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## Bangladeshi Engineering EFL Learners' Attitudes towards Learning English: A Comparison between Public University and Private University Students

By Nousin Laila Bristi

*United International University, Bangladesh*

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# Bangladeshi Engineering EFL Learners' Attitudes towards Learning English: A Comparison between Public University and Private University Students

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## I. INTRODUCTION

With the spread of internationalization and globalization, English has become the primary language of communication around the world. Knowing this language can facilitate anyone with many opportunities like good job, higher education, business relations and social and international connections and so on, language researchers and educators are trying to make English language teaching and learning more effective. As a result, recently the affective variables like attitude and aptitude (Krashen, 2002, Benin, 2002) which influence learning outcomes have become an important field of interest among them. In the literature a positive attitude is mostly associated with success and a negative attitude is associated with failure in foreign language learning. So, numerous studies have been conducted to recognize the attitudes of foreign language learners.

In Bangladesh both in private and public universities most of the students come from Bengali

medium background. In reverse, the medium of instruction is English in universities. This often create serious obstacle to their academic achievement. The researcher as an educator has observed that, students are generally not performing up to the marks in other subjects including English because of their poor command on English language. Although they are supplemented with English courses, their performances are not satisfactory. One of the probable underlying reasons can be learners' negative attitudes. Unfortunately, this area is still unexplored by other Bangladeshi researchers or educators. Consequently, the study aims to investigate Bangladeshi engineering EFL learners' attitude towards learning English.

## II. LITERATURE REVIEW

### a) Attitude

Attitude is mainly an area of interest for the psychologists. Attitude is the focus of social psychologists for explaining human behavior (Ajzen, 2005). According to Hosseini and Pourmandnia (2013) attitude is a kind of mental state of reaction to a particular 'idea, object, person or situation.' Gardner (1985) has also mentioned that, attitude is something that is measured through some other components like individual's reaction to a particular thing. He defines attitude as

"An evaluative reaction to referent or attitude object, inferred on the basis of individual's beliefs or opinions about the referent."

Attitude is a combination of three components (Gardner, 1985, Millon, Lerner and Weiner, 2003, Weiten, 2013, Jain, 2014, McLeod, 2014). They are:

**Affective component:** It means what the person feels about the attitude component. It is related to the person's emotion about the target object (McLeod, 2014).

**Behavioral component:** It means the impact of the attitude on the person's action or behavior (McLeod, 2014).

**Cognitive component:** It means the person's 'belief' or 'knowledge' about the target object (McLeod, 2014).

**Author:** Faculty member United International University, Nobonir Government Officers' Residence, Khilji Road, Mohammadpur, Dhaka, Bangladesh. e-mail: n.l.bristi@gmail.com

The current study will investigate Bangladeshi engineering EFL learners' attitude towards English language learning based on these three components of attitude.

*b) Attitude and foreign or second language learning*

In order to learn a language it is not enough only to get the knowledge about the language but also one needs inspiration to learn the language (Hossaini and Pourmandnia, 2013). The inspiration most of the time comes from a person's positive attitude.

Language attitude can be positive or negative. Whatever it is, it reflects 'linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status etc.' of the learners. (Richard, Platts, and Weber, 1985).

Second language learners' attitude to learning the language does not grow over night. It gradually develops as the learners get exposure to the language, the language speaking communities and experience the learning context. Benin (2002) cited from Gardner (1985) that, Second language learners' attitudes to language learning are influenced by two types of factors.

Firstly, there are factors that influence the attitude even before starting learning the language. Secondly, there are factors that influence the attitude during learning the language.

Benin (2002) explains that, before entering into a learning context, second language learners may have either positive or negative attitude to learning the language. These attitudes are influenced by how the learners feel about the language or the people who speak the language. Moreover, Benin (2002) also cites from Gardner (1985) that here learners' motivation also plays an important role in determining their attitude before beginning to learn the language.

Benin (2002) further points out, attitude to learning a second language may develop when the learners are already learning it. He asserts that, these attitudes can be either good or bad for the learners. In this situation the language course the learners are taking and the teachers under whom they are learning will create either positive or negative attitude. At this stage also learners' attitude to learning the second language is influenced by factors like their anxiety, their parents' attitudes to that language, their intensity of motivation.

Gardner (1985) also mentions that, it is the language training which creates positive attitude towards the foreign language culture, foreign language learning, and foreign language speaking community. The present study will focus on the attitudes that learners grow during attending the English courses offered by their universities.

Brown (2000) thinks that, a positive attitude accelerates the language learning success and the success reinforces the attitude whereas a negative attitude causes low motivation and failure in language

proficiency. He also thinks that, it is possible to change the negative attitude by direct exposure to target language and language speaking group and culture. An indirect exposure to the language like movies, television, books, newspaper, and magazine produce lower motivation. They create low motivation among learners.

So, in a nutshell it can be said that, learner's positive attitude and learning success are complementary to one another.

Du (2009) talked about the influences of learner's attitude on Second Language Learning (SLA). The influences are following:

- L2 learners with positive attitude learn the language easily and quickly. On the other hand, L2 learners with negative attitude learn the language slowly.
- Learners' attitudes determine learners' commitment. Learners who give up learning in halfway are passive. They possess lower commitment and their achievement is also lower than learners with positive attitude.
- Attitude controls the class performance. Learners with positive attitude are more active in class and possess higher grade.

*c) EFL in Bangladeshi Context*

In most Bangladeshi schools, colleges teaching and learning English is completely exam oriented (Chowdhury and Karim, 2014). Teachers only teach those skills which will help students to get good grades in their public exams. At secondary and higher secondary levels speaking and listening are not tested. Accordingly, listening and speaking skills remain untaught (Chowdhury and Karim, 2014). Students barely feel any interest to do anything in English except reading or writing the things that are beneficial for their exams. Moreover, the teachers' competence in teaching English is often not up to the standard (Sultana, 2014). All these things together are generating poorly English competent learners for the higher level of education.

These poorly competent students, majority of who are from Bengali Medium schools and colleges (Sultana, 2014) join different public and private universities in Bangladesh. Both in private and public universities class lectures are delivered in English. All the things students read or write in the class are in English. They have to speak in English in the class. Even the exams are conducted in English (Sultana, 2014). The researcher observed that, this sudden change at this stage of education often makes students perplexed.

To help these students to deal with their linguistic difficulties, in both public and private universities they are supplemented with remedial English courses (Sultana, 2014). The names of these courses vary from university to university, such as English I, English 101, Basic English etc. whereas the contents are more or less same. Sultana (2014) finds

that, these courses are not being fruitful enough. But, before imposing any complain on the courses, it would be wise to fathom the attitudes of the learners.

#### d) *The public and private university division*

The differences between public universities and private universities and their students both in Bangladesh and the world is a very popular topic among researchers. In Bangladesh since the establishment of Dhaka University in 1921, public institutions had been the mere place for higher education until 1993. As the pressure of students grew, the government passed the private university act in 1992 (Commission, 2009). Since then private universities have brought great changes in higher education sector of the country. In a study by Mazumdar (2013) it is found that, the level of satisfaction about the institution is higher among the students of private universities than that of among the students of public universities. Yet, the demand to study in a public university has remained very high. Limited cost, dormitory facilities, qualified teachers attract students to the public universities. Hence, every year a huge number of students compete to get admission in the limited number of seats in the public universities. According to Khan and Jawad (2015) in 2015 more than three lakh students competed for the 6582 seats in Dhaka University. Among the rest 2.94 lakh students, some of them will get chance in other public universities. But even that won't suffice either as seats are limited. Consequently, many of those students will take admission in different private universities. Therefore, it is generally believed that, those who get chance in public universities are the best students of the country. Naturally, people question the qualities of those who got admitted in private universities. These differences have led to a number of researches between the students of private and public universities, for example difference in ability to assess higher education between public and private university students in Pakistan (Mansoor, 2004), difference between male students of public and private university (Zaman and Muhammad, 2012), and differences in code switching between public and private universities (Chowdhury, 2013). All these debates and researches stimulated the writer to compare the second language learning attitudes of the students of public and private universities in Bangladesh.

### III. STATEMENT OF THE PROBLEM

Researchers and educators have long been trying to upgrade the status of teaching and learning English. They are voicing many socio-economic, logistic and educational deficiencies of teaching and learning English in Bangladesh. Many of those issues have also been addressed. Yet, it cannot be claimed that, Bangladesh university EFL learners are satisfactorily good in English. So, there is a need to look deeper into

the problem: the minds of the learners. Nevertheless, little is known about how Bangladeshi EFL learners react when they learn English. Hasan (2010) has very partially discussed the attitudes of high school level learners' attitudes to English speaking Bangladeshis and English language. On that account, the researcher explores Bangladeshi engineering EFL learners' attitude to learning English. In the scope of the study, it will also seek the differences between the attitudes of public and private university learners.

### IV. RESEARCH QUESTIONS

The current study will seek the answers of the following questions:

- What are the attitudes of Bangladeshi engineering EFL learners to English language learning in terms of their feeling, cognition and behavior?
- Is there any major difference between the attitudes of public university engineering EFL learners and private university engineering EFL learners to English language learning?

### V. AIMS OF THE STUDY

- To increase positive attitude of learners.
- To facilitate learners with successful learning.
- To make learners and educators aware about learners' attitude to learning foreign language.
- To make teaching English more effective.

### VI. SIGNIFICANCE OF THE STUDY

The study has multifold importance. To begin with, it will enable the education planners and course designers and educators to realize exactly how they should approach their students. If the students' attitudes are known, it will be easier for them to address the psychological barriers of the group of students to language growth. Then, the study is directly beneficial for the learners. In some cases may be learners are not actually aware about their attitudes. This study will help them to examine their own attitudes and take care of their negative attitudes.

### VII. RESEARCH DESIGN

The study exploits a quantitative approach. To conceive the attitudes of engineering EFL learners a questionnaire survey was conducted. The particulars of the research design are reported below:

**Reliability:** A reliability test ensures whether the research tool leaves the same result if it is conducted in different times with the same population (Kimberlin and Winterstein, 2008). The acceptance of a research paper is increased through a reliability test. For testing reliability the steps suggested in Radhakrishna (2007) were followed. At first a pilot study among 20 students from the target population who were supposed to participate in the final survey was conducted. Then a



Cronbach's alpha test was run to ensure the internal reliability of the questionnaire items. The total internal consistency of all 34 questionnaire items is 0.716 which

is good. The individual internal consistency for the three attitude categories (emotional, cognitive and behavioral) are given below:

Serial	Attitude category	Number of items	Internal consistency
1.	Emotional attitude	12	0.720
2.	Cognitive attitude	12	0.740
3.	Behavioral attitude	10	0.808

**Questionnaire development:** For collecting data about engineering EFL learners' attitude towards English language learning, a 34 items questionnaire was used. While developing the questionnaire, Soleimani and Hanafi's (2013) attitude test questionnaire which was adopted from Zainol Abidin, et al. (2012) was consulted and modified for the context of Bangladeshi students. The questionnaire items were carefully adopted, developed and selected based on the researcher's primary observations of students' attitude towards learning English.

**Participants:** In this research 67 students who are majoring in Computer Sciences and Engineering (CSE) from United International University and Jahangirnagar University participated. They are the first year students of their respective universities and they are taking this English course as a mandatory made by their universities. 34 of the participants were from Jahangirnagar University and 33 were from United International University.

**Selecting the participants:** The external validity of a research can be ensured by proper method of selecting the research participants who are representative of the particular type of population (Ondercin, 2004). Considering the advantages of convenience sampling (Leard Dissertation, Convenience Sampling, 2012) the participants were selected on their availability. For collecting data from private university engineering EFL learners, a group of CSE students who were doing English I course under an English teacher in UIU were

selected. Before collecting data both the teacher's and students' consents were taken. Data were taken during the class. The researcher personally administered the data collection procedure. For collecting data from public university the particular English teacher who was taking class with CSE students were contacted first. The teacher arranged the data collection at a different time other than the class time. The teacher informed his class about the research and the students who were willing to participate, appeared on that time. Since JU is far from the researchers' place, the data were collected through a research assistant.

**Data Analysis:** In order to find students' attitude towards English language learning descriptive statistics was used. In the results two aspects of descriptive statistics are shown: 'Mean' to show the average attitude of the students and 'Standard Deviation' to show how students varied in their responses. To find if there is any difference between the attitudes of public and private university students' attitude to English language learning an 'Independent T-test' was conducted. SPSS version 16.0 was used to find the results.

## VIII. FINDINGS OF THE SURVEY

### a) Overall emotional, cognitive and behavioral attitude of Bangladeshi Engineering EFL learners

This section will explain the findings of the attitudes of engineering EFL learners in Bangladesh. The findings are as follow:

**Table 1 :** Descriptive report of engineering EFL learners' emotional attitude to English language learning

Serial	item	N	Mean	Std. Deviation
1	I feel excited if I can communicate in English with others	67	1.7463	.74556
2	My English class is so interesting. I enjoy my English class a lot.	67	2.1642	.68749
3	When I study English subject, I feel inspired to learn my other subjects too as the books are written in English	67	2.1791	.86909
4	I feel very nervous when my teacher ask me to say something in English	67	2.7015	1.26748
5	I feel very shy to practice speaking with my friends and family	67	2.9403	1.26588
6	I feel bored when I have to do exercises (reading, writing, grammar etc.) in my class	67	3.2090	1.16173
7	I feel much tensed before my English exam	67	3.4925	1.18543
8	If I perform bad/get less marks than my expectation in English Exam, I lose all my interests to study this subject	67	3.2537	1.28326
9	When I fail to communicate in English (inside/outside) class, I feel I am not a smart person	67	2.6418	1.12414
10	I think learning English is a waste of time and energy	67	4.3284	.97527
11	I wish I could drop this course	67	4.1791	.90328
12	To be honest, I have little interest to learn English	67	3.1493	1.39538

Items 1, 2, 3, 11 and 10 are indicators of positive attitudes. The table affirms that learning success enhances their positive feeling and which in turn can bring more success (item-1). Students also realize the importance of learning English (item-10), which can motivate them to have a positive attitude when learning English. Students are quite positive about the English courses that are offered in their universities, and they are very much willing take and study those courses (items 2, 11).

Item numbers 6, 7, and 8 signal lightly positive attitudes. Students enjoy English activities in class sometimes and they remain somewhat stress free before their English exam which in turn can increase their motivation and strengthen their positive attitude. Besides, bad performance in English exam sometimes contributes to build up negative attitudes too.

On the other hand, item numbers 4, 5, 9 and 12 indicate students also have some negative attitudes. They experience anxiety while trying to speak in English. As long as a student cannot overcome his/her shyness and anxiety it is not possible to achieve the language. Even Their linguistic failures lead to grow a negative attitude even about their personality and skills; hence, it causes lack of confidence. In Bangladesh English is taught from class one. Yet when a student comes to the university he/ she knows very little about using the language in real life situation. In university also the major stress on grammar. Therefore, students gradually lose their interest to learn English. Students have also admitted their mild lack interest to learn English (item-). If learners lack genuine interest for learning the language, it becomes tough both for the learner to learn the language and teacher to teach the language.

*Table 2* : Descriptive report of engineering EFL learners' cognitive attitude to English language learning

Serial	item	N	Mean	Std. Deviation
1	I think learning English is important because it makes me more educated	67	1.5821	.81926
2	I don't understand most of the lectures of my English class	67	3.6418	1.06886
3	I can't summarize the important point of something that is written in English	67	3.4179	1.10302
4	I can't properly express my feelings, thoughts, ideas in English	67	3.0149	1.09396
5	Frankly speaking, I study and know English as much as I need to pass the exams	67	2.8507	1.25835
6	I can use the knowledge of English subject when studying other subjects	66	1.9242	.91669
7	Learning English helps me to communicate more effectively like talking to teachers, foreign friends , different officers etc.	67	1.7164	.88431
8	I am not satisfied with my English skills	67	2.2090	1.05223
9	I don't know what to do to improve my English communicative skills	67	3.0746	1.15881
10	I often compare myself with my classmates to judge my English proficiency	67	2.5373	1.17200
11	learning English seems difficult and complicated to me	67	3.2239	1.25313
12	I want to study English more in future and gain more knowledge about this language	67	1.7463	.91027

Bangladeshi engineering EFL learners in some cases are highly positive in their cognitive attitude towards learning English. Students think that, learning English is importance for their development which unfolds their motivation. They also agreed that, they can utilize their knowledge of English courses when studying their major courses. Furthermore, they believe these courses help them to make better communication. In this sense the English courses in universities are meeting their objectives to some extent. Universities in Bangladesh aspire to create professionals who can communicate with world and make a better future for themselves and their nation. They try to use different methods of teaching English which help learners to learn English for real needs. Item 10 exposes that, Engineering EFL learners in Bangladesh compare their English skills with their peers to judge their own skills.

This kind of meta-cognitive awareness about their own learning will promote their autonomy and increase their level of success. Finally, the participants showed their desire to learn English even after the courses are over. This means they are very positive learners.

The mean scores of 2, 3, 4, 9 and 11 illustrate moderately positive attitudes of the participants. Students think they are moderately capable of understanding English class lectures, expressing themselves and improving their English skills. This may be because the medium of instructions is English, so they get used to it as time passes. The universities also introduce advance ways of improving English skills, so the engineering students are also becoming efficient in learning English. Participants also agreed that, they have mild difficulty in learning English. Needless to say, although Communicative Language Teaching (CLT)

method has been introduced in Bangladesh since the 90s, the teaching of the four skills is still questionable. Specially, in secondary and higher secondary level students hardly practice any authentic skill. Since the basis is weak, even at the university level they struggle to achieve the language.

The mean scores of item number 5 and 8 evince highly negative cognitive attitudes of engineering EFL learners of Bangladesh. Participants acknowledged that, they want to learn English only to pass the exam.

The exam oriented learning of English can never help them learning English for real purposes. Students forget most of the things they learnt in the class immediately after the exams are over. This happens because these courses still stick to a lot of grammars and the materials often fail to arouse interests among the learners to continue learning outside the class. Consequently, students live on with strong dissatisfaction about their English skills (item-8).

*Table 3* : Descriptive report of engineering EFL learners' behavioral attitude to English language learning

Serial	item	N	Mean	Std. Deviation
1	when I see someone in my class is speaking in English, I want to practice speaking with him/her	67	2.1940	.94129
2	I try to make friendship with those who are good in speaking English in my class	67	2.3582	1.11058
3	If I don't understand a topic, I don't hesitate to ask my teacher to explain it again more clearly	67	2.4030	1.08795
4	I try to practice English speaking like native speakers do	67	2.2239	.98197
5	If I miss my English class, Later I ask my teacher and friends about what were taught and I try to take their help to understand those topics	67	2.1194	.94584
6	I don't pay attention when my English teacher explains the lesson	67	3.7164	.95037
7	I keep myself updated about the latest ways of learning and improving English	67	2.4478	1.01926
8	While studying English, if I don't get confused about a topic, I take help of internet to understand it clearly	67	2.1343	1.19209
9	I practice English communicative skills that I learn in my English class with my family	67	2.9104	1.23988
10	I try to develop my English communicative skills whenever I get chance	67	1.9254	.89296

Bangladeshi Engineering EFL learners have absolute positive behavioral attitude to learning English as can be seen from table 3. The overall mean scores of this table range from 1.9 to 3.7. Students are very much active in their behavioral attitude to learning English. They try to increase their communicative skills by participating in conversation with more efficient peers and family members (item-1, 2, 9). Additionally, they try to communicate with native speakers which is a positive approach to improve their English communicative skills. They are interested to avail teacher's or peer's help in order to overcome their lack in learning. Even they are very enthusiastic about asking teachers' clarification during the class lecture which indicates both their intensity of motivation and positive attitude. These participants have also affirmed that they utilize modern technologies like internet to improve their English skill. It cannot be doubted they are the language learners of the era of technological advances. For the recent years, the use of Computer Assisted Language Learning (CALL) in private universities has increased (Joher, 2014). It will make them more independent and self-aware learners. Item number 10 unveils that, students are highly interested and involved in developing their English skills. Item number 6 is mildly positive. It means students

sometimes don't render enough concentration during the English lecture.

*b) The differences between the attitudes of public and private university engineering EFL learners*

The second research question aimed to find the major differences of attitudes between public and private university engineering EFL learners. Therefore, the following tables and discussion will focus only on the major differences found in the Independent T-test.

**Table 4 :** Differences of emotional attitudes between public and private university engineering EFL learners

Item		T.	Sig. (2-Tailed)	Status	Public University Mean Score	Private University Mean Score
If I perform bad/get less marks than my expectation in English Exam, I lose all my interests to study this subject	Equal variances assumed	-2.074	.042	Sig.	2.9412	3.5758
	Equal variances not assumed	-2.084	.041			
I wish I could drop this course	Equal variances assumed	-2.255	.027	Sig.	3.9412	4.4242

Table 4 manifests two significant differences of emotional attitudes between public and private university learners. To be clear, no significant difference was found in other ten items of their emotional responses. Findings witness that, public university learners grow more negative attitudes than private university learners following their bad performance in English exam. One possible explanation for this can be

public institutions have less opportunities and exposure to learn English. This table also elucidates that, private university learners are more prone to drop English course than public university learners. This is because there is always the option to take the course throughout the education years. But this opportunity is not available in public universities as they offer English courses once in a year.

**Table 5 :** Differences of cognitive attitudes between public and private university engineering EFL learners

Item		T.	Sig. (2-Tailed)	Status	Public University Mean Score	Private University Mean Score
Frankly speaking, I study and know English as much as I need to pass the exams	Equal variances assumed	-2.398	.019	Sig.	2.5000	3.2121
	Equal variances not assumed	-2.401	.019			
learning English seems difficult and complicated to me	Equal variances assumed	-3.259	.002	Sig.	2.7647	3.6970

Table 5 reports two significant differences of cognitive attitudes of the two groups of students. Here also no significant difference was found with rest ten items of cognitive attitudes. This table unfolds that, public university learners are keener on exam oriented learning of English than private university learners. May be it is because private universities are highly concerned with the English medium instructions. They continuously monitor students' English which is not done in public universities. As a result, private university learners are bound to learn English for their betterment. Moreover, it has also been found that, public university learners find learning English more difficult. Because of better modern facilities in private universities, they excel public university learners in overcoming their learning difficulties.

Interestingly, no significant difference between public and private university engineering EFL learners

has been found regarding their behavioral attitudes. This may be because both are aware that, learning English is important and they behave likewise.

### c) Discussion of the findings

The findings of the study have strong connection with the theoretical and research literature. Benin (2002) emphasizes that, the course and the course teachers are important sources of positive attitude. In table 1 it can be seen learners have positive emotion regarding their English class, teacher and courses. The participants of this study experience anxiety and lack of confidence while trying to speak in English. Benin (2002) has mentioned learners' anxiety produces negative attitude. Similarly, Lo (2013) found that, Japanese students face shyness and anxiety and lack of confidence when trying to communicate in English. The participants of this study are positive and



not willing to drop their English courses. Du (2009) also stated that, positive learners do not give up learning halfway. Soleimani and Hanafi (2013) found that, Iranian learners have highly positive emotional attitude towards learning English whereas Bangladeshi engineering EFL learners have somewhat positive emotional attitude to learning English.

Secondly, in table 2 learners have affirmed that, they motivated to learn English. Benin (2002) cited from Gardner (1985) that, learners' motivation determine the type of their attitude. So, theory suggests Bangladeshi EFL learners are quite positive learners. Tahaineh's (2013) study on Jordanian students and Chalak and Kasanian's (2010) study on Iranian students also confirm that, the participants are motivated learners. Bangladeshi EFL learners have mild difficulty in expressing themselves, understanding lectures, and improving their English skills. According to Richards, Platts and Weber (1985) these learning difficulties are the reflections of negative attitude. Similar results were found in Asmari's (2013) study on Saudi undergraduate learners and Shivaraman, Balushi and Rao' (2014) study on Omani EFL learners. In contrast, Soleimani and Hanafi's (2010) research on Iranian Medical students revealed that, they have highly positive cognitive attitude to learning English. Thereupon, it can be summed up that, Bangladeshi engineering learners are most in congruence with their similar learners in other countries. Moreover, in table 3 Bangladeshi engineering EFL learners have very positive behavioral attitude to learning English. They try to involve in activities which will enable them to improve their English. Du (2003) affirmed that, learners with positive attitude are active and successive thriving learners. The findings of Soleimani and Hanafi's (2013) study are identical. On the other hand, study of Shivaraman, Balushi and Rao (2014) and Lo (2013) indicate Omani and Japanese students not that much active in learning English. Therefore, it seems Bangladeshi engineering EFL learners gave a greater prospect of learning English to face the competitive world.

Finally, in table 4 and 5 it is evident that, private University learners have more positive attitudes than public university learners. In a study Bektas-Cetinkaya and Oruc (2010) they have found that private university learners spend more time in learning English than public University learners do. In Chepcheng, Kiboss, Sindabi, Kariuki, Mbugua' (2006) research they also found that private university learners have more positive attitude to their university campus.

So it can be concluded that, the differences between the attitudes of Bangladeshi public and private university EFL learners to learning English is not a detached phenomenon. Rather it is one of the universal conditions of learning English.

## IX. RECOMMENDATIONS

Firstly, the exam oriented learning of English is the greatest obstacle to both teaching and learning English. Using authentic materials like reading literary texts, authentic writing activities like keeping journal, writing letters, role playing, listening to music or topic of interest can change this attitudes. These types of activities will not only help them overcoming their anxiety and lack of confidence, but also will help them to practice English skills outside the class.

Secondly, helping students overcome their emotional barrier is pertinent. Because of little exposure to the language, they can hardly come out of these mental barriers. So, more and more exposure both inside and outside the class should be made. It can be done by arranging debates, speaking games which they can also do outside the class. Teachers can also personally encourage the students to raise the level of confidence.

Thirdly, in public universities the classes are large and hardly have any technological support. On the other hand, the classes in private universities are comparatively small; hence, individual students get more attention. Then the use of technology also makes students of private universities to learn better. Therefore, to motivate and enhance learning success of the students of public universities, the number of students in class should be reduced to at least half and the use of technology should be increased.

In addition, the study can be reproduced in a larger version. This study was conducted in a very small size among only 67 students of one private university and one public university. Consequently, the results may not be generalized for all the undergraduate engineering students of the country. So, to get a more valid result, further study with larger group of participants from many more public and private universities should be administered.

Finally, the emotional and cognitive attitudes that Bangladeshi engineering EFL possess, can be directly related to and also inherited from their language learning experiences in secondary and higher secondary levels. As a result, the researcher strongly recommends that, more studies on the attitudes of secondary and higher secondary level learners ought to be carried out.

## X. CONCLUSION

The study under consideration has helped to get important insight into both public and private university Bangladeshi engineering EFL learners' attitude to learning English. Both groups possess moderately positive attitude learning English. They also own some very strongly influential negative attitudes. The findings also suggest that, public university students have more negative attitudes than private

university students. Therefore, it can be understood that, Bangladeshi engineering EFL students need to boost their attitudes to have better success in learning English. To say the truth, it is not easy to deal with learners' attitude as Elyidirim and Ashton (2006) mention it is a complex feature of human social and psychological practices. In this circumstance, the teachers, the planners and the learners of Bangladesh should work together to strengthen learners' positive attitude and to increase learning success.

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