field Investigators and Supervisors;
- To monitor the collection of information and data from fields;
- To oversee the data editing, data cleaning and data entry processes;
- To analyse the data;
- To prepare and submit the Headline Report to project authority;
- To prepare the Final Report with incorporation of comments and suggestions of the project authority on the Headline Report;
- To submit the Final Report to the Project authority;
- To maintain liaison with the project authority in conducting the study smoothly.

Mr. Md. Mokhlesur Rahman (Statistical Expert / Data Analyst)

- To assist the Team Leader in collecting necessary documents relating to the EIA project from the project authority;
- To assist in reviewing the collected documents;
- To assist the Team Leader in translating the survey instruments into Bangla;
- To assist in conducting training of the Field Investigators and Supervisors
- To monitor collection of information and data from fields;
- To oversee the data editing, data cleaning and data entry operations;
- To analyse the data;
- To prepare necessary tables and graphs of collected data;
- To assist the Team Leader in preparing the Headline Report;
- To assist the Team Leader in preparing the Final Report.

Supervisors

a) Mr. Asad Hossain

- To provide support services to the consultants in conducting the study;
- To monitor and supervise data collection by the field investigators from fields;
- To assist in data editing and data cleaning.

b) Mr. Shairul Kalam

- To provide support services to the consultants in conducting the study;
- To monitor and supervise data collection by the field investigators from fields;
- To assist in data editing and data cleaning.

Appendix 3 - List of Respondents Interviewed

SL. No	Name and Contact Details of the Respondents Interviewed
1.	**A. K. Azad (Manager)** **APTECH Computer Education** **BSM Limited** (Business Partner, APTECH C.Ed) House # 1-A, Road # 4, Sector # 4 Uttara, Dhaka-1230, Bangladesh. Phone: 8918415
2.	**Mohammad Touhidur Rahman** B Sc (Hon's) in CIS (LondonMet, UK) B.Com (Hon's), M. Com in Finance & Banking (DU) **Daffodil Institute of IT** Banani Campus: House # 65, Road # 04, Block-C Banani, Dhaka-1213, Tel: 9881030, 9881216 Mobile : 01713-493259, E-mail: cc.bn@diit.info Web: www.diit.info
3.	**M Khaled Sohel** Deputy Director MS in MIS (Daffodil International University) B. Sc (Hons) in CIS (LondonMet University) e-Business Scholarship (DGF-KTC, S. Korea) Off-Share Project Mgmt. Scholarship (CICC, Japan) **Daffodil Institute of IT** Dhanmondi Campus: House # 7, Road # 14 Dhanmondi R/A, Dhaka-1205, Bangladesh Tel: 9124773, 9117205, 9138139, 9138140 Cell: 01819-253508, Fax-880-2-8156524 E-mail: sohel@diit.info, Web: www.diit.info
4.	**Md. Salah Uddin** Sr. Executive, Corp. Sales **Daffodil Group (Daffodil Computers)** Head Office: 64/3, Lake Circus, Kalabagan (2nd-5th floor) Mirpur Road Dhaka- 1205, Bangladesh, Tel: 9116600, 8115986, Ext- 113 Cell: 01713-493175, Fax: 88-02-8116103 Email: sales1@daffodil-bd.com
5.	**Jafar A Patwary** Product Manager **Daffodil Group (Daffodil Computers)** Head Office: 64/3, Lake Circus, Kalabagan (2nd-5th floor) Mirpur Road Dhaka- 1205, Bangladesh, Tel: 9116600, 8115986, (Hunting) Cell: 01713-493161, Fax: 88-02-8116103 Email: dpc@daffodil-bd.com

6.	**Md. Monir Hossain Khan** Asst. Manager, Technical Support HP ASDP **Daffodil Group (Daffodil Computers)** Head Office: 64/3, Lake Circus, Kalabagan (2nd-5th floor) Mirpur Road Dhaka- 1205, Bangladesh, Tel: 9116600, 8115986, Ext-128, 118,123 Cell: 01552-329060, 01713-493244, Fax: 88-02-8116103 Email: monir@daffodil-bd.com, monir_dcl@daffodilnet.com
7.	**Md. Khurshed Alam** General Manager, Marketing Operations **Desktop Computer Connection ltd.** Desktop IT House, 146/2A New Baily Road, Dhaka-1000 Phone: 9347918, 9330765, 8313992, 8317630 Ext. 111 Fax: 880-2-8316001, Cell: 011-852774 e-mail: khurshed@desktopit.com Web: www.desktopit.com
8.	**Ferdousi Ara (MCP)** Faculty **Desktop Computer Connection ltd.** Desktop IT House, 146/2A New Baily Road, Dhaka-1000 Phone: 9347918, 9330765, 8314782, 8313992, 8317630 Ext. 122 Fax: 880-2-8316001, e-mail: ferdousi@desktopit.com WebSite: www.desktopit.com
9.	**Md. Jalal Uddin Jaman** Managing Director B. Sc, A+, MCP, Mcse, MCDBA **XEON COMPUTER & TECHNOLOGY** 120/7, Gafur Mansion (1st floor) Near Bata Signal New Elephant Road, Dhaka-1205 Mob: 01552375516, 01716645644 E-mail: jamanphe@yahoo.com; xeon_computer@yahoo.com
10.	**Nazmul S. Karim** General Manager nazmul@datasoft-bd.com Cell: +8801713-456575 **DataSoft** 73-D, New Airport Road Manipuripara, Dhaka-1215, Bangladesh Phone: +880-2-9110136, +880-2-9110169 Fax: +880-2-9114747 Chittagong Office: Finlay House (4th Floor), 11-Agrabad C/A, Chittagong-4100, Bangladesh Phone: +880-31-727557, Fax: +880-31-710200 Web: www.datasoft-bd.com

11.	**Sheikh Md. Ismail**
	Manager, MFI Practices
	ismail@datasoft-bd.com
	Cell: +8801717767681
	DataSoft
	73-D, New Airport Road, Manipuripar, Dhaka-1215, Bangladesh
	Phone: +880-2-9110136, +880-2-9110169, Fax: +880-2-9114747
	Chittagong Office:
	Finlay House (4th Floor), 11-Agrabad C/A,
	Chittagong-4100, Bangladesh
	Phone: +880-31-727557, Fax: +880-31-710200
	Web: www.datasoft-bd.com
12.	**Zillur Rahim**
	Chairman
	Madina Gas Conversion Company Ltd.
	168, Shahid Syed Nazrul Islam Saranee, Purana Paltan (Bijoy Nagar)
	Dhaka-1000, Bangladesh. Tel. 9569282-83, Fax: 880-2-9569283
	Mob: 01711-425574, e-mail: ctodaybd@yahoo.com
13.	**Md. Khaledur Rob**
	Asst. Manager
	Logistic Support
	FLORA LIMITED
	Corporate Headquarters
	Adamjee Court Annex-2 (4th floor)
	119-120 Motijheel Commercial Area
	Dhaka-1000, Bangladesh
	Tel: 9567846, 7162742-46 Ext-134, Fax: 880-2-9550030, Cell: 01913-044-082
	E-mail: florachq@floralimited.com, Web: www.floralimited.com
14.	**Chowdhury Ahmed Riyadh Aziz**
	Senior Executive
	Human Resources
	LEADS Corporation Limited
	Adamjee Court Annex-2, 5th Floor
	119-120 Motijheel C/A, Dhaka-1000, Bangladesh
	E-mail: riyadh@leads-bd.com
	Mob: +880 1817-041479, Phone: +880 2 9552145
	Fax: +880 2 9565586, Web: www.leads-bd.com
15.	**Maruf Hasan**
	Account Manager, Marketing
	LEADS Corporation Limited
	Adamjee Court Annex-2, 5th Floor
	119-120 Motijheel C/A, Dhaka-1000, Bangladesh
	E-mail: maruf@leads-bd.com
	Mob: +880 1819-201117, Phone: +880 2 9552145
	Fax: +880 2 9565586
	Web: www.leads-bd.com

16.	**Engr. Md. Jamal Uddin** Sales Manager **ARLINKS LIMITED** Red Crescent Concord Tower 11th Floor; Suite-B 17, Mohakhali C/A, Dhaka-1212, Bangladesh Mailing Address: G.P.O Box No. 79 Dhaka-1000, Bangladesh Tel: 880-2-8850254, 8850255, 8850256, 8850257 Fax: 880-2-9888388 E-mail: arlinks@bttb.net.bd Web: www.arlinksgroup.com
17.	**Md. Saiful Islam** Vice-President **LankaBangla Finance Limited** Safura Tower (Level 11) 20, Kemal Ataturk Avenue, Bangladesh. Phone: +880-2-9883701 - 10, Res: +880-2-9359036 Fax: +880-2-8810998 E-mail: lankabangla@yahoo.com Web: www.lankabangla.com
18.	**Syed Hafijul Islam** Sr. Principal Officer/Manager B.Sc. MA LL.B **AGRANI BANK LTD.** Dhaka University Branch, Dhaka. Phone: 8612859
19.	**Md. Abul Kalam Azad** SEO & Deputy Manager **Mutual Trust Bank Ltd.** Fulbaria Branch: Annexco Tower, 8, Phonix Road Fulbaria, Dhaka, Bangladesh. Tel: 9559867(D), 9559842 Ext-102 Mob: 01196-162554, Fax: 880-2-9559867 Swift: MTBL BD DH Web: www.mutualtrustbank.com
20.	**Md. Selim Hossain** Assistant General Manager **Sonali Bank Limited** Dhaka University Campus Branch, Dhaka-Bangladesh Tel: 8627091 (off); 9011294 (Res)
21.	**Md. Shaij Uddin (Manager)** **Janata Bank Limited** Dhaka College Gate Branch Phone: 8625010

22.	**Hari Madab Bishas (Principal Officer))** **Janata Bank Limited** Dhaka College Gate Branch Phone: 8625010
23.	**Md. Shamsul Alam** Senior Principal Officer **Sonali Bank Ltd.** University Campus Branch Dhaka-1000, Bangladesh Residence: ELORA, 5/7, Sir Syed Road Mohammadpur, Dhaka-1207 Phone: 8627982(Off); 8627091 (Off); 9120996 (Res) Mob: 01911-056784
24.	**Rashed Imam** Asst. Vice President **DHAKA BANK LIMITED.** Islamic Banking Branch, Motijheel Sara Tower (1st Floor) 11/A, Toyenbee Circular Road Motijheel, Dhaka- 1000 Tel: 7160913-15, Ext-203, Fax: 88-2-7160912 Email: rashed.imam@bdonline.com, Web: www.dhakabankltd.com
25.	**Md. Masudur Rahman** Senior Assistant Vice President & Manager-Operation **Prime Bank Limited** SBC Tower Branch: SBC Tower (Ground Floor), 37/A Dilkusha C/A, Dhaka-1000 Tel: 9559943, 9571250 (Ext: 102), Mobile: 01819-294983 Fax: 880-2-9564189; E-mail: pblsbc@cyberbangla.com Web: www.prime-bank.com
26.	**Mohammad Mohon Miah** Senior Vice President **Islami Bank Bangladesh Limited** Islami Bank Tower, 40, Dilkusha C/A, Dhaka-1000, Bangladesh Tel: 7166598, 9563182, 9570910, Fax: 880-2-9563182 SWIFT: IBBLBDDH213 E-mail: ibblhocb@intechworld.net Web: www.islamibankbd.com
27.	**Moyen Uddin Ahmed** Executive Vice President & Head of Card Division **Dutch-Bangla Bank Limited** Card Division: Peoples Insurance Building (4th Floor) 36, Dilkusha C/A, Dhaka-1000, Bangladesh. Tel: 9553135 (Direct) PABX: 9571731, 9569772, 9570737, 9571902-3, Ext-101 Fax: 880-2-9569948 Web: www.dbbl.com.bd, E-mail: moyen@dbbl.com.bd

28.	**Hafizur Rahman (Senior Officer)** 2nd Manager **Premier Bank** Dilkusha Branch: 44, Dilkusha C/A, Dhaka-1000, Bangladesh PABX: 9552303, 9552325, 9569180 Ext. 111 Mob: 01199-477755, Fax: 88-02-9552801 SWIFT: PRMRBDDHADIL E-mail: rahmed@premierbankltd.com Web: www.premierbankltd.com
29.	**Mohammad Mohsin** Senior Assistant Vice President & Manager (operation) **Trust Bank Limited** Dilkusha Corporate Branch Peoples Insurance Bhaban 36, Dilkusha C/A, (1st Floor) Dhaka-1000, Bangladesh Tel: PABX: 9570261, 9570263, 9572012-3, Ext-229 Cell: 01713-080219, Fax: 880-2-9560793 SWIFT: TTBLBDDH017 E-mail: mhdmohsin@trustbanklimited.com
30.	**Chowdhury Manzoor Liaquat** Senior Vice President & Manager **AB Bank Limited** Principal Branch: BCIC Bhaban, (Gr. & 1st Floor) 30-31, Dilkusha C/A, Dhaka-1000, Bangladesh Phone: 9560236, 9554156, 9570441-2 9559084 (Direct), 9560312 Ext. 260 Cell: 01199-819178, Fax: 88-02-9551618 E-mail: manzoor@abbank.com.bd Web: www.abbank.com.bd
31.	**Md. Ikram Rouf** Vice President & In-charge **Standard Bank Limited** Topkhana Road Branch Crescent Centre, 36, Topkhana Road, Dhaka-1000, Bangladesh. Phone: 9571413, 7168796(Off) Fax: 88-02-9571413, E-mail: roufikram@yahoo.com SWIFT: SDBL BDDH 105, Web: www.standardbankbd.com
32.	Saifur Rahman Assistant General Manager **BASIC BANK LIMITED** Dilkusha Branch: 13, Dilkusha Commercial Area Dhaka-1000, Bangladesh. Phone: 9563793, 9563794 Fax: 88-02-7169528, E-mail: basicdil@bttb.net.bd SWIFT: BKSIBDDHA015

33.	**ATM Khaled Noor** Assistant Vice President & Sales & Service Manager **EASTERN BANK LTD** Mirpur Branch: Plot # 14, Main Road # 3, Block-A, Section-11, Mirpur, Dhaka Tel: 880-2-9008115, Mobile: 01819-239166 Fax: 880-2-9010478, E-mail: noora@ebl-bd.com, Web: www.ebl.com.bd
34.	**Mohammad Mahoob Ghani Huq** Manager Automated Channel Applications IT Division **EASTERN BANK LTD** Head Office : Jiban Bima Bhaban, 10 Dilkusha C.A. Dhaka-1000 Tel. PABX: 9556360, Ext-111, Mob: 01732-943392 Fax: 880-2-9562364, E-mail: huqmmg@ebl-bd.com, Web: www.ebl.com.bd
35.	**A. M. M. Moyen Uddin** Senior Vice President & Head of Application Support **EASTERN BANK LTD** Head Office: Jiban Bima Bhaban, 10, Dilkusha C.A. Dhaka-1000 Tel: 9560833, PABX: 9556360, Ext-111, Fax: 880-2-9562364 Mob: 01819-243282, E-mail: moyenuddin@ebl-bd.com, Web: www.ebl.com.bd
36.	**Muhammad Anwarul Islam** Senior Assistant Vice President & Head of IT Security **EASTERN BANK LTD** Head Office : Jibon Bima Bhaban, 10, Dilkusha C.A., Dhaka-1000 Tel: 880-2-9560833, PABX: 9556360, Ext. 201 Fax: 880-2-9562364, Mob: 01720-804829 E-mail: islama@ebl-bd.com, Web: www.ebl.com.bd
37.	**Md. Moinus Samad Khan** Executive Officer **TRUST BANK LIMITED** Head Office : IT & Card Division, IBD Trust Bhaban, 98 Shaheed Sarani, Dhaka Cantonment, Dhaka-1206 Tel: +880-2-8712072-4 Ext-306, Mob: 01713-145484, Fax: +880-2-8712072-4 Ext-309 E-mail: moin@trustbanklimited.com , Web: www.trustbank.com.bd
38.	**S.M. Akram Sayeed** Vice President **TRUST BANK LIMITED** Head Office RBU, IT & Card Division Trust Bhaban, 98 Shaheed Sarani Dhaka Cantonment, Dhaka-1206 Tel: +880-2-8712072-4 Ext- 302, +880-2-8712071 (Direct) Fax: +880-2-8712072-4 Ext-309 E-mail: sayeed@trustbanklimited.com, Web: www.trustbank.com.bd

39.	**Sushanta Paul** Assistant Vice President **TRUST BANK LIMITED** Head Office : IT & Card Division Trust Bhaban, 98 Shaheed Sarani Dhaka Cantonment, Dhaka-1206 Tel: +880-2-8712072-4, 8712951-5. Ext-303 Mob: 01713-229935, Fax: +880-2-8712072-4 Ext-309 E-mail: sushantapaul@trustbanklimited.com; paul0856sus@yahoo.com Web: www.trustbank.com.bd
40.	**Ashfaqul Haq Tanim** Principal Officer **TRUST BANK LIMITED** Head Office : IT & Card Division Trust Bhaban, 98 Shaheed Sarani Dhaka Cantonment, Dhaka-1206 Tel: +880-2-8712072-4, 8712951-5 Ext-315, Mob: 01670-712330 Fax: +880-2-8712072-4 Ext-309 E-mail: ashfaqultanim@trustbanklimited.com ashfaqultanim@yahoo.com, Web: www.trustbank.com.bd
41.	**Md. Shah Alam Bhuiyan** First Assistant Vice President & In-Charge General Banking Department **IFIC BANK LIMITED** Motijheel Branch: Islam Chamber 125/A, Motijheel Commercial Area, Dhaka-1000 Tel: 9567037(Direct), PABX: 9565215-18, 7111923-26, Ext-227 Fax: 880-2-9566352, E-mail: ificmoti@bol-online.com Mob: 01713-229807
42.	**Md. Abdur Rab** First Assistant Vice President & Relationship Manager **IFIC BANK LIMITED** Kawran Bazar Branch: 3, Kawran Bazar, Petro Centre Building, Dhaka. Phone: 8116580(D), 8150629(R), 8115423, 8115435 Cell: 01713-229832, Fax: 880-2-8115423 Swift: IFIC BD DH 017, E-mail: ifickawran@dhaka.net
43.	**Md. Rafiqul Islam** Assistant Vice President **IFIC BANK LIMITED** Motijheel Branch:Islam Chamber 125/A, Motijheel C/A, Dhaka-1000 Tel: 9565103 (D), PABX: 9565215-8, 7111923-6, Ext-221 Fax: 880-2-7111930 Mob: 01713-031957, Res: 9007113, SWIFT: IFICBDDH001

44.	**Mirza Feroz Haider** Officer Grade-I **IFIC BANK LIMITED** Pallabi Branch, Dhaka
45.	**Md. Sirajul Islam** Assistant Vice President **Uttara Finance and Investments Limited** JBC Tower (6th floor), 10 Dilkhsha C.A. Dhaka-1000, Bangladesh Tel: +880-2-9568207-9, 9562909, 9567193 Fax: +880-2-9552461, Mob: 011-861799 E-mail: ufil@accesstel.net
46.	**Ranjit Chakraborty MBA (IBA)** Senior Vice President & Company Secretary **Bangladesh Finance and Investment Co. Ltd.** Baitul Hossain Building 2nd Floor, 27 Dilkusha C/A Dhaka-1000, Bangladesh. Tel: 7114489, 7114493 Fax: 880-2-9566493 E-mail: bfic@ailonline.net Web: www.bficltd.com
47.	**Mahmud Hasan** Senior Vice President **Bangladesh Finance and Investment Co. Ltd.** Baitul Hossain Building 2nd Floor, 27 Dilkusha C/A Dhaka-1000, Bangladesh. Tel: 7114489, 7114493, Fax: 880-2-9566493 E-mail: bfic@ailonline.net Web: www.bficltd.com
48.	**Sufi Md. Abidur Rahman** Senior Principal Officer & Manager **Premier Leasing & Finance Limited** Printers Building (15th Floor), 5 Rajuk Avenue Motijheel C/A, Dhaka-1000, Bangladesh Tel: 9570499, 957 1083, 957 1956 Ext: 107 Fax: 880-2-9572153, E-mail: info@plfbd.com Web: www.plfbd.com
49.	**AKM Kamruzzaman** Company Secretary **LankaBangla Finance Limited** Safura Tower (Level 11) 20, Kemal Ataturk Avenue, Bangladesh. Phone: +880-2-9883701-10, Res: +880-2-9359036, Fax: +880-2-8810998 E-mail: lankabangla@yahoo.com, Web: www.lankabangla.com

50.	**Quamrul Islam** Vice President & Chief Financial Officer Finance & Treassury **LankaBangla Finance Limited** Safura Tower (Level 11) 20, Kemal Ataturk Avenue, Bangladesh. Phone: +880-2-9883701-10, Res: +880-2-9359036 Fax: +880-2-8810998 E-mail: lankabangla@yahoo.com Web: www.lankabangla.com
51.	**Aminul Islam (Head of HRD)** Manager, Central Procurement Logistics & Administration **Siemens Bangladesh Ltd** ZN Tower (Siemens House), Gulshan Avenue/Road # 8 Plot # 2, Gulshan-1, Dhaka-1212, Bangladesh Tel: +880-2-9893536 Ext.618, Fax: +880-2-9893597 Mob: +8801919065672 E-mail: zain.rizvi@siemens.com, Web: www.siemens.com.bd
52.	**Afsana Yesmin** Sr. Assistant Manager Human Resources Division **TM INTERNATIONAL (Bangladesh) LIMITED** Silver Tower, 5th Floor, 52, South Gulshan C/A Gulshan-1, Dhaka-1212, Bangladesh Tel: 9887146-51, Mob: 01819-210457 E-mail: afsana@aktel.com, Web: www.aktel.com
53.	**Meherun Nesa** Assistant Manager Humann Resources Division **TM INTERNATIONAL(Bangladesh) LIMITED** Silver Tower, 5th Floor, 52, South Gulshan C/A Gulshan-1, Dhaka-1212, Bangladesh Tel: 9887146-51, Mob: 01819-210965, Fax: 8832505 E-mail: meherun@aktel.com Web: www.aktel.com
54.	**Shahin Mirza** Assistant Manager Human Resources Division **TM INTERNATIONAL(Bangladesh) LIMITED** Silver Tower, 5th Floor 52, South Gulshan C/A Gulshan-1, Dhaka-1212, Bangladesh Tel: 9887146-51, Mob: 01819-210294 E-mail: smirza@aktel.com Web: www.aktel.com

55.	**Shakil Ahmed** Deputy Manager Human Resources Division **TM INTERNATIONAL(Bangladesh) LIMITED** Silver Tower, 5th Floor, 52, South Gulshan C/A Gulshan-1, Dhaka-1212, Bangladesh, Tel: 9887146-51, Mob: 01819-210435 E-mail: shakil@aktel.com, Web: www.aktel.com
56.	**Syed Reazur Rahman** Registrar Dhaka University, Dhaka-1000 8644150
57.	**Khondoker Montasir Hossan** Chairman, Dept. of English Mirpur University College , Mob: 01716-432662
58.	**Md. Alamgir** Head of English Dept. Uttara Anwara Model Degree College
59.	**Md. Mazibur Rahman** Principal **Uttara Anwara Model Degree College**
60.	**Md. Habibur Rahman** Principal **University Laboratory School & College** I.E.R University of Dhaka, Dhaka-1000 Phone: 9661920-73/4660, Res: 8614171, Cell: 01715-823163
61.	**Khaleda Habib, B.A (Hons)** M.A Bangla Language & Literature M.ED. University of Dhaka Diploma-in-child Care (London) Udayan Uchcha Madhyamik Bidyalaya Dhaka University Campus, Dhaka-1000, Phone: 8631625 Apt. # A-2, House # 29, Road # 8, Dhanmondi R.A., Dhaka-1209 Phones: 9145535 Mob: 01711-567626, 01716-880099
62.	**Md. Ali Asghar** Asstt. Head Master **Udayan Uchcha Madhyamik Bidyalaya** Residence: EASTERN EDEN Flat No. 4/302, 3/A, Purana Palton, Dhaka-1000 Phone: 956-9453, Mob: 01711-264949
63.	**Gouri Prasanna Chkaravarty** Vice-Principal **University Laboratory College** I.E.R. University of Dhaka Off: 9661900-73/4661, Res: 9127054, Mob: 01715-156113

64.	**Md. Rayhanul Islam** (Vice-Principal) **R. K. Chowdhury Degree College** Saydabad, Dhaka Phone: 7544816
65.	**Md. Istarul Haque Mollah** Principal **R. K. CHOWDHURY DEGREE COLLEGE** Saidabad, Dhaka-1100 Phone: 7544816(College); 9347263 (Res); 01712-615358 (Cell)
66.	**Al Helal Chowdhury** Managing Director **Diganta International Ltd (Travel & Tours)** Shatabdi Centre, 292, Inner Circular Road, (13th Floor) Office No. 13/A Fakirapool, Motijheel, Dhaka-1000 Phone: 7125542, 01711-585944
67.	**Md. Anamul Hoque** Managing Director **Al-Nayim International Ltd. (Overseas Company)** 59/3/1, Purana Paltan, Dhaka-1000, Bangladesh. Tel: 9566626, 9571128, 7170979 Mob: 01819-276883, 01711-949021, Fax: 880-2-9571128
68.	**Abul Kashem** Manager **Megna Overseas** 6, Rajuk Avenue, Sabbir Court (3rd Floor) Motijheel, Dhaka-1000, Bangladesh. Tel: 9559050, 9563134, Mob: 01712261684, 01673604902 Fax: 880-2-9559050
69.	**Moh. Abdur Rahman** Manager **National Travel Agency (BD) Ltd.** 62/1, Purana Paltan, Motijheel C/A, Dhaka-1000, Bangladesh Phone: 9555805, 9555724, 9567738 Fax: 880-2-9563445, Res: 9011950, 9000287 E-mail: trinayon1@yahoo.co.in; nationalbdltd@yahoo.com
70.	**Seraj Uddin Ahmed** Chairman-cum-Chief Executive BENGAL GULF INTERNATIONAL **TRAVEL BRIDGE SYNDICATE** (Serves Great People in Hajj, Tours & Travels) 128 Motijheel Commercial Area, Dhaka-1000, Bangladesh Tel: 0088-02-9551134, 9566417, 9567423 Res # 8311116 Cell: 0088 01678 338833, 0088 01711 525366 Fax: 0088 02 9560109, E-mail: benguin@sigmabd.com Web: www.benguin-hr.com

71.	**Al-Haj Md. Abul Hossain (Proprietor)** **IMAM TRAVELS** Tel: 9555731, 9563405, 9565745, Fax: 880-2-9567614, Mob: 01819-224659
72.	**Murad Hossain (Marketing Manager)** **FARIHA TRAVELS INTERNATIONAL** 59/3/1, Purana Paltan, (1st Floor), Dhaka-1000, Bangladesh Phone: 7169759, 7169716 Mob: 01552-460193, 01711-063206, Fax: 880-2-7169716 E-mail: fariha500@yahoo.com; mahee_mou@yahoo.com
73.	**Faruque Ahmed Khan** Manager (Haj & Umra) Cell: 01714-092910 **Pan Bright Travels** 29, Toyenbee Circular Road, Motijheel C/A, (Near Dainik Bangla) Dhaka-1000, Bangladesh Tel: 7169284, 7169285, 7168667, 7113488, 7113522, 9567026 Res: 7553840, Fax: 880-2-9552830 E-mail: faruqueakhan@yahoo.com; panbrighttravels@yahoo.com.
74.	**Alexandar (G.M)** **Diamond Star Res Bureew** Recruiting Mob: 01552-321474
75.	**Lion Alhaj Akbar Hossain Pathan** B.A. (Hons.) M. A. Managing Director **NEW YORK TRAVELS** 60, Purana Palton, Dhaka-1000, Bangladesh Phone: 9552885, 9558366, Res: 9113930, Fax: 880-2-9552885, Mob: 01715-022034
76.	**Jashim Uddin** **HASAN INTERNATIONAL** (Travel Agency) Ibrahim Mansion (2nd Floor), 11, Purana Paltan, Dhaka-1000, Bangladesh. Phone: 7160412, 7160413, Mob: 01552-342098, 01819-481126 Fax: 880-2-7160413.
77.	**Md. Nurul Amin (Proprietor)** **AVIATE International** Head Office: Ibrahim Mansion (3rd Floor) 11, Purana Paltan, Dhaka, Bangladesh Phone: 9554639, 9550956, 9557905, 7169702, Fax: 0088-02-9562495 Mob: 01711-524479, 01819-213089, Tel/Fax: (KSA) 00966-02-6492408 E-mail: rumelsa@yahoo.com Liaison Office: House # 5 (2nd Floor), Road # 17 Block # E, Banani Bazar, Dhaka, Bangladesh. Phone: 8860275 Training Center: House # 24, Road # 20, Nikunja-2 Khilkhat, Dhaka, Mobile: 01819-169321, Email: montage@connectbd.com

78.	**Md. Abdus Sobhan (Khokan)** Director **Al-Nayim International Ltd.** Chairman 59/3/1, Purana Paltan, Dhaka, Bangladesh Tel: 9566626, 7170979, Mob: 01819-675744, 01711-120664 Res: 01715-469697, Fax: 88-02-9571128 E-mail: alnayimint08@yahoo.com
79.	**Md. Jasim Ahmed (Proprietor)** **Al-Hasib Overseas** Ibrahim Manshon (4th floor) 11 Purana Paltan, Dhaka-1000, Bangladesh Phone: 9555352, 9554984, Mobile: 01819-224610 Fax: 880-2-7168474, Email: alhasib@connectbd.com
80.	**Mohammed Azizul Haque** Managing Director **Megna Overseas** Dhaka Office: 6, Rajuk Avenue, Sabbir Court(3rd Floor) Motijheel Dhaka- 1000, Bangladesh Tel: 9559050, 9563134, Mob: 01714-269306, 01678-177798 Fax: 880-2-9559050 Riyadh Office: Phone: 01-4732519, Mob: 0562064953, 0506467168 Fax No : 01-4732519 P.O. Box No: 221349 Riyadh : 11311,K.S.A E-mail: meghnaoverseas@yahoo.com Web: www.meghnaoverseas.com
81.	**M. Hossain Khan (Manager)** **Cox's Bazar Overseas** 3/38, Purana Paltan, Dhaka-1000 Tel: 9571507, 9551429, 9571508, 9555289, 9566577 Mob: 01819-496548, Res: 8924065, Fax: 880-2-9562522 E-mail: shahin_cgp@hotmail.com
82.	**Badrul Alam (Babul)** Manager **Desert Life International** 122, D.I.T. Extension Road, Fakirapool, Dhaka-1000, Bangladesh Tel: 9353623, 9348696, 8358229, Mob: 01721-161685 Fax: 88-02-9337548, E-mail: jalal@bol-online.com
83.	**Rabiul Haque (Rabi)** Director **Decent Overseas** 1, D.I.T. Extn, Road, Fakirapool Hotel Nurani Building (1st Floor), Dhaka-1000, Bangladesh Phone: 8317989, 8352475, 9341075, Mob: 01711-141075, Fax: 880-2-9341075

84.	**Mosarraf Hossen (Patwary)** Manager (Accounts) **Decent Overseas** 1, D.I.T Extn. Road. Fakirapool Hotel Nurani Building (1st Floor), Dhaka-1000, Bangladesh Phone: 9341075, 8317989, 8352475 Fax: 880-2-9341075, Mob: 01711-141075
85.	**Mohd. Saifur Rahman** Manager & Accountant **Traveling Agent D.B.H. Int'L** Cell: 01819-918616
86.	**Ranadhir Chandra Paul** Manager **Diffodil International Ltd** 53, D.I.T Extension Road Naya Palton (2nd Floor), Dhaka-1000, Bangladesh Phone: 9336796(off), Mob: 01711-106006, Fax: 880-2-9338465
87.	**Mohi Uddin (Managing Partner)** **DIAMOND STAR RESEARCH BUREAU** Govt. Approved Recruiting Agent **LIFE DIAGNOSTIC CENTRE LTD** G.C.C Approved Medical Centre, Dhaka DHAKA CITY DIAGNOSTIC CLINIC LTD G.C.C Approved Medical Centre, Chittagong 25, Naya Paltan (1st Floor) Adjacent to Mosque Dhaka-1000, Bangladesh. Tel: 9331183, 8317739, Fax: 880-2-9331183, Mob: 01819-211014
88.	**Md. Jafarullah Chowdhury** (Director General) **Janashakti Karmashathan Proshikhan Burro** 89/2 Kakrail Dhaka
89.	**Soudharsan Banik (Course Director)** **Janashakti Karmashathan Proshikhan Burro** 89/2 Kakrail Dhaka
90.	**Imran Hossain** (Manager) **D. B. H International**, V. I. P Tower (8th floor) Road - Nayapaltan Mob: 01816-666284
91.	**KH Reazul Ahsan** Asstt. Travel Consultant **Privilege Travel & Tours Ltd.** Progress Tower Road # 23, House # 01(Ground Floor) Gulshan-1, Dhaka-1212, Bangladesh Tel: 8850311, 8850312, 8850313, 8816195, Mob: 01711-970659 Fax: 880-2-8816195, E-mail: pttl@bdmail.net

92.	**Rezaul Hoque** General Manager **Eastern House** House 4, Road 24, Gulshan 1 Dhaka 1212, Bangladesh Phone: 880-2-9882216, 9887370, 8833808, 8819545 Mob: 01711-856040, Fax: 880-2-8826298 E-mail: eghouse@citechco.net, Web: www.eghousedhaka.com
93.	**M. Golam Mostafa** Proprietor **Eastern House** House 4, Road 24, Gulshan 1, Dhaka 1212, Bangladesh Phone: 880-2-9882216, 9887370, 8832808, Fax: 880-2-8826298 E-mail: eghouse@citechco.net, Web: www.eghousedhaka.com
94.	**Md. Fazlur Rahman Ratan** Director **Hotel De Castle Limited** House # B-72, Road # 21, Banani, Dhaka-1213, Bangladesh Tel: 880-2-8812888, 8811605, 8824968, 8812067, 9893084, 9893085 Fax: 880-2-8810182, Mob: 01911-360192 E-mail: hdcl@optimaxbd.net; hdcl@agni.com; hdcl@bdcom.com Web: www.hoteldecastle.com
95.	**Md. Ashfaqur Rahman** Marketing Manager **RIGS INN. HOTEL** House # 9, Road # 23/A Gulshan-1 Dhaka-1212, Bangladesh. Tel: 880-2-8825055, 8813496, 8819503, Fax: 880-2-8811885 E-mail: rigsinn@bdonline.com; sales@rigsinn.com Web: www.rigsinn.com
96.	**Ekaterina Basinashvili (Cathy)** Front Office Manager **Hotel Sarina**, Dhaka Plot # 27, Road # 17, Banani C/A, Dhaka-1213, Bangladesh Phone: 8851040-2, 8851011-4, 8859604-10, Fax: 880-2-9889989 E-mail: sales@sarinahotel.com Web: www.sarinahotel.com
97.	**Md. Ashfaqul Islam** (Accounts Dept) **Hotel Skylink Limited** House # 2, Road # 10, Sector # 1, Uttara Model Town Dhaka-1230, Bangladesh. Tel: 8919194, 8916440, 8915005 Cell: 01711-545004 (Office) Telefax # 880-2-8917068 E-mail: skylink@sparkbd.net Web: www.hotelskylink.com

98.	**Syed Zahid Hossain** Senior Manager **BLUE BELL INT. LTD** House # 11, Road # 7, Sector # 4, Uttara Model Town Uttara, Dhaka-1230, Phone: 02-8918139, 8918620 Fax: 880-2-8912290, E-mail: info@bluebelint.com Web: www.bluebellint.com
99.	**Sajuddin A Laskar** Manager **Hotel Skylink Limited** House # 2, Road # 10 Sector # 1, Uttara Model Town Dhaka-1230, Bangladesh. Tel: 8919194, 8916440, 8915005 Cell: 01711-545004 (Office) Telefax # 880-2-8917068 E-mail: skylink@sparkbd.net Web: www.hotelskylink.com
100.	**Md. Anwar Tofique** Asstt Manager Marketing & Sales **Aristocrat Inn (Hotel)** House # 12, Road # 68/A, Gulshan-2, Dhaka-1212, Bangladesh Tel: 9881014, 9892327, 8826617, 8821721 Mob: 01711-143143, Fax: 880-2-8821721 E-mail: a_inn@hotmail.com, ainn@citech-bd.com Web: www.aristocratinn.com
101.	**M. Shariful Islam (Ripon)** Asstt. Manager **Aristocrat Inn (Hotel)** House # 12, Road # 68/A Gulshan-2, Dhaka-1212, Bangladesh Tel: 9881014, 9892327, 8826617, 8821721 Mob: 01718-535548, Fax: 880-2-8821721 E-mail: a_inn@hotmail.com, ainn@citech-bd.com Web: www.aristocratinn.com
102.	**Salahuddin Khan** Asst. Manager Mob: 01817-678770 **GOLDEN DEER LTD (Hotel)** Road # 35/A (Lake Side), House # 31/B Gulshan-2, Dhaka-1212, Bangladesh Tel: 9880866, 9881093, 9893225, 9884302, 9882641, 8812443, 9886892 Fax: 880-2-8826259 E-mail: gdeer@bdmail.net Web: www.hotelgoldendeerbd.com

103.	**Obayedullah** Manager Mob: 01819-488793 **GOLDEN DEER LTD (Hotel)** Road # 35/A (Lake Side), House # 31/B Gulshan-2, Dhaka-1212, Bangladesh Tel: 9880866, 9881093, 9893225, 9884302, 9882641, 8812443, 9886892 Fax: 880-2-8826259, E-mail: gdeer@bdmail.net Web: www.hotelgoldendeerbd.com
104.	**Imran Ahmed** Manager Human Resource **LakeShore Hotel & Apartments** Road # 41, House # 46, Gulshan-2, Dhaka-1212, Bangladesh Tel: 8859991, 8861787, Fax: 880-2-8860519 E-mail: hr@lakeshorehotel.com.bd Web: www.lakeshorehotel.com.bd
105.	**Md. Milton** Manager **LakeShore Hotel & Apartments** Road # 41, House # 46, Gulshan-2, Dhaka-1212, Bangladesh Tel: 8859991, 8861787, Fax: 880-2-8860534, 8860519 E-mail: info@lakeshorehotel.com.bd Web: www.lakeshorehotel.com.bd
106.	**Aminur Rashid Khan** Front Office Manager **Marriott Guest House** House-5, Road-54/A Gulshan-2, Dhaka-1212, Bangladesh Tel: +880-2-8810521, 8827569, 8834580, 8820394 Cell: 01817-581022, Fax: +880-2-8826245 E-mail: hotel_dhaka@yahoo.com
107.	**Md. Tajul Islam** Hotel Supervisor **Marriott Guest House** House-5, Road-54/A Gulshan-2, Dhaka-1212, Bangladesh Cell: 01816-540914
108.	**Dewan Nasim Ur Rahman** Chairman **CITADEL Hotel** Road - 68/A, House - 17 Gulshan -2, Dhaka-1212, Bangladesh. Tell: 9882830, 9884929, 8813791 Fax: 880-2-9882463, Mob: 011-802058 E-mail: citadel@bangla.net citadel@metrocombd.com

109.	**Alibuddin Gazi** Managing Director **CITADEL Hotel** Road - 68/A, House - 17 Gulshan-2, Dhaka-1212, Bangladesh Tel: 9882830, 9884929, 8813791 Mob: 01819-488624, 01191189882 Fax: 880-2-9882463 E-mail: citadel@bangla.net; citadel@citech-bd.com
110.	মো: আনিচ উল আলম (রেষ্টুরেন্ট ম্যানেজার) **Sweet Dream Hotel & Restaurant** 60, Kemal Ataturk Avenue, Banani, Dhaka-1213, Bangladesh. Tel: 880-2-9873160-2, 9873149 Fax: 880-2-9873150 Cell: 01917-887013
111.	**Mainul Islam** (G. M) **Radhuni-Rupayan Restaurant** F.R. Tower 2nd Floor, 32 Kamal Ataturk Avenue Banani, Dhaka-1213, Bangladesh Cell: 01711-234423, Tel: 9886205, 8835387 Fax: 88-02-8818050, E-mail: radhuni@dhaka.net
112.	**M. M. Moin** (Manager) **Radhuni-Rupayan Restaurant** F.R. Tower, 2nd Floor 32, Kamal Ataturk Avenue, Banani Dhaka-1213, Bangladesh Cell: 01672-368777, Tel: 9886205, 8835387 Fax: 88-02-8818050 E-mail: radhuni@dhaka.net
113.	মনির হোসেন (ভারপ্রাপ্ত ম্যানেজার) **NINFAS FOODS LIMITED** Land Mark, 12-14 North Gulshan Commercial Area, Circle # 2 Dhaka-1212, Bangladesh, Tel: 9880231, 8829238
114.	**Md. Abdul Mannan** Joint Secretary (Admin.) **Bangladesh Knitwear Manufacturers & Exporters Association** Planners Tower (12th Floor) 13/A, Sonargaon Road, Banglamotor Dhaka-1000, Bangladesh. Tel: +880-2-8620377, 9670498, 8622703, 880-2-8128501(Res) Cell: 01711-370278, Fax: +880-2-9673337 E-mail: bkmeadhk@bangla.net Web: www.bkmea.com

115.	**Mr. Mohammad Hatem** Director **Bangladesh Knitwear Manufacturers & Exporters Association** Planners Tower (12th Floor) 13/A, Sonargaon Road, Banglamotor, Dhaka-1000, Bangladesh. Tel: +880-2-8620377, 9670498, Fax: +880-2-9673337 E-mail: bkmeadhk@bangla.net, Web: www.bkmea.com
116.	**Dr. M. A. Rahman** Director **Bangladesh Knitwear Manufacturers & Exporters Association** Planners Tower (12th Floor) 13/A, Sonargaon Road, Banglamotor, Dhaka-1000, Bangladesh. Tel: +880-2-8620377, 9670498, Fax: +880-2-9673337 E-mail: bkmeadhk@bangla.net, Web: www.bkmea.com
117.	**Mr. Kashem Jamal** Vice-President (Finance) **Bangladesh Knitwear Manufacturers & Exporters Association** Planners Tower (12th Floor) 13/A, Sonargaon Road, Banglamotor, Dhaka-1000, Bangladesh. Tel: +880-2-8620377, 9670498, Fax: +880-2-9673337 E-mail: bkmeadhk@bangla.net Web: www.bkmea.com
118.	**Alhaj Md. Bazlur Rahman** Director **Bangladesh Knitwear Manufacturers & Exporters Association** Planners Tower (12th Floor) 13/A, Sonargaon Road Banglamotor, Dhaka-1000, Bangladesh. Tel: +880-2-8620377, 9670498, Fax: +880-2-9673337 E-mail: bkmeadhk@bangla.net, Web: www.bkmea.com
119.	**Alhaj Abdur Rashed** 1st Vice-President **Bangladesh Knitwear Manufacturers & Exporters Association** Planners Tower (12th Floor) 13/A, Sonargaon Road, Banglamotor, Dhaka-1000, Bangladesh. Tel: +880-2-8620377, 9670498, Fax: +880-2-9673337 E-mail: bkmeadhk@bangla.net, Web: www.bkmea.com
120.	**Shameem Ahmed** Director **Bangladesh Knitwear Manufacturers & Exporters Association** Planners Tower (12th Floor) 13/A, Sonargaon Road, Banglamotor, Dhaka-1000, Bangladesh. Tel: +880-2-8620377, 9670498, 8622703, 880-2-8128501(Res) Cell: 01711-370278, Fax: +880-2-9673337 E-mail: bkmeadhk@bangla.net, Web: www.bkmea.com

121.	**Malik Gholam Imtiaj (Tanju)** Director Mob: 01712-198536 **SADAT COMPOSITE KNIT IND. LTD. MEEM-NOON FABRICS** Factory: Shinabaha, Shofipur, Kaliakoir, Gazipur Tel: 044-95010372 (Ranks Tel), 044-93315289 (Ranks Tel) Head Office: 28, Dilkusha C/A 7th Floor, Suite No. 703, Dhaka-1000 Tel: 9569730, 9559513, Fax: 880-2-9569731 Email: mahmud-hasan@msnbd.net
122.	**SK. Monowar Hossain** Director **Bangladesh Knitwear Manufacturers & Exporters Association** Press Club Bhaban, (1st & 3rd Floor) 233/1, B. B. Road, Narayangonj-1400 Phone: 880-2-7641857, 7640535, 7641295 Fax: 880-2-7630609 E-mail: bkmea@bangla.net Dhaka Office: Planners Tower, (12th Floor) 13/A Sonargaon Road, Bangla Motor Dhaka-1000 Phone: 880-2-8620377, 9672257 Fax: 880-2-9673337 E-mail: bkmeard@bangla.net Chittagong Office: Chamber House (4th Floor) 38, Agrabad C/A, Chittagong Cell: 01711-537077 Phone: 031-2514342, Fax: 031-2514345
123.	**Shamimur Rahman Kajal** Manager **Concept Sport International** Suite # 17/12, Planners Tower Sonargaon Road, Dhaka-1205, Bangladesh Tel: 880-2-8651817, 880-2-8652102 Fax: 880-2-8618143, E-mail: concept@bangla.net Cell: 01711-614607, 01911-381783
124.	**Md. Zahidur Rahman Bhuiyan** Manager, IT & HRD **NIAGARA TEXTILES LTD.** Head Office: 27, Bijoy Nagar, Suite # C-1 (1st Floor). Dhaka-1000, Bangladesh. Tel: 880-2-9352328, 9340945, 9347303, 9339903, 9345807 Mob: 01711-171259 Fax: 880-2-8363061, 9353480 E-mail: zahid@niagaratex.com Factory: Chandra Circle, Union- Atabaha, Kaliakair, Gazipur, Bangladesh. Tel: 06822-51233-4, Fax: 06822-51231 Web: www.niagaratex.com

125.	**Md. Abdul Baset (Milul)** M.A.LL.B Proprietor **AM TEX FASHION** Office: 78, Motijheel C/A (4th Floor), Dhaka-1000 Phone: 880-2-9560734(Off), 880-2-7216254(Res) Mob: 01711-585408, 01712-636231 Fax: 880-2-8315916 E-mail: wwwmabaset27@hotmail.com
126.	**Parvin Nahar** (Managing Director) **Aptext Fashion Buying House** 78 Motijheel, C/A 5th floor, Dhaka-1000 Phone: 01711585408
127.	**Shafiq Ahmed** Managing Director **McCoy Sweater Ltd** Office: 83, Mollartek (3rd Floor) Uttara, Dhaka-1230, Bangladesh Phone: 880-2-8931771, 8962660 Fax: 880-2-8931771 Cell: 01713-060542 E-mail: mccoy@digonto.net Factory: Afnan Plaza, 202, Mollartek Uttara, Dhaka-1230, Bangladesh.
128.	**Md. Tareq Hasan** (PM) **Remaint Aperials Garments** 350/C, Khilgaon Chowdhury Para (1st floor) Phone: 721-1165, 825-1582
129.	**Md. Shipu Chowdhury** **RAIMENT APPARELS** (Chairman) **RAIMENT FASHION** (Director) Office: 350/C, Khilgaon Chowdhurypara (Gr. Floor) Dhaka-1219, Bangladesh. Tel: 7211165, 8251582, Mob: 01817-031630 E-mail: raiment@raimentapparels.com Web: www.raimentapparels.com
130.	**Md. Alamgir Hossain** Admin Manager **Lee Collections Ltd** House # 104 (2nd Floor), Northern Lane Baridhara D.O.H.S. Dhaka-1206, Bangladesh Tel: 880-2-8840985, 8840353, 8849930 Fax: 880-2-8840985, Cell: 01915-165182 E-mail: texmode@texmode.net; mralamgir@yahoo.com

131.	**Gazi Asaduzzaman** Director **PROBASHI EMBROIDERY LTD.** 977/1/A, East Shewrapara, Begum Rokeya Sharani. Mirpur, Dhaka-1216, Bangladesh. Tel: 8061003, Mob: 01552-413316 E-mail: ha1000777@yahoo.com
132.	**Md. Mahbub Hasan** Director **PROBASHI EMBROIDERY LTD.** 977/1/A, East Shewrapara, Begum Rokeya Sharani. Mirpur, Dhaka-1216, Bangladesh. Tel: 8061003, Mob: 01817-566092 E-mail: msprobashi@dhaka.net
133.	**Md. Shamim Masud** Director Admin & Finance **KIWI FASHION** Dhaka Office: House # 08 (1st & 3rd fl) Abbas Garden Mohakhali, Dhaka-1206, Bangladesh. Mob: 01711-103366, 01678-090599 Tel: 880-2-8817109, 8857163, 8750688 Fax: 880-2-8813999 E-mail: shamim@kiwifashionbd.com; info@kiwifashionbd.com Web: www.kiwifashionbd.com Chittagong Office: Badsha Tower Holding No 1527/B East Nasirabad, Moszid Goli Bi- Lane, Chittagong. Tel: 088-031-2551858
134.	**Md. Golam Shahjalal (Badsha)** Manager (Merchandiser) **KIWI FASHION** Dhaka Office: House # 08 (1st & 3rd fl) Abbas Garden Mohakhali, Dhaka-1206, Bangladesh. Mob: 01735-718067, 01678-090575, 01678-090583 Tel: 880-2-8817109, 8857163, 8750688, Fax: 880-2-8813999 E-mail: badsha@kiwifashionbd.com, Web: www.kiwifashionbd.com
135.	**Mr. Zillur Rahman** General Manager (Sweaters Division) **Texmode Buying** House # 104 (2nd Floor), Northern Lane Baridhara D.O.H.S. Dhaka-1206, Bangladesh Tel: 880-2-8840985, 8840353, 8849930 Fax: 880-2-8840985, Cell: 01819-479072 E-mail: texmode@texmode.net

136.	**Md. Abdul Haque** Factory Manager **Tiffiny's Wear Limited** Industrial Plot # 04, Milk Vita Road Section - 07, Mirpur, Dhaka-1216, Bangladesh. Tel: 880-2-9011471, 9014742 Fax: 880-2-9013381 E-mail: trend@tiffinyswear.com Web: www.tiffinyswear.com
137.	**Paritosh Debnath** Senior Manager (Merchandising) **Tiffiny's Wear Limited** Industrial Plot # 04, Milk Vita Road Section - 07, Mirpur, Dhaka-1216, Bangladesh. Tel: 880-2-9011471, 9014742; Mob: 01915-476402 Fax: 880-2-9013381 E-mail: trend@tiffinyswear.com Web: www.tiffinyswear.com
138.	**Md. Golam Mowla (Bachu)** Production Manager **ZYTA APPARELS LTD** Ind. : Plot # 4, Milk Vita Road Section # 7, Mirpur Dhaka-1216, Bangladesh. Mobile: 01710-991861 Tel: 9014491, 9015229 Fax: 880-2-9015232 E-mail: office@zyta.com Head Office: Free Star (H.K.) Limited House # 12/B, Road # 50 Gulshan-2, Dhaka-1212 Tel: 8825468, 8821898, 8829646, 8828455, 8824286 Fax: 880-2-8824611
139.	**Md. Habibur Rahman** Production Manager **ZYTA APPARELS LTD** Ind. : Plot # 4, Milk Vita Road, Section # 7, Mirpur Dhaka-1216, Bangladesh. Mobile: 01714-041295, 01819-147203, Tel: 9014491, 9015229 Fax: 880-2-9015232 E-mail: office@zyta.com Head Office: Free Star (H.K.) Limited House # 12/B, Road # 50, Gulshan-2, Dhaka-1212 Tel: 8825468, 8821898, 8829646, 8828455, 8824286 Fax: 880-2-8824611

140.	**Jashim Uddin Ahmed** Managing Director **ORIENT GROUP** **ORIENT DRESSES LTD** **J.M. APPARELS LTD** **CENTEX TEXTILE & APPARELS LTD** **LIRA PACKAGING INDUSTRIES LTD** **Chairman: CENTEX FASHIONS LTD.** **Proprietor: J.M. TRADERS** Head Office: C.B. 203/3 Kachukhet Puran Bazar, Dhaka Cantt. Dhaka-1206 Bangladesh. Tel: 880-2-9870067, 8754794-5, 8754088 Fax: 880-2-9870068 E-mail: jashim@orient-bd.com Web: www.orient-bd.com
141.	**Mohammad Mosharraf Hossain** M.B.A (Mgt) Deputy General Manager (Operation) ORIENT GROUP **ORIENT DRESSES LTD.** **ORIENT KNITTING & APPARELS LTD.** **J.M.APPARELS LTD.** **CENTEX TEXTILE & APPARELS LTD** **LIRA PACKAGING INDUSTRIES LTD** Head Office: C.B. 203/3 Kachukhet Puran Bazar Dhaka Cantt. Dhaka-1206 Bangladesh. Tel: 880-2-9870067 8754794-5, 8754088, 9871528 Fax: 880-2-9870068 E-mail: mosharraf@orient-bd.com Web: www.orient-bd.com
142.	**Murad Ruhul Abrar** Executive Director **ORIENT GROUP** **ORIENT DRESSES LTD.** **ORIENT KNITTING & APPARELS LTD.** **J.M.APPARELS LTD.** **CENTEX TEXTILE & APPARELS LTD** **LIRA PACKAGING INDUSTRIES LTD** Head Office: C.B. 203/3, Kachukhet Puran Bazar Dhaka Cantt. Dhaka-1206 Bangladesh. Tel: 880-2-9870067 8754794-5, 8754088, 9871528 Fax: 880-2-9870068 E-mail: abrar@orient-bd.com Web: www.orient-bd.com

143.	**Md. Farid Uddin Ahmed** General Manager **Knit Concern Printing Unit** Monzila Super Market, Plot # 6, Road # 3 (Main) Section # 7, Mirpur, Dhaka-1216, Bangladesh. Tel: 8020556, 8013885, 9004018, 9004019 (Ext-101) 9004038 (D) Fax: 8021004, Mob: 01819-279130 E-mail: knitconcernprintingunit@yahoo.com; farid@kcpu-bd.com Web: www.kcpu-bd.com
144.	**Nazibur Rahman** Manager, Marketing **Square Textiles Ltd.** Head Office: Mascot Plaza (11th-12th Floor), Plot-107/A Sector-7, Uttara, Dhaka-1230, Bangladesh. Tel: 880-2-8963227, 8963547, 8963795, 8951101-7 Ext-455, Cell: 01711-427288 Fax: 880-2-8952652, 8931932, E-mail: nazib@squaregroup.com
145.	**Avijit Kumar Biswas** Manager, Procurement & Planning **Square Textiles Ltd.** Head Office: Mascot Plaza (11th-12th Floor), Plot-107/A Sector-7, Uttara, Dhaka-1230, Bangladesh. Tel: 880-2-8963227, 8963547, 8963795, 8951101-7 Ext-229 Cell: 01711-427288, Fax: 880-2-8952652 E-mail: avijit@squaregroup.com; avijitkb@yahoo.com
146.	**Taslimul Hoque** Manager, Procurement & Planning **Square Textiles Ltd.** **Square Spinnings Ltd.** Head Office: Mascot Plaza (11th Floor) Plot-107/A, Sector-7 Sonargaon Janapath Uttara, Dhaka-1230 Tel: 880-2-8916163-5, 8951101-7 Ext-247 Fax: 880-2-8922263, 8916520 E-mail: taslim@squaregroup.com
147.	**S. Ahmed Mazumder** Proprietor **Combined Trade Link** City Office: 93, Motijheel C/A, Aziz Bhaban (9th Flr.) Dhaka-1000. Tel: 880-2-7102312 Mob: 01718-087343 Fax: 880-2-9565717, 9553103 E-mail: ctldtb@hotmail.com Resident: 160, Arambag (3rd Flr.) Motijheel C/A, Dhaka-1000, Bangladesh.

148.	**S. K. Abdus Salam** Marketing Director **M/s Creative Accossries, Mamata Traders Co. Ltd.** Eastern View (9th Floor), 50, Naya Palton, Dhaka-1000 Cell: 01720-800626, 01715-029029
149.	**A. Z. M. Salahuddin** Plant Coordinator & Head of Marketing **Square Textiles Ltd.** **Square Yarns Ltd.** Head Office: Mascot Plaza (11th-12th Floor), Plot-107/A Sector-7, Uttara, Dhaka-1230, Bangladesh. Tel: 8963227, 8963547, 8963795, 8951101-7 Ext-253, 8951095(D) Cell: 01711-605125, Fax: 880-2-8952652, 8931932 E-mail: salahu@squaregroup.com; azmsalahuddin@yahoo.com
150.	**Dr. Dennis Dilip Datta** Executive Director **KOINONIA** 32 Molika Housing, Milk Vita Road, Mirpur 7, Dhaka-1221, Bangladesh. Tel: 880-2-8052426, 8052456, Fax: 880-2-8013031 E-mail: koinonia@bdonline.com, Web: www.koinoniabangladesh.com
151.	**Mark Rajib Halder** Deputy Director **KOINONIA** 32 Molika Housing, Milk Vita Road, Mirpur 7, Dhaka-1221, Bangladesh. Tel: 880-2-8052426, 8052456, Mob: 01819-182015, Fax: 880-2-8013031 E-mail: koinonia@bdonline.com, Web: www.koinoniabangladesh.com
152.	**Mahbub Ul Huda Program Officer** **UCEP Bangladesh-NGO** Plot # 2 and 3, Mirpur-2, Dhaka Phone: 8011014-6
153.	**E. H. Khan** Manager (iave) **UCEP Bangladesh-NGO** Plot # 2 and 3, Mirpur-2, Dhaka Phone: 8011014-6
154.	**A K S Reza** Coordinator Extended Social & Human Development Program Senior Programme Coordinator Human Development Training Division **PROSHIKA** Proshika Bhaban, I/1-Ga, Section-2, Mirpur, Dhaka-1216, Bangladesh Tel: 9005795, 9004006, 8060350 (Res) Cell: 01713-140189, Fax: 880-2-8015811 E-mail: prohdt@proshika.bdonline.com; retias@yahoo.com

155.	**Modasser Hossain Masum** Principal Programme Coordinator Universal Education Programme (UEP) **PROSHIKA** Cell: 01713-011349
156.	**Lutfun Nessa Helen** Programme Coordinator **PROSHIKA** Mob: 01714-092034
157.	**Harun Ur Rashid** Director Universal Education Programme-UEP **PROSHIKA** Proshika Bhaban, Section - 2, Mirpur, Dhaka - 1216, Bangladesh Tel: 8015945, 8013398, 9004006 Res: 9005944, Fax: 880-2-8015811 E-mail: uep@proshika.bdonline.com
158.	**Al Morshed-ul-Moshraf (Nilove)** Proprietor **Shwarma N Pizza** (Fast Food) 59/B, Kemal Ataturk Avenue Banani, Dhaka-1213, Bangladesh Tel: 8856625 Mob: 01716-404201, 01711-679630
159.	**Kazi Nazrul Islam** General Manager **Dhoni Restaurant** 67/B, Kemal Ataturk Avenue Banani, Dhaka-1213 Tel: 9885582 Cell: 01819-130258, 01716-172367
160.	**Md. Habibur Rahman** **Director** **Khajana Restaurant** 27 Latif Emporiam Sector # 03, Uttata, Dhaka-1230 Phone: 01717-245566
161.	**Shameem Hasan** **Shawarma House** **Restaurant** Plot 67-D, Road No. 11, Banani, Dhaka Tel: 8835324, Mob: 01711-545432 187, Raj Complex (Ground Floor), Elephant Road, Hatirpool, Dhaka-1205 Tel: 9663060, Mob: 01819-126397

162.	**Abdus Salam** Manager **Ekushey Restaurant** House: 113/C, Road-7, Sector-4 Uttara, Dhaka- 1230, Tel: 8912772 Mob: 01731-504340
163.	**M. A. Bari** Manager **Sea Shell Restaurant** House # 113/B, Road # 7, Sector # 4, Uttara Model Town, Dhaka-1230 Tel: 8915957, 8916933, Mob: 01712-122991, 01711-282132 Fax: 880-2-8916933 E-mail: seashell@bdonline.com Web: www.seasellkashmeri.com
164.	**Md. Khaliullah** Manager **Top Choice Hotel and Restaurant** Uttara Bhaban Plot # 31, Sector # 3, Uttara C/A, Dhaka Phone: 8962697, Mobile: 01727-431153, 01197-156493, 01711-470756
165.	**Aminul Hoque Kislu** Manager **Dhansiri Restaurant** Uttara House # 1, Road # 12, Sector # 6, Dhaka-1230 Tel: 891939, Mob: 01711-057749 Gulshan, Road # 46, Plot # 32/A Gulshan-2, Dhaka-1212 Tel: 8825050, 8855108 Mob: 01711-057749
166.	**Boby** Restaurant Manager **HELVETIA** House No. 13, Road No. 14/B, Sector-4 Uttara, Dhaka Tel: 8959792
167.	**Syed Nazrul Biddut** Vice President **REHAB Association** National Plaza (6th Floor) 1/G, Free School Street Sonargaon Road, Dhaka 1205. Tel: 880-2-9662482, 966987, 8652064 Fax: 880-2-8619919 E-mail: rehab@dbn-bd.net Web: www.rehab-bd.org

168.	**Mr. Shahariar Kamal** EC Member **REHAB Association** National Plaza (6th Floor) 1/G, Free School Street, Sonargaon Road, Dhaka 1205. Tel: 880-2-9662482, 966987, 8652064 Fax: 880-2-8619919 E-mail: rehab@dbn-bd.net Web: www.rehab-bd.org
169.	**Engr. Md. Mohsin Miah** Joint Treasurer **REHAB Association** National Plaza (6th Floor) 1/G, Free School Street Sonargaon Road, Dhaka 1205. Tel: 880-2-9662482, 966987, 8652064 Fax: 880-2-8619919 E-mail: rehab@dbn-bd.net Web: www.rehab-bd.org
170.	**Ziblur Rahman Tito** Customer Relation Officer **Imperial Real Estate Ltd** Zaman Court, 45, Dilkusha C/A (3rd Floor), Dhaka Tel: 9568192, 9568147, 9566124, 9566009 Cell: 01716-043805, 01732-089280, Fax: 880-2-9566124 E-mail: info@irelbd.com; irel@aitlbd.com Web: www.irelbd.com
171.	**Mizanur Rahman Dewan** Treasurer **REHAB Association** National Plaza (6th Floor) 1/G, Free School Street Sonargaon Road, Dhaka 1205. Tel: 880-2-9662482, 966987, 8652064 Fax: 880-2-8619919 E-mail: rehab@dbn-bd.net Web: www.rehab-bd.org
172.	**Engr. ABM Shahjahan** B.Sc. Engg. (Civil) M.Sc. Engg. (Geotechnical) Executive General Manager **Eastern Housing Ltd.** Islam Chamber (2nd Floor) 125/A, Motijheel C/A, Dhaka-1000, Bangladesh. Tel: 9566303-5, Ext. 227, 9566307 (Off) Mob: 01713-038625, Fax: 880-2-9566311 E-mail: land@easternhousing.com

173.	**Engr. Md. Fayazul Islam Soman**
	B.Sc. Engg. (Civil & Env.)
	Deputy Manager
	Eastern Housing Ltd.
	Islam Chamber (2nd Floor)
	125/A, Motijheel C/A
	Dhaka-1000, Bangladesh.
	Tel: 9566303-5, Ext-144
	Mob: 01727-262074
	Fax: 880-2-9566311
	E-mail: engr_soman@yahoo.com
174.	**Enayet Ullah Khorasani**
	Proprietor
	Dipali Agencies
	G.P.O. Box # 61, Ramna
	"Aziz Bhaban" (9th Floor)
	93, Motijheel Commercial Area
	Dhaka-1000, Bangladesh
	Tel: 9565717(Off)
	Fax: 880-2-9565717
	Fax: 880-2-9553103
	Mob: 01711-528888
	E-mail: dipali62@hotmail.com; pnlbd@hotmail.com
175.	**Abdul Quayum Miah**
	Executive Director
	MADINA GROUP
	Dhaka Chamber Building (2nd Floor), 65-66, Motijheel C/A,
	Dhaka-1000, Bangladesh
	Tel: 9551922, 9568384-5, 9555207, Mob: 01713-062343
	Fax: 9568395
	E-mail: madina@global-bd.net
	Web: www.madinagroupbd.net
176.	**Mohammad Shahidul Islam Chowdhury**
	Manager (Admin & Import)
	S. S. Enterprise Export, Import Indenting Firm
	Cell: 01813-014174
177.	**Mohd. Abdur Rahman**
	Managing Director
	Rahman Marketing Co (Trading & manufacturing)
	BCIC Sadan (2nd Floor)
	22, Motijheel C/A, Dhaka-1000, Bangladesh
	Phone: 880-2-7121036
	Cell: 01716-016325, 01715-469146
	Fax: 880-2-9570808, 880-2-9563709
	E-mail: rahman@rmcbd.com; mvcon@dhaka.net
	Web: www.rmcbd.com

178.	মোঃ জসিম উদ্দিন সহঃরপ্তানী কর্মকর্তা ব্রডবারলাপ, উৎপাদক ও রপ্তানীকারক প্রতিষ্ঠান ফোন: ৯৮৯৯৪৪৩
179.	**Kaiser Ahmed (Associate)** **Bright Star Corporation Ltd** Tel: 712-1036
180.	**Abu Jafar** Chief Executive **S. S. Enterprise** 44, Dilkusha C/A, 4th Floor Dhaka-1000, Bangladesh Tel: 880-2-9558865, 7169652, 7169973(Res) Mob: 01713-083802 Fax: 880-2-9552705 E-mail: jafarssn@bdcom.com
181.	**Masuma Tabassum** Project Co-ordinator **FBCCI, Trade Association** Federation Bhaban 60, Motijheel C/A, 3rd Floor, Dhaka-1000, Bangladesh. Tel: 880-2-9560589, 9560102-3 Mob: 01712-986990 Fax: 880-2-7176030, 9560588 E-mail: fbcci@bol-online.com, fbcci_id@aitlbd.net Web: www.fbcci-bd.org
182.	**Mir Shahabuddin Mohammad** Secretary General **FBCCI, Trade Association** Federation Bhaban 60, Motijheel C/A, 3rd Floor Dhaka-1000, Bangladesh. Tel: 880-2-9560589, 9560102-3 Fax: 880-2-7176030, 9560588 E-mail: fbcci@bol-online.com, fbcci_id@aitlbd.net Web: www.fbcci-bd.org
183.	**Ferdaus Ara Begum** Additional Secretary (R&P) **The Dhaka Chamber of Commerce & Industry** 65-66 Motijheel Commercial Area Dhaka-1000, Bangladesh Tel: 880-2-9552562, Extn: 125/116, Res: 9002184 Fax: 880-2-9560830 E-mail: dcci@bangla.net, nothing-man2000@yahoo.com Web: www.dhakachamber.com, www.dhakachamber.org

184.	**Mohammad Shafiqul Islam** Assistant Secretary (Research & Project) **The Dhaka Chamber of Commerce & Industry** Dhaka Chamber Building, 65-66 Motijheel C/A Dhaka-1000, Bangladesh. Tel: 9552562(Ext-153), Cell: 01914-999265 Fax: 880-2-9560830 E-mail: shafiqul.islam@dhakachamber.com, info@dhakachamber.com, Web: www.dhakachamber.com
185.	**Md. Humayun Kabir Fakir** Deputy Secretary (Research & Project) **The Dhaka Chamber of Commerce & Industry** Dhaka Chamber Building, 65-66 Motijheel C/A Dhaka-1000, Bangladesh. Tel: 9552562(Ext-150), Cell: 01718-026181 Fax: 880-2-9560830 E-mail: humayun.kabir@dhakachamber.com, info@dhakachamber.com, Web: www.dhakachamber.com
186.	**M A Matin** Secretary General **Foreign Investors' Chamber of Commerce & Industry (FICCI)** "Prime View" (03-303) 7, Gulshan Avenue, Gulshan -1 Dhaka- 1212, Bangladesh Tel: 9893049, 9892913, 8856918 (R) Fax: 880-2-9893058 E-mail: ficci@bdcom.net Web: www.ficci.org.bd
187.	**Md. Nurul Afsar** Company Secretary **Noman Group of Industries** Head Office: Adamjee Court (4th Floor) 115-120 Motijheel C/A, Dhaka-1000 PABX: 880-2-7176207-8, 9569669, (Direct- 9554204) Fax: 880-2-9565282, Mob: 01711-434371 E-mail: imran@znzfab.com Web: www.znzfab.com
188.	**Mahibur Rahaman** Project Manager **Bangladesh Tourism International** Planners Tower 13/A Sonargaon Road Floor-13, Suite # 14, Dhaka-1000 Tel: 9671712, Mob: 01715-696797 E-mail: infobti.tourism@gmail.com Web: www.bdtourism.com

189.	**Khondker Mahfuzul Haque**
	M.A. in Edn. (first class), B.Ed. (first class); D.H.E. (India)
	General Manager
	Admin, Procurement & Maintenance
	103, Motijheel C/A, Dhaka-1000, Bangladesh
	Tel: 9567197, 7160307, 9566344, 9562607
	Fax: 880-2-9566343, 9560140
	Mob: 0152-379098, 01711-833558
	E-mail: birdsh@bijoy.net
	Res: 194, Shantibag, (3rd Floor) Dhaka
	Tel: 8357316, 8358465
190.	**Md. Rafiqul Islam**
	Manager, Administration
	Partex Group
	Sena Kalyan Bhaban (16 Floor)
	195, Motijheel C/A
	Dhaka-1000, Bangladesh.
	Tel: 9550555
	Fax: 880-2-9556515
	E-mail: rafiq@partex.net
	Web: www.partexgroup.com
191.	**Major M Abdus Salam (Retd.)**
	(Former Director, Biman)
	Partex Housing Ltd.
	Sena Kalyan Bhaban (16 Floor)
	195, Motijheel C/A
	Dhaka-1000, Bangladesh.
	Tel: 9550555
	Fax: 880-2-9556515
	Mob: 01713-479744
	Res: 8957676
	E-mail: mas@partex.net
	Web: www.partexgroup.net
192.	**Safiur Rahman Tutul**
	Executive Partner
	Rony Trade Associates
	Dhaka:
	29, Dilkusha Comm. Area
	(1st Floor), Dhaka-1000, Bangladesh.
	Tel: 9557074
	Mob: 01711-541446
	E-mail: atlas2u@hotmail.com
	Benapole:
	(Opp. 1st Ware House Gate)
	Benapole, Tel: (0421) 75811(off)
	Tel: 75132 (Res)
	Mob: 01711-341846, 01711-449026, 01818-300825

193.	**A. B. M. Obaidul Hasnat** General Manager (HRD) **Multimode Group** Anchor Tower (10th Floor) 1/1B, Sonargaon Road, Dhaka-1205, Bangladesh. Tel: 8619521-4, 8615895-9 Ext-150 Mob: 01817-508952 Fax: 880-2-8618861-2 E-mail: info@multimodebd.com Web: www.multimodebd.com
194.	**Ahmed Ali** Deputy Secretary/DGM **Multimode Group** Anchor Tower (10th Floor) 1/1B, Sonargaon Road, Dhaka-1205, Bangladesh. Tel: 8619521-4, 8615895-9 Mob: 01711-534428 Fax: 880-2-8618861-2 E-mail: info@multimodebd.com Web: www.multimodebd.com
195.	**Helal ur Rahman** Chief of Finance High Speed GR of Cos Ship Building Construction 9567197, 7160307 (off)
196.	**Md. Abdul Alim** Business Executive **BORRAK SEA FOOD TRADE INT'L** Head Office: 47, Dilkusha Commercial Area, (2nd Floor) Dhaka-1000, Bangladesh Tel: 9560800 Mob: 01191-276668, 01730-004192 Fax: 880-2-9564303 E-mail: borrak@bdmail.net Khulna Branch: Zarafa Lodge A (1st Floor), 82, South Central Road, Khulna-9100, Bangladesh. Tel: 880-41-725045 Chittagong Branch: 91, Agrabad C/A, (3rd Floor), Chittagong, 4100 Bangladesh. Tel: 880-31-812402
197.	**Habibur Rahman** Director **Z.M Trade Exchange Emporium** 30, Banga Bandhu Avenue (3rd floor) G.P.O. Box # 285, Dhaka, Bangladesh Tel: 9558445, 7216117 Fax: 088-02-9566278 E-mail: zahanken@neil.com

198.	**Md. Aminul Islam** Chairman **APRX Food Ltd** Biman Bhaban (5th floor) 100, Motijheel C/A, Dhaka, Bangladesh. Tel: 9562383 Mob: 01712-238837 Fax: 088-02-9562213 E-mail: apexfood@citechco.net
199.	**Md. Akthauzzaman** Director **Bangladesh Breeding Comples** 67/A, Cantral Road, Dhanmondi, R/A, Dhaka-1205, Bangladesh. Tel: 8616710 Fax: 088-02-8611997 E-mail: breed@dhaka.agni.com Web: www.agni.net/breed.
200.	**Sunil Kanti Barman** Chairman **Meghan Shrimp** TMC Building (8th floor), 52, New Eskaton Road Dhaka, Bangladesh Tel: 9330162, 9330163 Mob: 01725600080, Fax: 088-02-8317778

ENGLISH in ACTION

English in Action (EIA) is a nine-year English language education Programme implemented through a partnership between the UK Government and the Government of Bangladesh. The goal of EIA is to contribute to the economic growth of Bangladesh by providing English language as a tool for better access to the world economy. EIA works to reach a total of 25 million primary and secondary students and adult learners through communicative language learning techniques and use of ICT, textbooks and supplementary materials in an innovative way.

Implemented by :

Supported by :

UK**aid**
from the Department for
International Development

Partners :

The Open University

Mott MacDonald

UCEP
Since 1972

FIVDB

English in Action

House 17, Road 118
Block CES (C)
Gulshan, Dhaka-1212
Tel: +88 02 8822234, 8822161
Fax: +88 02 8822663
E-mail: info@eiabd.com

www.eiabd.com

EIA is a Programme of collaboration between the UK Government and the Government of Bangladesh