



A STUDY OF ENGLISH TEACHING PROBLEMS AND NEEDS OF
ENGLISH TEACHERS IN GOVERNMENT PRIMARY SCHOOLS
IN CHITTAGONG, BANGLADESH

VEN. KORUNANANDA SRAMON

A Thesis Submitted in Partial Fulfillment of
The Requirements for the Degree of
Master of Arts
English (International Program)

Graduate School
Mahachulalongkornrajavidyalaya University
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Thesis Title : A Study of English Teaching Problems and Needs of English Teachers in Government Primary Schools in Chittagong, Bangladesh

Researcher : Ven. Korunananda Sramon

Degree : Master of Arts in English (International Program)

Thesis Supervisory Committee : Asst. Prof. Dr. Veerakarn Kanokkhamalade
B.A. (English), M.A. (Linguistics), Ph.D. (Linguistics)
Assoc. Prof. Dr. Preecha Kanetnog
B.A. (Educational Administration)
M.A. (Linguistics), Ph.D. (Linguistics)

Date of Graduation : March 2017

Abstract

This thesis is submitted in partial fulfillment of the requirements of the Master of Arts in Program in English.

The main purpose of this research was to investigate the English teaching problems of English teachers in government primary schools in Chittagong and to bring out teacher's opinion on additional ways to solve the problems discussed in the research.

The following research is based on a documentary research, questionnaire and interview. The study can be divided into three stages: (1) studying the problems relating English teaching, English teacher's needs and their attitude towards their problems; (2) collecting and analyzing the data for the pursuit of meeting the objectives and the research questions; (3) drawing the conclusion from the collected data to answers the questioned posed in the research.

The study begins with by exploring the background of the educational system of Bangladesh. The middle part of the thesis deals with the investigation of present situation of teaching English in the government primary schools in Chittagong.

The data was collected from a variety of primary and secondary sources, research papers, personal interviews and reports from professional seminars and magazines. Under the investigation was also the texts related with the government primary school books and thesis dealing with the development of educational system in the primary schools in Chittagong.

The final part of the thesis focuses on the findings from interviews and through analyzing those data. The study provides important information on English teachers subjective opinion on English teaching problems and how to overcome those challenges.

Conclusions are drawn and suggestion for further research are made.

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I would like to express my deep gratitude and thanks to my teachers and academic advisors committee, Assoc. Prof. Dr. Preecha Kanetnog and Asst. Prof. Dr. Veerakarn Kanokkhamalade for their support, supervisor and valuable advice on this thesis guidance in the fulfillments of the requirements of the Master of Arts in English (International Program). This research has become possible with the kind support and encouragement that I received from teachers, friends and many other people.

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Ven. Korunananda Sramon

February 20, 2017

List of Abbreviations

ed(s).	=	editor(s)
etc.	=	<i>et cetera</i> / so on
<i>Ibid.</i>	=	<i>ibidem</i> / in the same place
no.	=	number
<i>Op. Cit.</i>	=	<i>opere citato</i> / as referred
p(p).	=	page(s)
vol(s).	=	volume(s)

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Chapter I

Introduction

1.1 Background and Significance of the Study

As in many countries around the World, in Bangladesh English is compulsory in primary education. English is being introduced to ever younger children.

During the Pakistan period, as a legacy of British rule, English was a second language in Bangladesh (the then East Pakistan). The educated or even fairly educated people had to use English for official, professional, educational and other purposes. However, after the War of Liberation in 1971 in independent Bangladesh

the official status of the English language changed to that of a foreign language. In this monolingual country people could do almost everything in Bengali, thus not using English in real life communication, they started facing problems when they required to communicate in English. More recently, in the EFL situation in post-liberation Bangladesh, English has regained an important unofficial status. English is used in many government, semi-government and private organizations along with Bengali.¹

Bangladesh is basically a monolingual country. However its education policy and curriculum mandate English as a compulsory second language because of its global nature, Ministry of Education, Bangladesh.² Thus for students who study at least to graduation level, English is taught as an essential subject for more than fourteen years of their educational life. For nearly two decades, the Communicative Language Teaching (CLT) approach has been used to teach and learn English in Bangladesh. CLT has the

¹ Ainy, Salma. "English Language Teaching in Bangladesh", **Journal of Distance Education**, Open University: Changing Scenario, p. 112, Retrieved (9 January 2015), (Online Research) online Research, http://cemca.org.in/ckfinder/userfiles/Ainy_Salma__0296.pdf.

² Ministry of Education, Bangladesh (MOE), **National Education Policy**, Retrieved (9 January 2015), Online Research. <http://www.moedu.gov.bd/>.

reputation of being one of the best approaches for second or foreign language learning.³

The students and teachers in Bangladesh's public schools come from a wide variety of economical and educational backgrounds. Many of the teachers themselves lack proficiency in spoken English and most of the teachers have no training in English language teaching. The effect of using the traditional teaching methods has proved to be counterproductive, encouraging rote learning. The students study English as a required subject, work hard to memorize the textbook contents and language forms and get high marks in their exams, yet the majority are unable to acquire even a minimum competence in the language needed for effective communication.⁴

In Bangladesh, schools belong to both government and private sectors. English is not taught in the beginning classes at the government institutions, and others do not need to study English at all for 14 years. Therefore it is no surprise that many graduates do not speak English at all. He will face difficulty with get better job and stand better chances of getting foreign scholarships for higher studies. In this way, the majority of the student cannot be ensured the policy of giving equal opportunity to everyone in Bangladesh society.

My study will examine the English teaching problems and the needs of English teachers in government primary schools in Chittagong, Bangladesh with the aim to study the needs and problems, mapped (map out), and find possible solutions.

1.2 Objectives of the Study

The purpose of this research is to investigate the English teaching problems of the English teachers in government primary schools in Chittagong. Also the study aims to bring out the teachers own opinions on possible solutions and to find additional ways to solve the problems founded in this research.

1.2.1 To study the English teaching problems in government primary schools in Chittagong, Bangladesh.

³, S. J, Savignon, S. J., **Teaching English as Communication: A Global Perspective**, **World Englishes**, Vol. 22, (2003): Pp. 55-66.

⁴ Mollah Mohammed Haroon-Ar Rasheed, "Learning English Language in Bangladesh: CLT and Beyond", Government Teachers Training College, **Bangladesh Critical Literacy: Theories and Practices**, No. 6/2 (2012):Pp. 31.

1.2.2 To study the needs of English teachers in government primary schools in Chittagong, Bangladesh.

1.2.3 To investigate the English teachers attitudes and understandings towards the problems and the needs and their visions about the possible solutions.

1.3 Statement of the Research Questions

1.3.1 What are the English teaching problems in government primary schools in Chittagong?

1.3.2 What are the English teachers' needs, attitudes and understandings towards the problems?

1.3.3 What are visions about the possible solutions of the English teachers and researcher?

1.4 Scope of Research

This thesis is aimed to examine the English teaching problems of English teachers in government primary schools in Chittagong, Bangladesh by studying and analyzing thematic documents and interviewing teachers and analyzing results.

The aims of this study are to map out the problems of the English teachers, find out their attitude to the problems and their vision of the possible solutions to these problems.

1.5 Definition of the Terms Used in the Research

English Teaching Problems – the problems concerning the teaching method and its suitability and compliance with the students' needs and expectations; problems in speaking (versus grammar); institutional problems (government and private educational institutions); teaching material and student understanding and motivation to study English.

Government Primary Schools – Government funded schools throughout Bangladesh. These studies mostly begin from year 1 to 5, conducting one final exam. All government primary schools follow the National Board Curriculum.

Chittagong – a major coastal seaport city and financial center in southeastern Bangladesh, located on the banks of the Karnaphuli River between the Chittagong Hill

Tracts and the Bay of Bengal. Population of the city is over 6.5 million, which makes it the second largest city in Bangladesh.

1.6 Review Literature and Research Works Concerned

1.6.1 Mollah Mohammed Haroon-Ar Rasheed. *Learning English Language in Bangladesh: CLT and Beyond*. Critical Literacy: Theories and Practices 6:2, 2012.

This article examines the nature and effectiveness of current English language teaching and learning in Bangladesh. Findings are reported from a study looking at the Communicative Language Teaching (CLT) approach in schools and its limitations within the Bangladeshi context. This work is used as a basis on which to critically examine the broader context in which language learning occurs, particularly the degree to which the implicit goal of participatory membership of a global community is one that can be achieved. The discussion is drawn from personal experience, though it also incorporates theoretical concepts encountered in studying global citizenship. The paper concludes that changes to CLT, and policies associated with its use, are needed; however, it also argues for the need to include critical thinking in classrooms in order for children to develop into global citizens within the context of Bangladesh.

1.6.2 Amol Padwad. **Research in English Language Education in Indian Universities: A Directory**. Lulu.com Publication, 2014.

This directory is the first ever compilation of bibliographic data of research in English language education (ELE) from over 80 universities of India in the last 30 years. It covers particularly the theses and dissertations in ELE in Indian universities. The data consists of over a thousand entries, which can be searched in various ways - by keywords, levels of learners, geographical areas, universities or authors. In most cases, links are also provided to locate particular works in the libraries of respective universities. The book will be useful to those interested in studying the developments in English language education in India and those who wish to undertake research in ELE themselves.⁵

⁵ Amol Padwad, **Research in English Language Education in Indian Universities: A Directory**, (Lulu.com Publication, 2014), Retrieved (12 May 2015), online Research https://books.google.co.th/books?id=vMvRbWAAQBAJ&dq=study+english+teaching+problems+in+Bangladesh&source=gbs_navlinks_s.

1.6.3 Richard Baldauf, Robert Kaplan, Knonko Kamwangamalu, Pauline Bryant. **Language Planning in Primary Schools in Asia**. London: Routledge, 2013.

In foreign language education, decisions must be taken on what languages to teach, who will teach them, in which schools (i.e. all, only urban, only rural), in which grades, the number of hours a week, and the cost involved. This book explores the answers to these questions across a number of Asian polities. It illustrates why some of the efforts undertaken are successful and why some are not, why – despite significant investments of time and resources – some students do not seem to acquire the languages being taught, and why some teachers responsible for instruction in the designated foreign languages have problems achieving fluency in the designated language or have other language teaching difficulties. It suggests some strategies various polities might attempt to achieve their stated language learning objectives.

This book was originally published as a special issue of *Current Issues in Language Planning*.⁶

1.7 Research Method

The purpose of this research is to examine the problems and the need of English teachers in government primary schools in Chittagong, Bangladesh to map out network of the problems and analyze the possible solutions.

This study is a documentary research and qualitative research, focusing on studying documentations and interviews. The study can be divided into three stages:

1.7.1 Studying English teaching problems, English teacher's needs their attitude and understanding toward the problems and English teacher's vision about the possible solutions in government primary schools in Chittagong, Bangladesh.

1.7.2 Collecting the data (interview) and analyzing the data collected in the pursuit of meeting the objectives and the research questions.

1.7.3 Drawing the conclusion from the collected data, identifying the conclusion to arrive the answers to the questions posed by the research questions.

1.7.4 Discussion, conclusion and suggestions for future research.

⁶ R. Baldauf, R. Kaplan, K. Kamwangamalu & P. Bryant, **Language Planning in Primary Schools in Asia**, (London: Routledge, 2013), Retrieved (12 May 2015), Online Research <http://www.routledge.com/books/details/9780415520843/>.

1.8 Expected Benefits of the Study

1.8.1 To have a comprehensive understanding about English teaching problems of English teachers in government primary schools in Chittagong.

1.8.2 To achieve an understanding of the reason of this problems.

1.8.3 To provide a possible solutions to overcome the problems of English teachers in government primary schools in Chittagong.

Chapter II

Primary Education In Bangladesh

This research concerns English teaching problems, which has been collected before. It is considered to be a significant part of the research in reviewing the research work that is related to the concept of English teaching problems and other related fields. This major source of information consists of books, research journals, dissertations and many sources of information on the English teaching problems to be investigated, which utilize the significant parts in planning to do this study.

2.1 Resuming History

Bangladesh, a newer state in an ancient area with a blended heritage in education and culture. While the state now has a formal education system, it used to rely on opinionated and informal teaching. This informal system of education focused heavily on theology and philosophy as subjects of study. Over time, however, this system became more formalized due to geopolitical and religious changes. Ancient Bengal, which started as a Hindu society, is today the more conservatively Islamic nation, known as Bangladesh. Due to these changes, a chronological history of Bangladesh and epos's education systems and practices has been released. Many aspects of traditional primary education in Bangladesh, as well as the strengths and limitations of those systems under several different ruling systems throughout the ages are included.

The People's Republic of Bangladesh is a parliamentary democracy with a multinational parties system. Along the history of Bangladesh was a part of the India in 9th or 8th century B.C within the two centuries British dominated to India. When the British left after that India faced a long struggled of political independence. Basically, then India was divided into two nations such a Hindu majority, secular India; and Muslim-majority, secular Pakistan. Later on, Pakistan also was divided into two parts such as East Pakistan or East Bengal and West Pakistan or West Bengal. The people of East Pakistan recognized as Bangladesh became increasingly impatient when they realized that valuable resources were being transferred from their region to West Pakistan. So,

Bangladesh was dominated also from the West Pakistan presently well known as Pakistan. After bloody fighting between two nations for many years, when Bangladesh became independent country from the Pakistan in 1972.

Back to the history of educational constitution in Bangladesh the significant legacy of the British rule, namely English Centered Public Education. In the former East Pakistan or East Bengal, the state language was Urdu. Despite British influence, the majority of Bangladesh students use Bengali language as their medium but English subject is compulsory in schools, colleges and universities. Students have to studies English subject in academically. The parallel institutions of religiously based education, called Madrasa use Urdu, which is vastly different from Bengali. Since 1998 to 2015 the educational system seems to be hugely improving day by day in Bangladesh. The education system in Bangladesh encompasses both formal and non-formal education. The government of Bangladesh established many government primary schools, non-government Primary schools, Colleges and Universities.

The area now comprising Bangladesh developed a rich cultural heritage with a widespread system of elementary education that dates back from the Pala Dynasty and spreads up to the Muslim rule between 6th and mid -18th century. Early educational activities started centering Buddhist monasteries, temples, stupas and ‘most probably other establishments erected on the crests, slopes and foots of the hills Led by Buddhist Monks the system of basic education was largely based on the teachings of Buddha on humanism and tolerance, and religious principles of ‘Nirbana’ as the ultimate destiny of human soul Besides religion, the Buddhist teachers devoted themselves for devising and teaching signs of early Bengali alphabets to their knowledge hungry pupils. With the inception of the orthodox Sena rulers, however, the Buddhist education system disappeared and caste based anskrit education system took over during the 12th century.⁷

Since the days of the Sena rulers there were indigenious elementary education schools called *pathsalas* scattered all over the countryside. Mostly led by *pandits* (knowledgeable persons) the vernacular elementary education was catered for in *pathsalas*, which existed in most of the larger villages at least; in them were taught basic reading, writing, arithmetic, accounts, and some religious literature. In so far as the

⁷ A.F.M, Fazle Rabbi, “Primary Education in Bangladesh”, M.A. Thesis, (IBAIS University, 2008), Pp. 3.

pathsalas had a religious character, it was predominantly caste-based; the majority of their pupils were Hindus, but there were a few Muslims. Due to socio-cultural barriers, there was hardly any access for the female students and the low caste people in the educational arena. The main purpose of the *pathsalas* was preparing boys from upper class families for jobs that required literacy. Since the education was not state run, fees were payable in the *pathsalas*. Contemporary British observer, William Ward had summed up the typical *pathsalas* as ‘a mere shop, in which by a certain process, the human being is prepared to act as a copying machine, or as a lithographic process’. William Adam found teachers of the *pathsalas* to be simple minded ‘poor and ignorant’. Teachers were poorly paid and had little aspirations to any major influence for qualitative over their pupils. The process of learning was very slow.⁸

Before the introduction of British rule, another parallel elementary religious education was prevalent in Bengal. It was built around mosques, temples etc. and manifested through Maktabas, Tols etc. Guided by Ulemas Mosques, Maktabas and Madrasahs were the main Islamic educational institution during the Turkish and throughout the Mughal rule. As language of the rulers Persian, Arabic and Urdu were the three important languages were used as the medium of instruction. The curricula of education were mainly centered on Islamic values and the whole system of education was directed towards the supremacy of Allah. Islamic morals and code of conduct were mainly taught to the students as guiding principles of the worldly life. The traditional society in medieval Bengal used to attach great value to Islamic education as a preparation for worldly as well as life hereafter.⁹

In same way, the official language is Bengali in Bangladesh. But the second language is English. English is widely used in higher education. Medium of instruction is English at both public and private universities. The students have to attendance the school compulsory from grades 1 to 5, for example; for the entire duration of primary education. There are plans to extend compulsory schooling to grade 8, meaning that it would also include the junior years of secondary education. In secondary and higher education at public universities, the academic year runs from January to December. At private universities students are enrolled in academic years of 2 to 3 semesters.

⁸ *Ibid.*, Pp. 4.

⁹ *Ibid.*. Pp. 5.

Cultural homogenization through the establishment of a centralized and standardized curriculum in education has become the dominant model in Bangladesh today, a model of education that is deeply rooted in the colonial legacy of materialism, acquisitiveness, and social exclusion. Such a model is predicated on the notion that Bangladesh “is culturally homogenous, with one language, one dominant religion, and no ethnic conflict”. Predictably and unfortunately, the prospects for decolonization in a “post-colonial/independence context” still appear to be bleak since the state continues to rely on a centrally controlled and standardized educational system that is committed to cultural homogenization and social exclusion—a process that is being encouraged by foreign aid and international assistance.¹⁰

Primary education has been a priority in Bangladeshi politics since independence from Pakistan in 1971: basic measures to implement universal primary education were taken from the outset.

However up until recent times, enrollment, as well as government spending on the education sector, has remained very low; little progress was seen in the primary education sector throughout the 1970s and 80s. Additionally there have been problems of inequity and access.

Qudrat-e-Khuda education commission was the first education commission of Bangladesh formed in 1974, which recognized the importance of early childhood education and recommended its introduction in the country.¹¹ The 70s and the 80s saw a marked gender disparity in enrollment levels as well as attendance, completion, literacy rates and achievement levels. Marginalized and disadvantaged groups in general—particularly the rural and urban poor—have had significantly less access to education than other groups.¹²

¹⁰ Bijoy Barua, “Colonialism, Education and Rural Buddhist Communities in Bangladesh”, *International Education*, Vol. 37 Issue (1/2007): 60, Retrieved on (30 November 2016), Online Research <http://trace.tennessee.edu/internationaleducation/vol37/iss1/4>.

¹¹ Aktar Murshid , “**Universal Pre-Primary Education in Bangladesh**”, Child Research NET Project “ECEC around the World”, (April 5, 2013), Retrieved on (30 November 2016), Online Research http://www.childresearch.net_projects (2013_07), html.

¹² Ardt, Kalene , **Chas Hastings etc.**,Op. *Cit.*

2.1 Overview of educational system in Bangladesh in present days

The country has made significant progress in the areas of increasing literacy rates both for girls and boys and greater enrolment of girls in primary schools and secondary schools. The literacy rate for 7 years and above was 44.3%, the female literacy rate was 28.5% and male was 50.4% and adult literacy was 35.3%.¹³ Access of girls and boys to primary education is no longer an issue. However, equity is a major concern in the aspects of gender and inclusiveness for disadvantaged children. While more girls are currently enrolled in primary school compared to boys the number of girl students significantly decreases through secondary school.¹⁴ Bangladesh still has to overcome the challenge of increasing women's tertiary level education from the current 39% against 61% for boys.¹⁵

Gender parity has been achieved in primary and secondary levels of education in the country making it a significant achievement for Bangladesh. As of 2010, the ratios are in favor of girls at 1.02:1 and 1.14:1 at primary and secondary levels respectively. Free education for girls is now extended to intermediate level (12th grade).¹⁶ The school environment is far from fully inclusive. Disadvantaged children (such as children with disabilities or from ethnic minorities) are particularly vulnerable to exclusion from educational opportunities. For example, it is estimated by the Bangladesh Bureau of the Census that approximately 10% of the children of preschool and primary school age (3-10 years) are disabled. Currently 77,488 children with special needs

Of various types are enrolled in primary schools. Contrary to the overall and general trend of girls' enrolment in schools being higher than that of boys, the enrolment of girls with special needs is significantly lower than boys. There are many

¹³ Multiple Researchers, "Rio + 20: National Report on Sustainable Development", Ministry of Environment and Forests, (May, 2002): Pp, 30.

¹⁴ UNICEF Bangladesh, "Quality Primary Education in Bangladesh", (Updated September 2009): 1, Retrieved (30 November 2016), Online Research [https://www.unicef.org/bangladesh/Quality_Primary_Education\(1\).pdf](https://www.unicef.org/bangladesh/Quality_Primary_Education(1).pdf).

¹⁵ Multiple Researchers, "Rio + 20: National Report on Sustainable Development. Op. Cit.: Pp, 31.

¹⁶ Multiple Researchers, "Rio + 20: National Report on Sustainable Development", Op. Cit.

children who are not going to school but who could attend if schools were more inclusive using child-friendly.¹⁷

Primary level enrolment has reached 94.7% in 2010 against MDG target of 100% by 2015. The school drop out rate has also significantly decreased. It is expected that by 2015 all primary age children will be enrolled in schools. School feeding (i.e. mid-day meal) programme has been introduced in selected parts of the country to check school drop-out rate and increase child nutrition. The programme will be expanded throughout the country, but contribution by individuals, private and voluntary organizations and others concerned in addition to governmental efforts are necessary for successfully implementing the programme nation-wide.¹⁸

The quality of the teaching/learning process, the school environment and children's learning achievements are also challenges. Poor qualifications and lack of teacher motivation are major challenges. Approximately 24% of Government Primary Schools and Registered Non-Government Primary Schools teachers are untrained. The traditional and dominant way of teaching in most schools tends to focus on memorizing facts. There is little emphasis on developing analytical, practical or vocational skills. This results in several issues such as low achievement rate, high drop out and high repetition rate. Currently, it takes an average of 8.6 years (8.7 for boys and 8.5 for girls) for a child to complete the five-year primary school cycle.¹⁹

A field of study that deals with the methods and problems of English teaching is Education. There are many countries in the world, so each one using their own systems of Education. This is why the overview of educational system is massively developing in Bangladesh. Look back to the liberation war between Bangladesh and Pakistan in 1971. After finished bloody fighting between two nations for many years, then Bangladesh was independent from Pakistan in 1972. Since that it has been allowing many forms of educational institutions and instruction was provided in different languages as mediums. So, Students are free to choose from three types of schools such as English medium schools, Bangla medium schools, and religious schools. English medium schools and universities tend to be privately governed. Most of wealthy

¹⁷ UNICEF Bangladesh, "Quality Primary Education in Bangladesh", *Op. Cit.*

¹⁸ Multiple Researchers, "Rio + 20: National Report on Sustainable Development", *Op. Cit.:* Pp1.

¹⁹ UNICEF Bangladesh, "Quality Primary Education in Bangladesh", *Op. Cit.:* Pp, 2-3.

family's children are go to the English medium schools. The students who choose to study English medium schools, they have to study O/Level and A/Level, which is running by the British Council in Bangladesh. Bangla medium schools are government sponsored and free, or less expensive than private school. So, Most of poor children's are willing to go to Bangladesh Government medium schools.

Moreover, English-medium counterparts are divided into four categories such as: (1) primary from grades 1 to 5; (2) secondary from grades 6 to 10; (3) higher secondary for grades 11 to 12; (4) colleges, universities, and vocational institutes. The teachers are given the lesson through using English language in the classroom. Instead of that fact, students are not expert to use English fluently due to lack of English teachers qualification.

Religious schools or Madrassas have millions of children are homeless children's, who have been sheltered, fed, taught the ways of Islamic by the Muslim priests meeting inside the mosques and studying the religious text, the Koran, in Arabic script as well Urdu language. The Madrassas graduates students have been assuming the role of future teachers in the mosque-affiliated schools. Since 1985 these schools, which are traditional hallmarks of Bangladesh, have been going through innovations and modernizations. Some have been introducing secular, non-religious subjects in scientific and technological fields, and some have been attracting female students. These institutions, financed supported by public donations and serving the needs of vast populations.

Almost twenty years, education in Bangladesh has been gradually changing from its previous class to the current mass based system. Since 1971, the Ministry of Education and Culture has been responsible for planning, financing, and managing education at all levels. In 1972 a special Education Commission was appointed to investigate on all major aspects of education in Bangladesh. In 1987, another high-level Education Commission was instituted; it recommended a national policy for compulsory free education for all children, reforms in Madrassas, and the growth of scientific, medical, and technical education.

Bangladesh has been actively participating in various national and international organizations such as UNESCO has declared a target of "Education for All." The government of Bangladesh hopes to establish education percentage through provide to young generation free education. There are various governmental and nongovernmental

plans are being developed to spread formal, non formal, general, and specialized education, with the help of international agencies and increases in the present budget plans. The education system is incredibly developing and the government of Bangladesh established various education institutes.²⁰

During a few years the education system of Bangladesh is totally improves and also the Ministry of Education Board divided into various categories educational levels such:

- 1) Primary Education (grades 1-5).
- 2) Junior Secondary (grades 6-8).
- 3) Secondary Education (grades 9-10).
- 4) Higher Secondary (grades 11-12).
- 5) Tertiary; Fazil similar to associates degree (grades 13-14).
- 6) Tertiary; Kamil similar to Bachelor's degree (grades 15-16).
- 7) Tertiary; Bachelor's degree Engineering and Technology (grades 15-16).
- 8) Tertiary; Master's degree.
- 9) Tertiary; PhD degree (Doctorates of Philosophy)
- 10) Vocational Education (Diploma in Engineering, and Nursing).
- 11) Tertiary; Cadet Colleges (Diploma of Navy, Army, and scout)

Table 1: Education System in Bangladesh²¹

Education	School/Level	Grade From	Grade To	Age From	Age To	Years
Primary	Primary Education	1	5	6	10	5
Secondary	Junior Secondary Education	6	8	11	13	3
Secondary	Secondary Education	9	10	14	15	2

²⁰ "Education for All Movement", **UNESCO Homepage**, Retrieved (16 January 2017), Online Research <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all>.

²¹ "Education System in Bangladesh", **Foreign Credits, Inc., Online Education Database "Classbase"**, Retrieved on 16 January 2017, Online Research <http://www.classbase.com/Countries/bangladesh/Education-System>.

Education	School/Level	Grade From	Grade To	Age From	Age To	Years
Secondary	Higher Secondary	11	12	16	17	2
Vocational	Diploma in Engineering degree- Not a Bachelors, similar to Associates					4
Tertiary	Fazil - Similar to Associates Degree	13	14			2
Tertiary	Kamil - Similar to Bachelor's degree	15	16			2
Tertiary	Bachelor degree - Engineering & Technology	15	16			3
Tertiary	Tertiary - Higher Education					

2.2.1 General Education

Bangladesh has 10 types of schools include: Government Primary Schools (GPS), Registered Non-Government Primary Schools (RNGPS), Experimental Schools, community Schools, Non- Registered Non Governmental Primary Schools, Kindergarten, NGO Schools, Primary sections of Secondary Schools, Ebtedayee Madrasahs, Primary sections of Dakhil, Alim, Fazil and Kamil Madrasahs.²²

General Education is the program of education that typically developing children should receive, based on state standards and evaluated by the annual state educational standards test. The general educational system in Bangladesh mainly divided into three tiered and highly subsidized. The government of Bangladesh established many government and private schools in the three levels such: (1) primary, (2) secondary, and (3) higher secondary. In the tertiary education sector, and the government also funds more than 15 Universities through the University grants commission. The Ministry of Education board also established many vocational institutes to provide young generation true education. Education is the back bone of sustainable development. It is extremely necessary and potential for everyone because a true education can make great person in the society. Besides that general education also

²² UNICEF Bangladesh, "Quality Primary Education in Bangladesh", *Op. Cit.*

helpful for a person to overcome from the darkness, without education seem like disability person can't do anything. This is why general education is undoubtedly important for a person to develop himself.

2.2.2 Primary Education

Bangladesh has one of the largest primary education systems in the world with an estimated 16.4 million primary school aged children (6 to 10 years). There are 365,925 primary school teachers (approximately 53% of teachers and 23% of head teachers are women), working in more than 82,218 schools (with ten different types of schools, including Madrasahs). The Primary Education Compulsory Act passed in 1990 made primary education free and compulsory for all children up to Grade 5.²³

There are currently 37,000 government primary schools.²⁴ Primary education is playing key role that government of Bangladesh inspiring guardians to send their children's to schools compulsory. It's very immensely helpful for young generation to get free educations without paying the cost of studies in Bangladesh. It is a huge policy of education system in Bangladesh that government provides chance "Education for All".

Primary education is very hugely necessary for younger generation to change their life. It can make to change one's life to be better person in the society. So, Primary education system contributes into two languages such; English medium schools and Bangla medium schools in Bangladesh. Those students who have good financial condition basically they choose go to English medium schools. The teachers teach in English, but students still facing the problems with true English speaking skill due to lack of instructions to teaching.

In Bangladesh, the continuation of primary education is crucial, just as it is in other developing nations within South Asia. Bangladesh's low literacy rate of 39% is one of the many low development indicators that remind us how far our nation has yet to go in its pursuit of sustainable development. Primary education has been a priority in

²³ UNICEF Bangladesh, "Quality Primary Education in Bangladesh", *Op. Cit.*

²⁴ Ardt, Kalene, Chas Hastings, Katie Hopkins, Robin Knebel, Jun Loh, Rodney Woods, **Report on Primary Education in Bangladesh: Challenges and Successes**, BANBEIS & MWCA, (May 19, 2005): Pp, 11.

Bangladeshi politics since independence from Pakistan in 1971: basic measures to implement universal primary education were taken from the outset. The Bangladesh government is proud that its education programs dramatically improved in the 1990s, especially during the latter half of the decade.

In same way, the Government of Bangladesh itself took many initiatives in the years 1993 compulsory Primary Education Act, which made the five-year primary education program free in all government schools and declared education for girls in rural areas free through grade eight; the establishment of the ministry for Primary and Mass Education in 1992. Recently the Primary Education Development Program (PEDP II), a six-year program beginning in the year 2000 which aims to increase access, quality and efficiency across the board in the primary education sector. These measures have resulted in impressive gains in the achievement of Bangladesh's primary education goals.

Chowdhury stated that primary education is the first priority half of Bangladesh's entire education budget goes towards primary education. However the total budget for education in Bangladesh is only two percent of the GDP. The biggest problem Bangladesh seems to face in the pursuit of its educational goals is the lingering poor quality of primary education.²⁵

2.2.3 Higher Secondary Education

The development of a modern society depends to a large extent on the standard of higher education. Thus the role of higher education is to prepare competent, knowledgeable and far-sighted people for assuming various higher responsibilities. The growing importance of knowledge in the modern world can hardly be overemphasized, especially in the era of globalization and in a global environment, which is fiercely competitive. Particularly, higher education has enormous potential to promote prosperity in the developing nations.²⁶

Higher education in Bangladesh takes place at 34 governments, 78 private and 3 international universities. Students can choose to further their studies in chartered

²⁵ Chowdhury, **Daunting Challenge: State of Primary Education in Bangladesh**, (Dhaka: University Press Limited, (2002), Pp, 57.

²⁶ Mobasser Monem, Hasan Muhammad Baniamin, "Higher Education in Bangladesh: Status, Issues and Prospects", *Pakistan Journal of Social Sciences (PJSS)*, Vol. 30, No. 2 (December, 2010), Pp. 293-305.

accountancy, engineering, technology, agriculture and medicine at a variety of universities and colleges.²⁷ At the higher level, universities are regulated by the University Grants Commission. The colleges providing higher education are under the National University. Each of the medical colleges is affiliated with a public university. Universities in Bangladesh are autonomous bodies administered by statutory bodies such as Syndicate, Senate, Academic Council, etc. In accordance with provisions laid down in their respective acts. There are some issues of access, equity and efficiency, both internal and external, of higher education as imparted in degree colleges and universities of Bangladesh. Degree colleges that account for the lion's share of enrolment at the level of higher education suffer from inadequate infra-structural facilities (libraries and laboratories), and lack of qualified teachers with satisfactory emoluments and allowances. The poor pass percentage and high incidence of unemployment amongst the graduates indicate to low levels of internal and external efficiency respectively. Because of limited number of seats in public universities, and high tuition fees charged by the private universities, access to university education is rather limited. Private universities with inadequate full time faculty members depend heavily on part-time teachers drawn primarily from public universities, which adversely affect quality of education in those universities. With a few notable exceptions, most private universities impart education of uncertain quality, and high tuition fees charged by such institutions make them accessible only to the affluent sections in the society. Public universities, primarily dependent on limited government funding shrinking in real terms, unable to generate additional resources by raising tuition fees due to political constraints, are hardly in a position to improve their quality of education through greater investment in libraries and laboratories. Many democratic provisions of the University Acts not only encroach upon the limited teaching time of the faculty members by engaging them in active politics, but also fail to ensure accountability of the teachers, that contribute to lengthening of session jams, quite often accentuated by unscheduled closures of universities due to violent inter and intra-party clashes of student fronts of major political parties. As there hardly exists any linkage between public universities on the one hand, and employers and the job market on the other, many university graduates,

²⁷ Jakir Hossain, “**What is the state of education in Bangladesh?**” Quora’s Homepage, Retrieved (16 January, 2017) Online Research <https://www.quora.com/What-is-the-state-of-education-in-Bangladesh>.

produced at considerable cost to the society, have to remain unemployed for a considerable period of time before they find employment often in areas outside their fields of study to the misuse of country's scarce resources.²⁸

Moreover, Higher education in the public sector is a legacy of the British colonial education system. At present there are 80 universities in Bangladesh of which 27 are public, 53 are private universities and ten general universities, five are engineering, three agricultural, five science and technological and one is university of arts and culture.²⁹

Furthermore, the number of students in the public universities is around 92,000 excluding those in the affiliating National University and Open University offering distance mode education. Thus at the moment above 1,3 million of population receives higher education in Bangladesh of which 74 percent were male and 26 were female students in the year 2013. Higher education facilities of the public universities are spread over the entire country, so that students of different regions can receive higher education without going very far from their familiar environment at home. Thus there is at least one public university in all the administrative divisions of the country. There are four types of higher education available in Bangladesh such as; General Education; Science and Technology, Engineering Education; Medical Education, Agricultural Education. In addition, the higher education sector also provides Vocational and Madrasha education.

In Bangladesh higher education consists of a 3 year pass-course or a 4 year honors course for the bachelor's degree, followed by a two year Master's course for pass graduates and a one-year Master's course for honors' graduates.

Public universities are the foremost choice of the majority students seeking higher education. There are several reasons why students chose to studies at public universities such; the first reason is that these universities offer wide range of subjects in Science, Commerce, Liberal Arts, Humanities, Engineering and Technology, Law, Education and Medicine disciplines. The second reason is that public universities attract the best brains

²⁸M.d, Sarwar. Khaled Saifullah Khaled, **The News Today**, "Problems and Prospects", (15.03.2017).Educationin.

²⁹ Monem, Mobasser , Hasan Muhammad Baniamin,"Higher Education in Bangladesh: Status, Issues and Prospects", **Pakistan Journal of Social Sciences (PJSS)**, Vol. 30, No. 2 (December, 2010), Pp. 294.

and researchers as teachers although monetary compensation for them is anything far from attractive. The third reason is that library, laboratory, Internet and research facilities are much better there than anywhere else in the country. The fourth reason is that seminars, symposiums, workshops, debates, exhibitions and visiting teachers lecture series are often held in these institutions with a wide scope for national and international exposures for promising young knowledge seekers. The fifth reason is that residential and boarding facilities at low cost or subsidized rates are available in these public universities.

Furthermore, in 1990s the government realized the need for setting up private universities as it was clear that the public universities in Bangladesh would not be able to meet the increasing demand for higher education. The government recognized and appreciated the initiatives taken, in the early nineties by a group of educationists to establish private universities. After due examination of their proposals, the government felt the necessity of enacting the legal framework under which private universities could work. As a result the National Parliament passed the Private University Act-1992. It was a milestone in the history of higher education in Bangladesh. With the ratification of this Act, the government lost the monopoly of providing higher education. The first government approved private university was established in 1992 quickly followed by several others. In 1998, the private university Act was amended to remove some inadequacies and prevent misuse of privileges granted by the Act. At present, we have 54 private universities in Bangladesh. Of the 54 private universities most are located in Dhaka. The total number of students enrolled in these universities is more than 30 000. This number is increasing yearly by 20 percent compared to 5 percent yearly increase in the public universities.³⁰

2.2.4 Other Educational systems

The educational system of Bangladesh in different ways was established by the private and non-government sectors. The educational systems and curriculum are contributes diploma courses. The diploma courses are running by the Bangladesh Technical Education Board. The students can deserve which subjects that they are truly

³⁰ Monem Mobasser, Hasan Muhammad Baniamin, "Higher Education in Bangladesh: Status, Issues and Prospects", *Pakistan Journal of Social Sciences (PJSS)*, Vol. 30, No. 2 (December, 2010), Pp, 301.

eager to study, so they can choose it by themselves. There are various technical institutions and courses are provided in different fields such as:

Table 2. Educational System of Bangladesh

Courses name	Duration
Diploma in Engineering	4 Years
Diploma in Agriculture	4 Years
Diploma in Pathology	4 Years
Diploma in Fisheries	4 Years
Diploma in Health Technology	3 Years
Diploma in Medical Ultrasound	1 Year
Diploma in Commerce	2 Years
Diploma in Forestry	4 Years
Diploma in Technical Education	1 Year
Diploma in Jute Technology	4 Years
Diploma in Vocational	1 Year
Certificate in Marine Trade Course	2 Years
Diploma in Textile Engineering	4 Years
Certificate in Vocational Education	1 Year

These above mentioned diplomas are curriculum contributed in both English and Bengali language.

2.3 First and Second Languages

Language is a method of human communication in both spoken and written, consisting of the use of vocabularies in a structured as well conventional way. It is also system of communication used by a particular community or country. So, Bangladesh is considered as language diversity country. There are 14 languages that people usually speak everyday in their daily practical life. Among of these languages there are 2 languages that most of the people use in terms of communication in Bangladesh. These languages are such; Bengali and English language. The prime language is Bengali which is

considered as official language in Bangladesh. The second language is English that most of people use in their life.

Steven Pinker states that language is so tightly woven into human experience that it is scarcely possible to imagine life without it. Chances are that if you find two or more people together anywhere on earth, they will soon be exchanging words. When there is no one to talk with, people talk to themselves, to their dogs, even to their plants. In our social relations, the race is not to the swift but to the verbal—the spellbinding orator, the silver-tongued seducer, the persuasive child who wins the battle of wills against a brawnier parent. Aphasia, the loss of language following brain injury, is devastating, and in severe cases family members may feel that the whole person is lost forever.³¹

Bengali is an Indo-Aryan language spoken in South Asia. It is the national and official language of the People's Republic of Bangladesh. Bengali language usually uses in various provinces in India and Bangladesh. Bengali language uses in academically during teachers are taught to students in classroom of Bangladesh.

English language is the primary language of several countries Australia, Canada, New Zealand, the United Kingdom, and the United States and English language uses officially in a number of multilingual countries such as India, Singapore, and the Philippines. English is one of the most widely spoken languages that is common to people who have a first language other than English. But English language uses in several countries as a second language. So, English is a second language in Bangladesh. English taught by teachers in academic institutes. English subject is a compulsory in Bangladesh that students have to studies English from beginning of grade. It's very huge helpful for students of Bangladesh to learn English in their daily practical life. It is also can contributes to students facilities to work at multinational companies. By studying English through a respected English school, you can expect to be able to conduct business, work at international organizations. This is why English language is important for non native people learn English.

Albert C. Baugh stated that the English language of today reflects many centuries of development. The political and social events that have in the course of English history so profoundly affected the English people in their national life have

³¹ Steven Pinker, **The Language Instinct: How the Mind Creates Language**, (US: New York Press, 1994), Pp, 17.

generally had a recognizable effect on their language. The Roman Christianizing of Britain in 597 brought England into contact with Latin civilization and made significant additions to our vocabulary. The Scandinavian invasions resulted in a considerable mixture of the two peoples and their languages. The Norman Conquest made English for two centuries the language mainly of the lower classes while the nobles and those associated with them used French on almost all occasions. And when English once more regained supremacy as the language of all elements of the population, it as English greatly changed in both form and vocabulary from what it had been in 1066.³²

2.4 Syllabus Contents of English

The syllabus most common in usages is the national curriculum and textbooks which is English version. The Syllabus of English national policy all subjects covered by National Curriculum Textbook Board (NCTB). There is a vast number of private English medium schools in Bangladesh. They try to follow international teaching method to train up Bangladeshi students to face global challenge. Generally upper class families are interested to send their children in the English Medium School. In Bangladesh, the history of English medium program is not new. This curriculum has been expected from 90's in Bangladesh. But now 'English medium' is the most followed education systems in this developing country. Every English Medium School follows GCE that means General Certificate of Education syllabus under the two managing boards recognized by University of Cambridge. This General Certificate of Education curriculum provides two types of certificate - 'O level' (Ordinary level) and the 'A level' (Advanced level). British Council in Bangladesh supervised the English medium curriculum of those schools. The students should have ideas of Basic English structures and primary level vocabulary. A properly contributed and planned syllabus is to assure successful learning. English subject is compulsory in academic that have to study from beginning level. So, it is very huge opportunity for students to speak fluently.

Similarities, a vast number of schools in Bangladesh are English Medium schools. English Medium schools are mainly private schools where all the courses are taught in English except one Bengali Language subject at ordinary level (O/ Level). These

³² C, Albert. Baugh, Thomas Cable, **A History of the English Language**, (UK: Pearson Education, Inc., 1993), Pp, 2.

schools in Bangladesh follow the General Certificate of Education (GCE) syllabus where students are prepared for taking their Ordinary Level (O/Level) and Advanced Level (A/Level) examinations. The General Certificate of Education system is one of the most internationally recognized qualifications, based in the United Kingdom. The Ordinary and Advanced Level examinations are English equivalent to the Secondary School Certificate (SSC) and Higher Secondary School Certificate (HSC) examinations respectively. Most students sit for these exams from the registered schools in Bangladesh who follow the GCE syllabus. Those who do not attend a school that follows the GCE syllabus may also sit for their Ordinary and Advanced Level examinations from the British Council. These examinations are conducted under the supervision of the British Council in Bangladesh. The GCE examination conducted by the British Council takes place twice a year. Currently there are two boards operating from Bangladesh for Ordinary and Advanced Level Examinations, which is University of Cambridge International Examinations.

Moreover, English language is considered the second language in Bangladesh. In this country, English taught in with a combination of grammar translation method and communication approach. Designing a syllabus for teaching English for second language (ESL) to high school level is hard task as it is the higher secondary level of education in Bangladesh.

In Bangladesh, the first English Department was established in Rajshahi College in the early 20th century, which was under Calcutta University. The second English Department started in Dhaka University in 1920. Then Rajshahi, Chittagong, and Jahangirnagar University English Departments started in 1953, 1963 and 1960 respectively. However, like elsewhere in the world, English Department Syllabuses in all the Universities in Bangladesh were purely literature syllabus, mostly British literature. Only in the Mid 1970s some language courses were introduced and afterwards, keeping with the changes elsewhere, more changes were incorporated in the University English Department Syllabuses in Bangladesh. The evolution of the syllabuses show, that every change in the needs of the students with the changes in the realities of local, regional and global conditions and other current demands bring corresponding changes in the syllabus or curriculum. As the study of the syllabus of the English studies show, in the early days English syllabuses were purely literature based. It aimed at the liberal humanist attainment to produce human being with better understanding, better power

of judgment and more sophisticated sensitivities. Together with the knowledge of language, the students are also required to be introduced to the philosophical and religious issues in Britain in order to study the literary courses in depth. This also brought with it the need to a proper introduction of the history of language they are studying. Language is not only a part of culture, communication, and a part of history, politics and so on it is also a part of the network of the other literary movements. This realization brought an addition to the European literature, classics in translation and American literature. Linguistics was added to the syllabus to make the students study, why language is what it is and its relation with society, psychology and also the study of the nature of language itself. Afterwards, as the English language proficiency of students enrolled in the Honors program was not found good enough to cope with the extensive literature courses, the syllabus designers added reading, writing and comprehension courses to the syllabus.

2.5 English teacher academic qualification

The most important requirement to work as an English teacher in Bangladesh is to have a relevant Bachelor's in education or a diploma in education in English. Most schools will only accept educators who have received the proper qualifications. It's also vital to undertake a practical period, whereby you work with a more experienced pedagogue to learn the ropes and understand how best to handle a class. In same way, most employers require a relevant post graduate degree but some employers might require you to hold a high level degree in English. Past experience is always beneficial for a teaching job but depending on the employer, people with no experience can also get the job. Good oral skills are a must, though if that is a point where you lack, we highly recommend you check our other jobs in the writing and editing category on Ever jobs. To be an English teacher should have to have excellent teaching qualifications in four skills such; writing, reading, speaking, and listening. If a teacher is has qualification within four skills, it will be easy to deal with the students and make it clearly to under of English teaching.

Moreover, most university degrees in education will have a dedicated practical assessment to get some excellent hands-on experience. If any teachers don't have the necessary practical experience to be a lecturer, it might be a good idea to apply for a role as a teaching assistant. These kinds of opportunities offer the applicant an excellent

chance to learn how to teach without the responsibility of an entire class. Sometimes experts in their field will go into teaching after a long career in their specialty. Whatever qualifications you have, you will need to possess patience and be able to work well with children. Public schools are not only on the lookout for new educators, they are also in need of administrative staff. Often times in order to work in admin, you only need a high school diploma, however, it doesn't hurt to have some kind of university qualification or training as well. Most teaching opportunities in Bangladesh will be found in public schools. However, the types of sought after for primary education in Bangladesh For example educators who specialize in younger children will usually be given a class to work with for the entire year. You'll work closely with all the students in your class and help them develop and learn. The education of young children is a top priority as the formative years are very important to a person's overall well-being and learning habits. As such patient, caring and qualified teachers will be teaching roles you can find will vary widely depending on the age and the specialty of your subject. Teaching vacancies are not limited to primary schools, there will also be opportunities in secondary and tertiary education as well. These types of teaching roles are very different to the one previously explored. They focus more on teaching a subject rather than developing the child. As professors in secondary education usually only see their students a few times per week, they can't focus too much on any particular child, instead focusing on the subject. These scholars are very specialized and as such in high demand. A primary teacher will teach everything from Mathematics and spelling, to Science and reading; whereas a secondary teacher will specialize in usually one or two subjects, and be an English teacher. As an English teacher you would be required to deliver lessons to a group of students. Enable collaboration and collective learning in the classroom. We recommend use of audiovisual aids, as they are useful in modern day courses. The content of lessons would vary depending on the type of English course you run. Either you would be teaching business English to organizations, or teach communication skills as a freelance contractor to various organizations, you could also teach English in at a high school. The final aim of each lesson would remain the same which is to encourage collaborative learning and communication with each other.

Furthermore, graduates of education will find challenging jobs in Bangladesh. The country has experienced a turbulent past and is now looking to move forward into the 21st Century. As a result, Bangladesh is in need of qualified and experienced teachers

to work in schools and educate the population. The learning required to answer the demands of the growing business sectors starts with young children and goes all the way through to graduating University. With an educated populace, the economy will feel the benefits of the increased tourism combined with an educated population. Government investment will hopefully see the construction of more public schools, offering a variety of teaching methods for their students. At this stage in the country's development, the need for qualified and patient teachers is high. As a result the number of teaching jobs in Bangladesh and education opportunities will be on the rise. Being part of Bangladesh's next step forward is an excellent opportunity for any new or experienced pedagogue. Most teaching opportunities will be offered in public schools and some private institutions. The types of specialties required will vary depending on the age of the students. Some teachers will need to have expertise in childcare, whilst others will need to be trained in Mathematics or Science.

2.6 Government primary schools and registered Non government primary schools.

As I have explained before on the above the education systems in Bangladesh have different sectors. Among these, there are two main principles of education sectors are highlighting under the following categories:

Government Primary Schools: The primary schools run by the government of Bangladesh. The Directorate of Primary Education (DPE) and its subordinate offices in the district and Upazia (under the districts) are solely responsible for management as well as supervision of primary education. Their responsibilities include recruitment, posting, and transfer of teachers and other staff; arranging in-service training of teachers; distribution of free textbooks; and supervision of schools. The responsibility of school construction, repair and supply of school furniture lies with the DPE executed through the Local Government Engineering Department (LGED). The National Curriculum and Textbook Board (NCTB) are responsible for the development of curriculum and production of textbooks board. The NCTB is responsible for developing curriculum and publishing standard textbooks.

The primary level of education is managed by the Directorate of Primary Education (DPE) while the secondary level of education is controlled by the seven General Education boards such as; Dhaka Board, Comilla Board, Chittagong Board, Sylhet

Board, Rajshahi Board, Technical Board and Madrasah each covering a region. The boards' headquarters are located in Barisal, Comilla, Chittagong, Dhaka, Dinajpur, Jessore, Rajshahi, and Sylhet. In addition, the Madrasah Education Board covers religious education in government-registered Madrasahs, and the Technical Education Board controls technical and vocational training in the secondary level.

Current government projects to promote the education of children in Bangladesh include compulsory primary education for all, free education for girls up to grade 10, stipends for female students, a nationwide integrated education system and a food-for-education literacy movement. A large section of the country's national budget is set aside to help put these programs into action and to promote education and make it more accessible. Recent years have seen these efforts pay off and the Bangladesh education system is striding ahead of what it was only a few years ago. Now the national curriculum books from class 5 to class 12 are distributed freely among all students and schools.

The educational system of Bangladesh faces several problems. In the past, Bangladesh education was primarily a British modeled upper class affair with all courses given in English and very little being done for the common people. The Bangladesh education board has taken steps to leave such practices in the past and is looking forward to education as a way to provide a poverty-stricken nation with a brighter future. Bangladesh has one of the lowest literacy rates in South Asia. One study found a 15.5% primary school teacher absence rate.

The low performance in primary education is also matter of concern. School drop-out rates and grade repetition rates are high. Basically, poor school attendance and low contact time in school are factors contributing to low level of learning achievement. Further, the system lacks a sound Human Resource Development and deployment system and this has demoralized the primary education sector personnel, including teachers, and contributes to poor performance. Poverty is a big threat to primary education.

In Bangladesh, the population is very high. The number of seats available in colleges is less than the number of students who want to enroll, and the number of seats available in universities is also less than the number of students who passed higher secondary level and want to join in a university. Besides, the cost of education is increasing day by day; as a result many students are unable to afford it. The government

primary schools teaching instruction provides by Bengali. But English subject is compulsory in primary schools level that students must have to studies in academically. The significant number of guardians and children cannot depend on government primary education, it itself shows its miserable condition. The schools established separate mass and primary education ministry but these basic and important points and issues remain unattended. We want to see a real change in the primary school education and the commercialization of education in this tier should not be so much widespread as is seen today.³³

Registered Non-Government Primary Schools: schools committees, NGOs, national and international organizations, run the registered non-government schools. The schools are ones having permanent or temporary registration or approval, community schools, government funded NGO run schools will be nationalized in the second phase. Their number is 2252. nationalization of the remaining 1051 schools which either will take place in the third phase. Once nationalized teachers of these schools will get the same salaries and benefits as those in government primary schools. Meanwhile, the formulation of the policy followed prolonged agitation by teachers of the non-government schools for nationalization of their jobs and institutions. In 1973 the government first nationalized 36165 primary schools. Later 1507 more schools were nationalized at different times. At present there are 85000 government and non-government primary schools in the country. (D.S. August 17, 2012).³⁴ There exist a substantial number of NGO-run non-formal schools, catering mainly to the drop-outs of the government and non-government primary schools. Very few NGOs, however, impart education for the full five-year primary education cycle. Because of this, on completion of their two-to three-year non-formal primary education in NGO-run schools, students normally re-enter into government/non-government primary schools at higher classes. There are Non-Governmental Schools (NGO) and Non-Formal Education Centers (NFE) and many of these are funded by the government. The largest NFE program is the much

³³ Masum Billah, “Nationalization of Non-government Primary Schools”, **Bangladesh Education Article Homepage**, Retrieved (16 January 2017), Online Research <http://bdeduarticle.com/nationalization-of-non-government-primary-schools/?print=pdf>.

³⁴ Masum Billah, “Nationalization of Non-government Primary Schools”, **Bangladesh Education Article Homepage**, Retrieved on 16 January 2017, Online Research <http://bdeduarticle.com/nationalization-of-non-government-primary-schools/?print=pdf>.

reputed BRAC program. However, all NFE graduates do not continue on to secondary school.

NGO-run schools differ from other non-government private schools. While the private schools operate like private enterprises often guided by commercial interests, NGO schools operate mainly in areas not served either by the government or private schools, essentially to meet the educational needs of vulnerable groups in the society. They usually follow an informal approach to suit the special needs of children from these vulnerable groups. But nowadays, some NGO schools are operating into places where there are both private and government schools.

Similarly, NGOs are run schools but does not exist any by Schools Management committee (SMC). The style of management differs depending upon differences in policies pursued by different NGOs. Some are centrally managed within a highly bureaucratic set-up, while others enjoy considerable autonomy. Different NGOs pursue different policies regarding recruitment of teachers. Some prepare a panel of prospective teachers on the basis of a rigorous test and recruit teachers from this panel. Other NGOs recruit teachers rather informally from locally available interested persons.

2.7 The teachers training system for primary education (NAPE):

According to the Report about Bangladesh Education³⁵, over 300,000 teachers serve in 76,000 formal primary schools and 95 percent of the primary sub-sector students are enrolled in formal schools. There are eleven types of formal primary schools. Over 55 percent of the teachers serve in the 37,700 government primary schools and these teachers are permanent full-time teachers. The Government Primary School teachers are full-time regular teachers and the government pays their salaries. Another the teachers serve in the government assisted registered non-governmental schools and the schools committees, NGOs, national and international organizations pay their salaries. . Although in the official hierarchy of the bureaucracy a primary school teacher holds a very low level a teacher is a well-respected person in society. All candidates to become a teacher in a government primary school have to appear for a competitive selection test and an interview and the selected candidates are appointed

³⁵ Ground Work Inc., “Bangladesh Education Sector Review. Report No. 4: Teachers and Teacher Training, **Creative Associates International Inc.**, (2017): Pp 1-23, Retrieved (16 January 2017), Online Research <http://datatopics.worldbank.org/hnp/files/edstats/BGDesr02d.pdf>.

at district level to the schools where vacancies exist. However, due various types of influences the objective recruitment and efficient deployment of teachers is much hindered. Although there is a fairly well established institutional framework for teacher training and support, these institutions seriously suffer professional deficiencies. There are 54 Primary Teachers Training Institutes (PTIs) and they offer a one-year in-service training course leading to the Certificate in Education for primary teachers. About 95 percent of the teachers in government primary schools have this qualification. All the part-time teachers in all other types of schools, including the non formal schools, receive only 14 days of training as pre-service training. Primary teacher is also supported with regular in-service training through sub-cluster training and Upazila Resource Center training activities.

There is a sub-cluster training system, which provides one-day in-service training to all primary teachers every two months. Upazila (under the district) level Resource Centers (URCs) are being established to provide further support to teachers at local level. The selection processes, deployment as well as the teacher training system are deficient in many ways. Poor quality of the teaching is recognized as one of the key variables contributing to the low level of learning achievement in primary schools. The institutional culture in all institutions of the education sector, particularly at schools, teacher training institutes, and field offices contributes to the poor quality of teaching and learning. The general lethargy and lack of initiative, lack of professionalism, lack of trainers and teachers, poor deployment of trainers and teachers, lack of self-initiatives and incentives for the Trainers, head teachers and teachers to improve their professional status, lack of independence and total control of all activities by the center, lack of facilities, lack of culture of reading and learning, poor quality of academic supervision, the practice of deputation of teachers to other jobs with no replacement of staff, teachers giving preference to tutoring to earn more by neglecting the routine teaching, and unethical practices such as irregular attendance, non-attendance of classes, lack of linkages between and amongst higher learning institutes, etc. have established an institutional culture that contributes to poor learning achievement in children. There are many development partners involved in primary sub-sector teacher development. However, the quality of the teacher and teaching has not improved at any noticeable level particularly due to the poor quality of training, deficiencies in the training and supervisory systems, and the lack of coordination and monitoring of training

activities. Any further inputs to teacher development should be directed at management of change of institutional culture without which other physical and material inputs would not bring about the expected outcomes in the teacher to support quality improvement in learning.

In the same way, the formal primary education sub-sector in Bangladesh has only an in-service teacher training system for the primary school teachers. Prior to 1988 the present Primary Teachers Training Institutes (PTI) served as pre-service institutes. The Directorate of Primary Education notes that the pre-service system was stopped due to wastage, because many persons who obtained the Certificate in Education could not be taken as teachers at the time of recruitment. These flaws could have been eliminated by ensuring that all who were pre-service trained were recruited either by completion of recruitment as a pre-condition to the entry to PTIs or by ensuring that only those who have the necessary qualifications to be recruited as teachers are admitted.

In the Non-formal Education system teachers are given 14 days of pre-service training and thereafter every month the teacher is given one-day refresher training. The NGOs such as CMES (Center for Mass Education in Science) and UCEP (Underprivileged Children's Education Program), where vocational training is emphasized, provide an additional one-week in-service training to teachers at the end of each training cycle. All NGOs also have their own training centers. BRAC has 14 well-equipped Regional Training Centers and a District Training Center in all program districts.

Bangladesh does not have wide-spread university-based teacher training programs. Of the ten universities only the University of Dhaka and the Open University offer education degrees. Of the 102 colleges only 10 Teachers Colleges offer degrees. The predominant system of training of primary school teachers is the Primary Teachers Training Institutes (PTIs). Teacher training is one area that has been the focal point of discussion in recent years. This is because the poor quality of education in primary schools is largely attributed to the poor quality of teachers and teaching. Although 95 percent of the primary schoolteachers in the government primary schools are trained, the teaching continues to remain very weak. The primary sub-sector has 54 teacher training institutes and an Academy to oversee the 54 institutes. Though there are 10 state-supported universities, only the Institute of Education and Research (IER) of the University of Dhaka and the Open University of Bangladesh offer education science as a discipline. IER offers a four-year Bachelor's Degree combined with academic and

professional training and a one-year Master's Degree program in Education for those who have a Bachelor's Degree. These courses are more targeted to producing teacher trainers than teachers. The Open University offers a Bachelor of Education degree, a 10-month course for those who already have a college degree. In addition to the universities, there are 10 Teacher Training Colleges (TTCs) also offering a 10-month Bachelors of Education degree to 7 those who already have a Bachelor's degree. The TTC program is designed basically to provide teachers to secondary schools. Many of the TTC graduates are also employed by primary schools and training institutes.

National Academic for Primary Education (NAPE) is the apex institution of the Primary Teachers Training Institutes (PTI) system. NAPE is responsible for the academic supervision of the PTIs. NAPE prepares the PTI curriculum for the Certificate-in-Education (CinEd) teacher-training program and is also responsible for the CinEd examination. The PTI training curriculum was initially revised in 1988 and then in 1993 and the third revision was completed in 2001. The new curriculum is to be introduced in the PTIs in the coming months. The new curriculum has 19 training modules and more practice teaching. The real issue, however, is not the curriculum but the way it is implemented. NAPE has a separate unit for the CinEd examination.

In addition, on a regular basis national academic for primary education (NAPE) trains the trainers of the PTIs and the field officers of the primary education subsector. NAPE does not grant degrees or Diplomas. Most of its courses are short-term courses. It has provision for 33 professional staff. Its basic facilities, such as a library, computer center and training rooms, are relatively better than those in the PTIs. The staff has residential quarters and the trainees receive residential training. Though it is the apex of the PTI system it has a very weak training culture and the professional capacity is at a very low level. It suffers from lack of professionals as well as the lack of authority to begin new programs. A good indicator of this situation is that NAPE's revenue expenditure for staff and maintenance amounts to Taka 12 millions and its annual revenue budget for programs is only Taka 1.5millions. NAPE runs other development budget programs, which keeps the institution alive. NAPE is to be made into an Autonomous Institution under the Norwegian Government assisted PEDPQI project and this may happen very soon. The Autonomous status would be an opportunity for NAPE to recruit its own staff as permanent members and this will avoid the present problem of rapid turnover of staff. Also this will give them some amount of independence to

critically examine the primary education sub-sector. However, unless the Director General for NAPE is not selected on open advertisement this expectation may not materialize. At present NAPE has a Director and who is deputed by the PMED in consultation with the DPE. Most of the NAPE staff also is on deputation. The PEDPOI project inputs have already taken steps to train NAPE staff overseas and candidates would sign an agreement to serve as staff of NAPE on their return.

2.8 Teacher supervision system and performance monitoring:

Enhanced Inspection and Supervision: Strong inspection and supervision of primary and secondary government schools in Chittagong Bangladesh. Under this project the training was given to Upazila Education Officers (UEOs) and Assistant Upazilla Education Officers (AUEOs) who are responsible for performing routine inspection of schools. The curriculum have been improved with the free textbooks and learning strategies. In order to accommodate the rapidly increasing number of students the instructional time had been changed by confirming hours for grades I and II are 595 hours and 883 hours for grades III to V. Education Board of Bangladesh (EBB) this policy has been to eliminate multiple shifts in phases. To strength the quality of the teachers' number of Primary Training Institution set out across the country to develop the education quality.

But, much still needs to be done especially given the fact that neither UEOs nor AUEOs have the dimensions to actually impart academic supervision and support to schools and their teachers.³⁶

Furthermore, every school is required to submit quarterly performance reports jointly prepared by the head teacher and the chairperson of the SMC but these too are hardly signs of improved teaching and learning since they focus on student and teacher attendance. Although, it can be said that this particular measure may have increased school and community accountability somewhat to the center. However, it has so far done little to increase the school's accountability to the community the school level which requires the strengthening of upazila capacity. The capacity of upazila staff will be

³⁶ Vincent Greaney, Shahidur Khandker and Alam Mahmudul , Bangladesh: **Assessing Basic Learning Skills**, UPL published for the World Bank, (1999).

improved through the executing regular training programs at district level for all AUEOs. Based on this training, upazila staff will be able to:

- 1) Support Head Teachers, School Management Committees (SMC) and communities to develop School Level Improvement Plans (SLIPS), and in the use of proposed school support funds.
- 2) Provide academic help and supervision to schools and teachers.
- 3) Implement a supportive inspection system to aid schools in planning and development.
- 4) Support sub cluster training in coordination with Upazila Resource Centres (URCs)
- 5) Develop Upazila Primary Education Plans (UPEP) which will be based on the SLIPS but incorporate annual and medium-term goals and activities for progress towards universal, quality primary education within the upazila.³⁷

Primary School Performance Monitoring Project in Chittagong Bangladesh: The improvement of a model for exact monitoring of teaching and learning practices at the classroom level was undertaken in 1998, under a technical assistance project of the Asian Development Bank (ADB) with the Directorate of Primary Education (DPE). PSMP applied the monitoring model following the Craig-Heneveld Framework and its long term objective was the quality improvement of primary school teaching in Bangladesh.³⁸ This project consisted of numerous factors including supportive inputs from outside the school, creating an enabling environment, improving school climate and strengthening teaching and learning processes.

This field level activity included observation of classroom activities, video recording of class room activities, and interviews with teachers, parents and school management committees, observation of school facilities and records and the administration of achievement tests. It was also found that the performance of students from government schools was higher than that of those from non-government schools.

³⁷ Government of Bangladesh and PEDP II Project Preparation Team. **Second Primary Education Program 2003-2008 Final Macro Plan**, (January 2003).

³⁸ Directorate of Primary Education, **Ministry of Primary and Mass Education, Government of Bangladesh**. Annual Review 2003: Project Synthesis, (June 2003).

The evaluation of this project found that the setting up of the system was attempts have been done to improve

Weak on the actual evaluation and use of the data collected through the monitoring aspects of the project. One of the major components of Teacher supervision system and performance monitoring is strengthening of monitoring and evaluation at all levels of primary education so that practice can inform future policy. Through which all the school will have better teachers to teach the particular subject they are assign to improve the better education systems.

CHAPTER III

Research Methodology

3.1 Research Design

This thesis is concerned with documentary research and qualitative research that have been used for study. Researcher conducts the interviews with teachers and also collects the data obtained for an analysis. To design the qualitative data, researcher uses grade percentage calculator to collect and analyze the numeric data. However, the items in grade percentage calculator ranges are 5 = always 4 = frequently 3 = sometime 2 = rarely 1 = never. Also to measure the participant's personal opinions about the quality in English using, researcher uses grade percentage calculator 'Level of quality' which ranges from 'always', 'frequently', 'sometimes', 'rarely' and 'never'.

3.2 Population and Sample Group

The participants were randomly chosen from primary and secondary schools of government and non-government. The schools were chosen from different parts of Chittagong city and Dhaka city. The participants did vary in their classes and ages. For example, there were the participants from different classes. On the other hand, all the high school participants were from their first year. The schools had a co-education system of both the boys and girls. However, the total numbers of these participants were from Chittagong, Rajshahi, Kulna, Borisal, Dhaka, Syllet and Kishorgonj. From Dhaka, there were 24 girls and 16 boys where it was 11 girls and 9 boys from Kishorgonj. On the other hand, I had observed all classes from high schools to primary schools to collect the research data. The number of the students in classroom was different, from 41 to 90. When I observed the classroom the average attended students were almost 50. Indeed the teachers were very helpful to collect the survey data successfully.

3.3 Research Tools

The methods used to collect data were the documentations and interview with teachers, focus group discussion, and classroom observation.

The main methods used in this study include: (1) students' survey, (2) focus group discussion, (3) interview with teachers and (4) class observation.

3.4 Focus Group Discussion

To get the qualitative data the researcher conducted two focus group discussions of students both in primary and high school. There were number of students from primary school and high school students who took part in the discussion and were representatives on behalf of the schools. Researcher made a positive environment by kind attitude and friendly introducing with them. However, researcher concentrated to drag the answers of the preselected questions.

3.5 Interviews with Teachers

The number of teachers' interviews that researcher had taken were 14 where 5 of them from government and non-government primary school and 9 of the others were from government and private high school. The researcher asked the teachers to know about the medium of the language that the researcher will ask the questions or go with the conversation. Except the primary school teacher, the rest two invited researcher to choose any language (Bangla or English) and the researcher preferred English though in some cases that researcher used Bangla. However, all the 9 high school teachers were male, while the primary teacher were female. Researcher conducted the interview with the female teacher at her home requesting a preset time from her while other two interviews were conducted in the respective schools. The duration of the interviews were about 30 minutes per each. The total number of the focused questions for the interview was 14. But, the researcher tried to maintain a conversational environment

from where researcher had mixed the preset questions and latter filtered the required information.

3.6 Data Analysis

This survey data was obtained according to documentations and qualitative research. The questionnaire was the close- ended type of question where teachers had options to choose the answer and the students had enough time to think and give the answer after listen both, in English and Bangla. On the other hand, the later one is the open-ended question where students had a room to discourse their view against or for the question.

CHAPTER IV

The Findings and Data Analysis

4.1 Traditional English Language Teaching Methods in Government Primary Schools in Chittagong, Bangladesh

This research mainly presents the outcomes that are associated to traditional English language learning practices as well-defined earlier in Chittagong, Bangladesh. This section takes to the journey to the current traditional classroom practices perceived by the students are reported. And the students' attitudes towards traditional practices are described in details and furthermore the students' beliefs about traditional English language learning are presented.

English language was used in most classroom, there was however a group of teachers who keep on speaking mostly in Bangla. Through the students' interview data showed that some teachers continue to use Bangla most of the time in their English lessons to explain and answer the lessons related to questions. However, the use of Bangla did not seem to have a negative impact on the students' enjoyment of the lessons as shown by the first two 'quotations' below:

Mostly he spoke in Bangla. / We enjoyed the class.

He spoke in Bangla mostly. / The class was good. Memorizing/ reciting poems.³⁹

4.1.1 Methods used currently

The methodology used currently throughout the primary school in Chittagong, Bangladesh are such as:

Reading and writing: Generally we see that the teachers in English classes ask the students to memorize reading and write as much as possible. Due to that the reading and writing activities were specified, students conducted in more recent English lessons. Although it is difficult for the new learners to understand the actual nature of such

³⁹ Prithi. Shrestha, *English Language Classroom practices Primary School Children's perceptions* RELC Journal, 2013, pp, 147-162.

activities, there seem to be more teachers led communications as shown by the ‘quotes’ below:

“We read a story on Hare & Tortoise from the book. In the last class teachers asked to read a story from the text and we read that, after reading teachers asked some questions in English and we respond also in English. After that we wrote some words whatever teachers asked to write. These reading and writing activities indicate that despite the EIA intervention, there is not a sufficient evidence of the use of a more communicative approach to reading and writing. The teachers seem to continue their old habit.”⁴⁰

Drills: When we talk about the ‘Drills’ we see that these are generally associated with the audio-lingual approach to language learning in which a motivation response reinforcement arrangement is followed. Though drills are not directly associated with grammar-translation method, they are considered traditional due to them being mechanical (i.e., not focusing on meaning but structures). So through this study, drills were mentioned by several groups of students during the interview. It is also outstanding that drills varied from single words to a whole rhyme (poem) as illustrated by the ‘quotes’ as follows: We also practiced some sentences drilling. She [taught] a rhyme from the text book with drilling. Through these drilling methods students become more interested and focused in the classes.

Attitudes towards English language learning: On the other hand, we see the students expressed positive attitudes towards reciting and drills, and negative views of the students towards learn by heart, the use of Bangla by the teachers the audio (songs, rhymes, dialogues and stories) and the ill-treatment of students by the teacher. Various sets of views and opinions are described and explained below.

Reciting and drills: There are many positive views can be obtained through reciting and drilling methodologies. It was found that the drills and reciting poems were happening quite regularly in English lessons. The student attitudes towards these activities seemed positive as elucidated by the ‘quotations’ below: I also like sentence drilling. I like singing song, reciting poems. I like repeating words with my teacher. These attitudes may not be surprising given that the primary school materials contain many

⁴⁰ EIA, The Classroom Practices of Primary and Secondary School Teachers, **Participating in English in Action**: a large-scale study. Dhaka: English in Action, (2010).

rhymes and songs which the students seemed to have enjoyed in their English lessons. More importantly, reciting and drills are widely practiced and the EIA intervention may not have had any impact on this practice. This might suggest adjusting the ELT methodology adopted by EIA.⁴¹

Physical punishment and admonishing by the teacher: Most of the time we have heard that the English teachers would warn or give them physical punishment (e.g., beating) and moreover they were forced to read and speak out the meaning in front of the class. If they fail to complete the given task successfully as illustrated by the ‘quotes’ below: One thing I don't like is that when the teacher criticize. We don't like it when the teacher beats us [when] we aren't able to give our lessons to him. Our teacher says that “Beating is a proper education”. One may argue that physical punishment is deeply rooted in the socio-cultural context of Chittagong, Bangladesh. This sort of education system in South Asia and so it is not surprising that teachers still give their students physical punishment. However, this kind of punishment is likely to contribute negatively to the classroom learning environment. As specified in the third ‘quote’ above, this kind of practice by English teachers may have resulted from their view of learning processes.

Absence of the audio: Through the close observation it was noted that quite a small number of the students said that they did not like English lessons without the audio. This may show the popularity of the mobile technology and the audio materials used with it. Here are some ‘quotes’ that illustrate their view: If the teacher does not take the class or do not play the audio I don't like it. Sometimes our teacher comes to our class without audio, then we don't enjoy the class.

Dislike of memorizing: In many occasions the students reported that they do not like memorizing many English lessons by hard, answers to questions in their textbooks as they don't understand meaning of the particular reading and the spelling of difficult words: I don't like to memorize so many lessons. The things I don't like about our English classes are memorizing answers to questions and hard spellings. I don't like question answer exercise. Which we memorize from the guide books. As the teachers do not take the class with fun, better explanation and examples. Instead, they still rely on the old ‘tried and tested’ technique of memorizing the content of the textbook.

⁴¹ EIA, *An Observation Study of English Lessons in Primary and Secondary Schools in Bangladesh*. Dhaka: English in Action, (2009).

Dislike of teacher's use of Bangla: A few students reported that they do not like it when their teacher uses Bangla instead of English in their class: When teachers mostly use Bangla we do not like this. I don't like it when the teacher uses Bangla rather than English. It is, however, not clear why the students do not like their teacher using Bangla in their class.

Student beliefs about English language learning: When we discuss about the of student beliefs about traditional English language learning practices. Here 'language learning belief' refers to what English language learning means to students, which may have been influenced by their socio-cultural and educational environments. However the students follow their seniors to pass the subjects and to get a good grade only. But in reality only a few students learn English as a language and do the reading, writing, listening and answering the questions raise by the teachers in the well manner as English medium students in the native speaking country.

Communicative language learning practices: In this section, the results that are associated with communicative language learning are presented, existing practices are such as:

Use of songs: During the interview we have we have come across that the majority of the students stated that in their recent lessons, they either listened to songs or sang songs, or both. Which simply include songs such as 'Good morning', 'Hello' and 'Goodbye' among others. The teachers of the particular subject mentioned that that most of them are using songs in their lessons, making them fun and enjoyable. Here are some 'quotes' that reflect the use of songs in the classroom: Sometime teacher plays song or rhyme from the audio. In our last English class at first we sang the Good Morning song and Hello song in chorus... After exchanging greetings with our teacher, we sang the Hello song with tape-recorder and clapped hands. Through this we understand that the students sing in English in their English class. On the other hand, there are not much songs to be selected to use in daily classes. Due to that the teachers use the same types of songs every single day. Therefore almost all the students mentioned only 'Good morning' and 'Hello' songs. It is also in the same way possible that the students recollected only these. And in the class syllabus this sort of audio classes not mentioned and not even in the government curriculum. Thus, it might be possible that the students face these songs to sing as their routine.

The using of posters, pictures and postcards (visual aids): Another statement we came across in the interview data was the use of visual aids which included posters, pictures and flashcards in particular. It was mentioned that the visual aids might suggested the good use of the posters, pictures and flashcards, which were provided by EIA. The following 'quotes' from the students show the use of the visual aids in their English lessons: During our English class we see some posters which are eye-catching and helpful to learn and remember our lessons. The teachers showed us some flash cards and asked us to draw the picture of football and mango on our notebook. We all drew the picture of football and mango. Then showed the flash cards of 'seven days' and asked the name of the day showing a particular flash card. Then teacher asked us to work in pairs through questioning and answering. These 'quotes' demonstrate that a variety of activities are directed by the EIA teachers by using posters, pictures and flashcards in their English lessons. This is a sign of the popularity of the visual aids provided by EIA among primary school students and teachers. However, the meaningfulness of these resources are regularly used by teachers is still a question for EIA.

Using of audio devices (iPods and speakers): It was obvious that almost all the primary schools were provided with audio materials for classroom use, most of the students reported the use of audio devices, that is, tape-recorder, iPods and speakers, in their English classes in which they listened to songs, rhymes, poems and dialogues on the iPod. This recommends the frequent use of audio in EIA primary schools and therefore a possible success indicator of the project.

We have been listening to a rhyme 'sleepy head' from the audio. Then we repeated this altogether everyday with clapping. Our teachers asked us to repeat the rhyme. We heard an audio song from the iPod and we sang the song in chorus and then sang in-group. Some other time we listened to the sounds in iPod and played the role of birds and animals like bee, owl cat etc. So as can be seen from the 'quotes' the audio (iPod) was used for songs and rhymes in speaking activities in English. Over and over again the audio seems to have worked as an oral input that served as a model for repetition by the students. In addition, as shown by the final 'quote', the audio (sounds) seems to have been used in a creative way.

Pair and group work: To build a good friendly relationship among the students Pair and group work assist us a lot. Which we have heard very frequently mentioned in the student interviews. This may have allowed participatory or interactive English lessons

in the EIA primary schools. The usage of pair and group work by the EIA teachers suggests that the teachers have started employing communicative language learning activities in their lessons. However, it relics to be seen how communicative group and pair activities were because such activities can be mechanical too. These ‘quotes’ below show the kind of pair and group work that the students participated in their English lessons: We read a story on Hare & Tortoise from the book. He asked us to work in pairs. In our last class teacher asked us questions like “what is your name?”, “how old are you?” Teacher said and we repeated with her. Then we had a pair work to practice these questions answers. After singing madam divided us into some groups. We read a story in our group and we discussed the story. After sometimes madam asked us some questions in English about the story and we answered her. The second ‘quote’ above shows the nature of the pair work activity in the lesson where the teacher presents how to ask questions to find out personal information from

Then, we see that the students practice those questions with each other (pair work), which seems to be meaningful communicative activity. The final quote shows a slightly more open group task, showing a better grasp of a communicative approach by the teacher. However, it should be well-known that these good practices come from only a small number of schools and therefore, the majority of the EIA teachers may not have fully involved with EIA’s ELT methodology.

Playing games: Including some sort of games playing feature as another common theme interconnected to communicative language learning. Many of the students reported that they played games such as ‘bingo’ in English lesson and they do also practice the numbering game. We played bingo game. We also played some game such as; bingo game, puzzle game etc. Even though it is difficult to understand how the games were played for learning English and that there are only a few games mentioned, these students’ ‘quotes’ do show that their teachers are using games in their classroom. There are games which may be useful if they are united into the whole lesson. If they are treated as simply ‘games’ to have some fun and pass time, there may be no language learning happening. Hence, further studies are needed for any evidence of language learning.

Use of English in the classroom: As the mother tongue is Bangla the usage of more spoken English is associated with communicative English language learning. The student reported that most of the teachers use English in their English lessons most of

the time compared to the baseline study and use Bangla only when the students do not understand English. It may be that the EIA teachers are using more English than they used to in their English lessons. This sort of change may be linked with the materials and the skilled development support offered to these teachers in the project. Nevertheless, this should be treated with caution because using more English does not mean communicative language teaching. The students may not have understood the teacher.

Furthermore, as it was noted previously, some teachers insistently use Bangla in their English language lessons. Here are some 'quotes' that light up the use of English in primary schools: In our classroom, our teacher uses English a lot. When our teacher translated the hard lesson and poem, we like it. Madam uses English and Bengali both but most of the time she speaks in English. Our teacher spoke English most of the time. Teacher uses English at the time of greetings, giving instruction, describing posters. When we can't understand English teacher says it in Bangla. The final 'quote' above gives details of when the English teacher uses English: greeting, giving instructions to students, and describing posters. To aid understanding, Bangla was used. Although greetings may not count as a change in the teacher practice, both giving instructions and describing posters in English indicate an important step towards implementing a more communicative approach to teaching English.

4.1.2 Assessment and Testing System

In academic field of Chittagong, Bangladesh most of the English teachers and head teachers thought that the existing assessment system was appropriate for evaluating students' learning outcomes of English language. Not only that but also a number of the teachers thought that the assessment system was not totally appropriate. According viewpoints of most of the teachers the assessment system should include listening and speaking skills tests. Furthermore the teachers also mentioned that the existing examination system (three terminal examinations) was good enough. Teachers delivered three terminal examinations along with class tests when it was necessary. Teachers and Head Teachers had very positive views about the School Based Assessment (SBA) system. Some negative sides of SBA were also mentioned by the teachers. Some of the teachers believed that SBA increased extra work load for the students. One quotation from a teacher is given here regarding SBA:

“At present SBA is going on where students are assessed with respect to six activities. These activities are useful to the students but they also become bore with huge workload”⁴²

Teachers mentioned that the assessment system did not recognize the group work and pair work activities in the classroom. They thought that more weight should be given to these activities.

Table 3: Sampling of the Study

Research Tools	Respondents Total	Number Sampling	Procedure
Interview schedule for Head Teacher	Head Teachers	10	Purposive
Interview schedule for English Teacher	English Teachers	10	Purposive
Focused Group Discussion with Students Level	Students of Junior Secondary	10 FGDs 60 students total (6 per group)	Purposive
Classroom Observation Schedule	Englishclass Observation	20 (2 classes of each English teacher)	Purposive

Assessment in English language teaching and learning in school courses two types of assessments are mainly practiced. One is formative assessment and another is summative assessment. Formative assessment practiced in the English classroom context was the main concern of this study. When students were asked whether they could answer teachers' questions easily or they faced difficulties regarding this the majority of the respondents reported that they could answer most of the questions easily but some of the questions were difficult for them. Some examples of such questions observed were:

Close-ended Question

Q: Which Bangla year is this?

S: 1417

Q: Which is the first month of Bangla year?

⁴²S, Ahsan, “Classroom Assessment Culture in Secondary Schools of Dhaka City”. Teacher's World (Journal of Education and Research), 2009, Pp, 33-34, 231- 244.

S: Boishakh

Open-ended Question

Teachers once in a while asked open-ended questions and it was unusual in classroom practice. One example of an open-ended question was:

Q: Imran, if you want to arrange a fair in your school what will be your function?

S: yes a fair... (Could not complete sentence)

The students couldn't answer to the teacher correctly. He talk about a fair but could not describe his purpose properly. In that case the teacher asked other students and the teacher did not give any feedback to the students.

Yes/No Question

Q: Do you celebrate Pohela Boishakh?

S: Yes

Q: Do you watch TV Programmes in Pohela Boishakh?

S: Yes

Another case we see the teachers asked some questions addressed to the individual and sometimes to the whole class. Most of the time teachers asked questions to specific individuals. Examples of such questions are given below.

Questions to Individual

T: Who is talking to Samira?

S: Karim is talking to Samira.

Question to Whole Class after showing the picture from the textbook the teacher asked the following question to the whole class: Teacher: What can you see in the picture?

Student: a boy standing in the flower garden and a girl sitting in the mango tree. From the above examples and the observed data it was clear that the nature of the questions was mainly close-ended whether teachers asked the questions to the individual or to the whole class. Another fact was also observed that teachers asked open-ended question but the student replied in close-ended style. As for example, Teacher: How do you celebrate Pohela Boishakh?

Student: yes, cultural program.

In this case students tried to answer each questions in one or two words. From classroom observations it was seen that teachers did not provide any feedback after such types of responses.

4.1.3 The Use of Multimedia Technology

Listening to the audio: The audio materials included songs, rhymes, stories and dialogues. The data regarding the audio were generally linked with listening to songs or rhymes and practicing them with the media player (iPod). The following ‘quotes’ indicate the positive student attitudes towards the audio: We like to hear the songs and rhymes of iPod which are easier and very helpful. The iPod songs are very enjoyable. I like to hear songs, rhymes and speaking from the iPod. However, the reference to the songs and the rhymes may suggest a limited use of the audio materials and possibly less learner-centered activities.

Visuals system: The students that were interviewed often referred to the visuals used in the English lessons, which they liked. These included posters, flashcards and pictures. Such visuals are often considered invaluable language learning materials, and the ones mentioned here were provided by EIA. The selected ‘quotes’ below show the students’ preference for the visuals. I like singing songs, reciting poems, using posters or flash cards. I like to learn English with flash cards and posters. The pictures of posters are very attractive. So we like these. Posters, flashcards and pictures are generally linked with communicative activities. The student attitudes being positive towards such educational artefacts indicate a positive impact of the project.

4.1.4 Teaching Material Currently Used

It was found from the class observation and teachers' interviews that teachers used the Lecture Method most of the time in the teaching-learning process. Along with the lecture method teachers used some other methods like participatory method, demonstration method, question-answer method, etc. Teachers involved students in pair work, group work, and brainstorming and in writing tasks. Students also reported that teachers involved them in those activities. One teacher explained the reasons for using those methods. In the case of the question-answer method a teacher reported:

“I use question-answer in teaching. Question answer means after delivering the lesson I asked the student some short questions. If they listen to me attentively they can answer and if they cannot answer then I can understand that they didn't take anything from my teaching”

From the above quotation it was clear that the teacher used individually favorite teaching methods and thought about the assessment techniques simultaneously. So a mutual relationship between teaching methods and assessment techniques was found.

Table 4: Methods, Activities and Materials used in English Class

Methods and Techniques	Classroom Dynamics and Activities	Materials
Lecture Method	Group work	Picture, Poster
Participatory Method	Pair work	Chalkboard
Demonstration Method	Brain storming	Chart
Question-answer Techniques	Asking question	Model
Give and Take	Techniques Writing tasks	Mobile

4.1.5 Teaching Effectiveness

Through this initiative, interactive multimedia software based on national curriculum of English Class 4 were developed and tested in selected government primary schools. The Children using information and communication technology (ICT) in education. The teachers do not have the language competence to confidently facilitate English classes using the Communicative Language Teaching (CLT) approach. The results of the project showed that the use of audio-visual content has strong potential for enhancing and promoting interactive language classes. From class observations some general ideas about the nature of English classroom practice were found. From the observations activities such as warm up, greetings, delivering lesson, using materials, group work, pair work, student assessment, teacher's feedback, assigning homework etc were found in classroom practice.

4.2 Overview of to the Main English Teaching Problems in Four Skills in Government Primary Schools in Chittagong.

4.2.1 Listening

In the last twenty years, English is studied as a second language. English has gained a significant space as the medium of education at tertiary level. The rapid growth of English medium schools and colleges also contributed to the enormous usage of English both in and out of classroom. Nevertheless, little consideration is given to teaching listening as most of the classes lack logistic facilities. In order to learn a language communication is needed. But this communication cannot get fulfillment without listening skill. If the students don't able to understand what the teachers are speaking then there is no valid communication. "To become a fluent speaker in English, learners need to be good listener first. Listening to appropriate tapes provides such exposure and students get vital information not only about grammar and vocabulary but also about pronunciation, rhythm, intonation, pitch and stress."⁴³ So it can be said that, students should be provided enough listening tasks so that they would get chances for themselves to familiar with different linguistic patterns, accents and phrase patterns of English.

There are many reasons to focus learning of listening. The students should listen to understand which words and phrases are comprehensible in a given context. To be able to do so they must have good knowledge of English vocabulary. It has been observed among the students of Bangladesh that, lack of enough vocabulary is one of the main weaknesses of learning listening. If the students are not familiar with the meaning of the word and/ or phrase pronounced, then how can they be able to understand the message transmitted? So learning vocabulary is of most vital important to learn listening inaccurately. Understanding and familiarizing with new manner of pronunciations is one of the goals of learning listening.

4.2.2 Speaking

English language is widely used in Chittagong, Bangladesh. Not only that but also it has become to second official language of Bangladesh. The teachers, students and school administration encounter several problems due to lack of skilled teachers, proper teacher training, using proper teaching methods and materials, physical facilities and so

⁴³Z, Alam. and S.B, Sinha, "Developing Listening Skills for Tertiary Level Learners", **the Dhaka University Journal of Linguistics**, Vol. 2, No. 3, 2009, Pp. 19 – 52.

on. As a result, English curriculum implementation at the primary level in Bangladesh is becoming unsuccessful in most of the schools; however there are several adequately designed buildings with well trained teachers along with proper educational materials.

4.2.3 Reading

Here in Bangladesh the environment of learning English is very critical because it is often seen that a person interested in learning English is normally laughed and criticized severely and ignorantly by the people around the learners because of the mistakes he or she commits while learning which involves conscious endeavor. Such ruthless criticism prevents a learner of English from exercising in it and it ultimately results in failure. Due to look down characters of others students feel uncomfortable to read out loud.

It doesn't really how good the teachers and facilities are or it doesn't even matter how well—or how often—that material is taught or retaught by teachers, parents, or tutors.

In other words, if a student is struggling to read, the root of the problem probably isn't student's school, curriculum, or teacher. The main problem probably isn't even how hard your child is trying. This is because the majority of reading struggles are caused by weaknesses in one or more skills related to hearing process. And auditory processing skills are what the brain uses to hear, recognize, division, and blend sounds. In fact, auditory processing skills are so critical to reading that 85% of struggling readers have weaknesses in this area. But the reading struggles don't have to signify a lifetime of limited opportunities, especially when it's possible to use cognitive training to strengthen underlying weaknesses.

4.2.4 Writing

Writing is a big part of every high in Chittagong, Bangladesh. In fact, students write more than ever before—from school research papers to essays on standardized tests to texting their friends. Yet writing problems abound. According to the 2011 results of the National Assessment of Educational Progress (NAEP), only 24% of twelfth-graders are at or above the proficient level in writing and only 3% write at an advanced level. While these results are disappointing, the overall effect on student achievement is a larger concern: writing problems can greatly hinder college and career success. The good news is that with hard work, patience, and targeted help, high school writing problems can be overcome.

By understanding high school writing proficiency standards, parents can be more effective in helping their children meet grade level expectations. At the proficient level or above, high school students are able to plan, draft, and complete error-free essays of upwards of 1,500 words or more. High school students should know how to select the appropriate form of writing for various audiences and purposes, including narrative, expository, persuasive, descriptive, business, and literary forms. Students in ninth to twelfth grade should exhibit an increasing facility with complex sentence structures, more sophisticated vocabulary, and an evolving individual writing style. When revising selected drafts, students are expected to improve the development of a central theme, the logical organization of content, and the creation of meaningful relationships among ideas.

4.3 Other Problems (Classroom Conditions, Physical Facilities etc.)

Generally we see that the Bangladeshi learners in Chittagong and many parts of the country face a great deal of problems on their way to learn English. We know that a classroom is nowadays only the place where learners have appropriate atmosphere to practice English. But they can hardly any opportunity to practice it. Where the teachers would encourage them to communicate in English. But that's not enough for them. In order to make them learn English well, they keep practicing English outside the classroom. But the situation is completely opposite here because as soon as the learners come out of the educational organizations, they hard find any interest in speaking English.

On the other hand the qualitative English learning resources are not accessible here. In order to attain good or sound of knowledge of English, a learner needs to be complete with quality materials which can assist them to make a good start because we know that a good start is half-done. Learns are willing to purchase cheap books and other reading materials written by some reasonable price writers and those copies are supplied with many a mistake and wrong ideas. Further some teachers who are directly complex in preparing book lists for the students are found to be very careless because of that most of the cases the teachers are exceptionally influenced by a group of unwholesome book businessmen.

Because of such sort coming the students are poor of good books and guiding principle. There are number of teachers who neither teach the learners appropriately nor

inspire them to acquire a language skills. So lack of enthusiasm creates a mist of obstructions in them. Day by day they are finding English a hard discipline try to find out some shortcut ways and methods to only pass English in public examinations because they find hardly interested in it. And it is really true that if you find no interest in a piece of work, which force them to make any improvements in it. Just to withdraw the students with the concentrated benefit in an atmosphere where English is a foreign language, so the teacher should include them in a variety of accomplishments as pair work, role-play, question-answer, consultations, projects and the rest given in the textbook and also prepared by themselves. Students' contribution should be given priority over teacher participation as the basic skills of language. Which can be the best practiced through learner-centered activities and so tasks should be interesting and appropriate to the learners' life and atmosphere.

4.4 The Needs of English Language Teachers in Government Primary Schools in Chittagong.

There are two common sayings that “Education is the backbone of a nation” and “A teacher is an architect of a nation”. There is a deep connection between the two ideas. In other words, a teacher constructs a nation with the help of his refined knowledge. So as a builder of a nation, a teacher of English must be efficient. But there are many teachers of English who are not proficient enough in English because the sorting out procedures of teachers here are not good and sometimes the appointment of a teacher depends upon money not upon merit. Lack of teachers' training is one of the major problems found in teaching English in Bangladesh. Actually, a well-trained teacher can help a student learn better. But there are teachers who receive no training at all to teach English. So as an untrained teacher, he cannot help release the students' problems and fear of the subject. Even he cannot make the lessons interesting because of the lack of some effectual strategies. If he had received training, he or she could have taught the subject comparatively good. If the situation keeps on going, it will hamper the students' dormant potentialities and it will kill the valuable time the learners too.

Except few, in most cases teachers are seen to be insincere. He like a businessman thinks of money only and he feels it unnecessary to motivate his students. We know that only bookish knowledge cannot lead a student to be a fully successful citizen of a nation. So during a class, a teacher has to motivate the students and such

motivation will help the students to go ahead and also assist him to reach the intended goal. Even he does not encourage the students to practise speaking inside and outside the class. There is a saying that where there is a will, there is a way. In the same way, where there is motivation there is success.

4.5 The Attitudes Related to the Learning Process

When we look at the attitudes related ideas and perspective we see that the motivation of studying a language can be divided into two main categories; integrative and instrumental motives. Where the integrative motives refer to situations through which a person learns and master a second language in order to participate in the target language group's cultural activities. But on the other hand the instrumental motives refer to practical purposes of learning a language. By using that particular skills a person achieves his or her dream target in life to get a better job or to pass examinations. But a country like Bangladesh, where majority of the students who have been learning English have this instrumental motive of ensuring economic solvency.

Attitudes are often shaped by the social context, "develop early in childhood and are the result of parents and peers' attitudes" as well as contact with others from different cultures. Attitudes towards a language and its literature often begin at home. Social context also determines provision and practice for second or foreign language (as well as literature composed in that language) learning at home. Families that have positive attitudes towards English for example, might provide reading materials and practice in an informal learning context.⁴⁴

4.5.1 Teachers Attitudes

It's common that the teachers teaching and students learning in the academic field but one that sums up what everyone hopes is become obvious in classrooms. That hope for the English Language Learner student is indivisibly tied to and dependent upon the teacher doing exactly that teaching. For the classroom teacher with English language learners (ELL) students that can be, at best, a challenge of teaching skills in order to facilitate learning or, at worst, an exhausting and frustrating experience with little or no expectations for learning stated that what is needed is for teachers to think of

⁴⁴ M, Nesa, **English language teaching-learning through Communicative approach at secondary school certificate (SSC) level in Bangladesh: A brief review.**Journal of NELTA, vol. 9, (2004), Pp. 8-16.

themselves as teachers of English Language Learners instead of as teachers who have English Language Learner students in class. Teacher needs to show and provide equality in the frameworks and facilitate all the necessary materials, advices and instructions to lead the students to achieve their goals.

According to the teachers beliefs: ELL inclusion that 72% of the 279 secondary teacher respondents indicated they agreed or strongly agreed with the statement that they would welcome the inclusion of English Language Learner students into the classroom. Seventy-five percent of the respondents reported that inclusion of English Language Learner students is a positive educational experience. However, when the same respondents were asked if ELL inclusion was a positive experience for all students, more than 40% indicated they did not believe that statement.⁴⁵

When queried further, 75% of respondents registered agreement that English Language Learner students should not be admitted to mainstream classrooms until a minimum level of English language proficiency had been attained. Finally, 70% of the teachers expressed the attitude that there was not enough time to deal with the needs of English Language Learner students suggested that the difference between the positive general attitudes of inclusion and the negative attitudes about specific inclusion are the result of teachers' lack of confidence and training to teach English Language Learner students especially those at planning and early production stages of language acquisition. Most of the teachers believes that the common practice of low incidence ELL schools which is to place English Language Learner students at all proficiency levels into mainstream classrooms with teachers who continue to lack sufficient training and skills to address the specific needs of these students will continue to fuel the discrepancy in inclusion attitudes⁴⁶.

The teachers in the academic field tried to provide equal opportunity to education, what resulted, in practice, were inequities in learning. The teachers were committed to teaching the English Language Learner students, but there was a level of frustration and resentment because teachers were unable to instruct and to adjust for the varying proficiency levels of the students. The frustration and resentment

⁴⁵ J. Reeves, 'Like everybody else': **Equalizing educational opportunity for English language learners**. TESOL Quarterly, 38(1), 2004, Pp 43-66.

⁴⁶ J. Reeves, **Secondary teacher attitudes toward including English-Language Learners in mainstream classrooms**. Journal of Educational Research, (2006), Pp, 99(3), 131- 142.

experienced by classroom teachers can be further exacerbated by attitudes that other students will be negatively impacted by the inclusion of English Language Learners in the mainstream classroom. Without appropriate and timely training for instruction of English Language Learners, teachers will feel classroom time must be divided between ELL and non-ELL students.

There are students who lacked that level of fluency struggled to learn and the teachers struggled to teach because suitable etymological accommodations and alterations were not being used to support English Language Learner students' access to the core syllabus. First, normal teachers have the misconception that adequate and intensive professional development for teaching English Language Learners fall to the staff directly elaborate with teaching English such as the English as a Second Language teacher. The primary responsibility for teaching English proficiency is mistakenly viewed as the domain of the English second Language (ESL) teacher and not in the realm of the mainstream education classrooms.

In this manner, ordinary teachers do not view the nature of the professional development designed to address the challenges of teaching English Language Learner students as addressing the environment of the mainstream classroom. Second, the quality and the sustainability of professional development could be questionable. Teachers who have had experience to proficient expansion that is one time in nature with very little or no follow up putting into practice do not feel the need to spend added time in professional development of that nature. Teachers know that professional development is essential to continue to improve teaching skills and knowledge base, but if the professional development is not designed to sustain real change then it becomes problematic.

The same group of English Language Learner students were observed to be silent and disengaged in the classrooms where English Language Learner students were not recognized nor encouraged to be contributors to the social environment of the classroom. The first finding of the study indicated that the interactive processes of the English Language Learner student can be enhanced in the classroom if the instructor has a good knowledge of the cultural and social needs of the students and understands how to respond to the students' needs. The second finding was that how teachers viewed their own positions in regard to English Language Learner students became a critical

factor in influencing the participation and the interaction of learning for English Language Learner students.

What is needed the most is the quality teachers to think of themselves as teachers of English Language Learners instead of as teachers who have English Language Learner students in class. The third finding showed that different instructional approaches do influence how ELL students view their own interactions in the classroom. The English Language Learner students felt more comfortable and had a sense of belonging when the instructional style accommodated cultural differences and enhanced a multicultural approach to teaching. In classrooms with a monoculture approach and emphasis was only on substance matter, English Language Learners established a nationalist character and affiliated with other students who were perceived by the teacher and students as problematic or struggling academically. English Language Learner students to learn rather than distance and isolate them further from the learning process within the environment of the classroom. Culture in the Classroom As a teacher stands in front of the classroom and looks at the faces of the students, each face represents a personality, a family, a history, and cultural influences that have helped shape that individual.

For English Language Learner students that cultural influence can be problematic in a classroom. Culture influences educational perspectives and learning styles. In other words, the learning environment established by the teacher, negatively or positively influenced by the dominant culture, will be absorbed and learning can either be enhanced or diminished by a teacher's attitudes and beliefs about second language learners. Additionally, like a prism when it reflects light, English Language Learner students bring their cultural perspectives to the classroom also, and, if a teacher is open to learning about it, then they have advanced their own cultural proficiency by interacting with the new cultures.

4.5.2 Students Attitudes

Indeed it was known that the students with positive attitudes will spend more effort to learn the language and literature by using approaches such as asking questions, volunteering information answering questions. Attitudes therefore affect the rate of development and the final proficiency achieved in the target language and literature. Fortunately, attitudes do not remain static; they can be changed through the learning process such as by using appropriate materials and teaching techniques.

Attitudes also improve when learners taste success in their course of learning. Students' attitudes towards second/foreign language learning. From class observations the student's attitudes were very clear when the teachers gave feedback to the students after various types of assessment during the classes but providing feedback was not regular practice. Feedback was given both to the whole class and to the individual student by observing their attitudes closely. As the students from various background have come to join together to learn in one class. Due to that the teachers provided verbal feedback to the students. Teachers used some phrases and words such as "Thank you, very good, okay, your idea is right, my students can answer" etc. for giving feedback. So the students hear them very often and remember them and use them in the school and in the outer atmosphere. From time to time the feedback like "wrong answer". Usually it was seen that teachers asked questions to the students and provided feedback on that responses to bring out the changes among the students. Some examples of such practice are given below: Feedback to Individual Student

Teacher: What is UN? Student: an organization

T: What about the organization? S: Cultural

T: Right, thank you (Feedback) Feedback to Whole Class

T: what can you see in picture two? S: An old man sitting under the tree.

T: Thank you, your idea is right. (Feedback)

In many cases teachers involved students to read out loud from the textbook to change the attitude of reading and when the students made any mistakes in reading teachers corrected the mistakes immediately. Most of the time the other students also helped the reader if she/he made any mistakes in reading. So students improve their attitudes themselves with the provided feedback. From class observations it was recorded that, "Learners spontaneously corrected the mistakes of the classmates while they were reading out loud."⁴⁷

Most of the English teachers in duty spoke to share their personal experiences that the feedback should be given to the students regularly because feedback would inspire students. They also revealed that they provided feedback to the students but regular feedback was not seen from the classroom observation. The students of most of the school that were under observation also reported that teachers provided feedback

⁴⁷ C, Burns, & D. Myhill, *Interactive or Inactive, A Consideration of the Nature of Interaction in Whole Class Teaching*. Cambridge University Press, (2004), Pp, 34 (1), 35-49.

sometimes. They point out that feedback helped them to correct their mistakes. One of the teachers reported very positively about feedback. So it was clear that the feedback can bring a great change among the students to change their attitudes of learning to become a successful person and leader for their nation.

4.6 Corruption in Government

Just like many other educated developed countries in the world. Where the education is the process of facilitating knowledge, capability skills of the part of human society are transferred to other people literally and verbally. When we talk about the corruption in education, a term to create ineffectual future leaders as the education related corruption has a negative impact on children as from the early age they experience corruption and this can have negative impact on their future lives.

Corruption weakens the progress of primary education in Bangladesh. Directly or indirectly educational institutions are involving in the various corruptions. Despite the present notable success in primary education sector, where the corruption still makes a major obstacle to its progress. There are various corruptions among them some of the main common one takes place in the educational events such as admission in school, scholarship payment distribution, in assigning teachers, result publication or leak age of question paper. Besides corruption takes place in building school buildings, various processes and fee collecting from students.

Recently we have seen in the education sector, Bangladesh has achieved good progress in gender parity in schooling outcomes among the under developing nations in Asia. This has been made possible due to the government's various income programs for primary and secondary level students. It is a universal primary education system which is free for all. More encouragements are given attached with

- 1) Distribution of free text books
- 2) Provision of "food for education"
- 3) Scholarship (Upabritti) and financial assistance for female secondary school students to increase school
- 4) Government providing poor student a stipend of Tk (100 (US \$ 1.5) for one student) and Tk 125 (US\$ 1.9) for two or more students form the same family.⁴⁸
- 5) The remedies of corruption in eructation sector is given below:

⁴⁸ World Bank, **Bangladesh education sector review**, Vol.1, Washington DC, (2000)

- 6) A good educational system on creating morality is necessary.
- 7) Consciousness about corruption and fighting is necessary.
- 8) Corrupt officials and politicians should be severely punished.
- 9) Government should have good and effective laws for preventing corruption.
- 10) Accountable, transparent and efficient administration is also necessary.
- 11) Anti-corruption commission should be made effective and independent.⁴⁹

Our progress as a nation can be no swifter than our progress in education. Our basic resource is our human mind. Corruption can engulf every aspect of the government, the non-government organizations and institutions but the corruption in education sector creates serious effects because the manpower of the state is produced by this. There was respective Report by transparency. International on 2013 and for this change our education minister deserves thanks far this but is still remains a key obstacle to equality education. As corruption in education acts as a dangerous barrier to high quality learning and social and economic developments, the government should have serious concern for it. We hope in education sector will be carried on and our nation will make the vision 2021 successful.⁵⁰

The causes of corruption in educations sector are given below:

- 1) Poor governance
- 2) Economic
- 3) Lack of patriotism
- 4) Lack in rules of law
- 5) Poor remuneration
- 6) Degradation of morality
- 7) High living cost.

From the survey data we can reach the following decision that a powerful law should be ensured by the government, which must be strict, neutral, and valid for all. Teachers and the responsible people would be given enough facilities to find the best quality teachers and education methods and strategies. It must be ensured that an employee can have proper remunerate for a service. It is true that development of

⁴⁹ Karim Shahnaz, Transparency in education report card in Bangladesh, **International Institute for Education Planning**, Paris, (2004)

⁵⁰ CAMPE, Education Watch, Need for a new vision, **Campaign for Popular Education**, Dhaka, (2003)

education is keenly related to development of humanity. Our proper educational system can achieve anti corrupt education sector. It will be possible not only by our government's spirit of age policy but also by our civil educated people's contribution for fighting against corruption.

4.7 Corruption in Educational Institutions

One of the fundamental problems in combating corruption is the difficulty in clearly defining the actions that organize it.

Five behaviors may be labeled, at different times, as corruption:

1) Transparently illegal acts of corruption or scam: There are examples of transparent scam and corruption, in which education officials at all levels claim some form of payoff for themselves, family, or friends in return for their help in shaping the outcome of 4 contracts, execution efforts, distribution systems, etc. While instruments may vary, there is wide agreement that these practices are corrupt.

There are actions which have taken to secure a modest income by people paid too little or too late: When teachers sell grades or require students to pay for private tutoring in order to pass a course, most witnesses identify it as corruption. Often, however, such behavior is judged less severely in situations in which teachers' salaries are extremely low or salary payments are delayed for months. It have a tendency to be accepted because practically all witnesses distinguish that teachers have little choice if they are to live.

2) Some actions taken to get work done in challenging conditions: At times, what seem as corruption may be better understood as ministry and project personnel critical places, overlooking rules, and by-passing procedures in order to move activities forward in ways important to the success of a project or ministry resourcefulness. What appears as corruption to some people may be regarded as practical project management by others. For example, when project execution requires government staff to work harder or longer hours than is their custom, a project manager may pay an unofficial bonus as an encouragement. In the same way, a project manager may pay government personnel to provide data that should be free. An unhappy outgrowth of these practices is that it often teaches local staff that they can extort money by suppression services, and a pattern develops.

Transformations in cultural perspective: In some cultures it is customary and expected that gifts are given even in return for small favors. While token gifts of little monetary value often satisfy the cultural expectation, the practice has sometimes mushroomed into widespread, petty extortion. The practice of gift giving has often been exploited to mask a corrupt practice in the guise of a cultural expectation. This is illustrated by the Chinese student who, needing the signature of a local official in order to secure a passport to study abroad, took a new television set to the official to thank him for his signature. In Russia, it is commonplace to provide small gifts -- a box of candy, flowers (or a bottle of vodka) -- to authorities as a token of respect, if not a request for special assistance.

3) Behavior resulting from incompetence: What appears as corruption is sometimes merely the incompetence of key actors or the inadequacies of the infrastructure in which they work. When record keeping systems are weak or nonexistent, key personnel assign little importance to maintaining records. It is then often difficult to know whether education officials' inability to account for money or supplies reflects deception or poor management practices. For example, despite the expenditure of several million dollars of donor funds on textbook production and distribution in Laos and government receipts indicating the books had been delivered to the district education offices, international teams were unable to locate very many of the new books during site visits to the schools. It was never completely clear whether this was a case of poor record keeping or diversion of textbook funds.⁵¹

4) The essential point is that thoughtful, reasonable people can disagree over what constitutes corruption. Even when observers agree that certain actions constitute corruption, they may differ in their tolerance of the offense (e.g., when the sales of grades is tolerated because teachers are underpaid). Moreover, those forms most widely condemned (e.g., contract kickbacks) tend to be the least visible; those forms that tend to be the most visible (forced private tutoring) tend to be the most widely tolerated.

Disagreement over what constitutes corruption has serious consequences for efforts to combat it.

⁵¹ Asian Development Bank, Lao People's Democratic Republic Education Development Sector Development Plan, **Manila: Asian Development Bank and Vientiane: Ministry of Education**, (2000).

5) While each country has a different legal definition of corruption, the often broader conception of corruption as the misuse of public office for private gain yields a much larger context in which citizens can detect official misconduct. Forceful actions to reduce corruption could lead to great trouble for individuals who were merely cutting corners in their effort to do a good job or who were unclear about the lines between gifts and bribes. If, in response to anti-corruption efforts, educators, government officials, and project staff started strictly complying with the myriad of government and donor rules, especially those involving international aid, education projects could bog down and stall. On the other hand, if a looser definition of corruption was used, intentionally corrupt behavior could hide behind expressions of good intention or confusion about meanings. Effective efforts to combat corruption require clear, but sensible, definitions of what is acceptable behavior and what is not.

4.8 Costs and Financing Problems

The survey findings are reported in this paper under some of the main heading issues such as: illegal fees collected from students, irregularities in the foods for Education sectors and irregularities in the primary education office of the government. From the survey the data's were collected based on the unauthorized fees or payment that have collected or have been collecting in the various government owned primary schools. Here each year a number of primary school students dropped out the school not being able to pay the school fees and buy other necessary things to continue their studies. Even those who have completed the primary school suddenly stop their studies before completing the high school due to the same sort of things. The parents have complained that the fee of the students increase each year and without fees children are not admitted to the school.

Table 5: Fees for admission into Primary School

Name of Upazilla	Percentage of students paying admission fee	Amount collected yearly (in BDT)
Madhupur	-	-
Mymensingh Sadar	30.4	41.641
Muktagachha	-	-
Kishoreganj Sadar	22.5	27.229

Table 5: Fees for admission into Primary School (Continue)

Name of Upazilla	Percentage of students paying admission fee	Amount collected yearly (in BDT)
Sharisliabari	-	-
Gouripur	-	-
Jamaipur Sadar	0.9	5.006
	-	-

So here we see there are some districts like Mymensingh Sadar, Kishoreganj Sadar and Jamaipur Sadar were respectively in the first rank as first, second and third in the collection of high admission fees from primary school.

Table 6: Ministry of Education Ministry of Primary and Mass Education

National education budget (2015)	US\$2.185 billion (172.951 billion Taka)
Total enrollment	23,907,151
Primary School	16,230,000
Secondary	7,400,000

Table 7: Literacy

Total	61.5%
Male	64.6%
Female	58.5% ⁵²

Unauthorized payments for books:

When we see the government policy it was mentioned that the primary school books are provided free of charge. But the survey showed that the school authorities collected fees to make these books accessible to students. Almost 5.28 percent of the students said that they have paid the money to collect the books. So like this many school in the village area and some even in the city collected on average nearly BDT 39,000 per year for book.

⁵² Education in Bangladesh, (Online), Research : https://en.wikipedia.org/wiki/Education_in_Bangladesh - retrieved (03/01/2016)

Table 8: Total unauthorized fees collected

Name of Upazilla	Average amount collected per students (In BDT)	Amount collected yearly in BDT
Madhupur	62.86	3,578,000
Nalitabari	55.97	1,475,000
Mymensingh Sadar	48.77	4,394,000
Kulna	47.21	2,453,000
Borisal	47.67	2,139,000
Nuakali	39.52	1,277,000
Kishoreganj Sadar	39.03	1,722,000
Jamalpur Sadar	38.03	2,811,000
Total		19,849,000

Fees for sports:

During the survey it was shown that the fees were taken for games and sports events. This fee has been paying by the students of each grade a couple of time in a year. Which school committee collects them to but the sport equipment's. Though the equipment's were provided by the government beginning of the year. In few schools in many Upazillas have been collecting more amount of for the sport among them Shylet, Borisal. Kishoreganj, Chittagong and so on. In the particular areas students are paying average 17.4 BDT which sum up in a year BDT 89,000. Therefore school committee is giving the force to the students and as well as to the guardian of the students.

4.9 Other Relevant Information Emerged from the Interviews

During the survey interview there are many others sorts of complain about the fees and facilities that the students of many school did not receive due to the inappropriate management in the school committee. Among the fees difficulties there are some major problems have discussed in this paper.

- 1) Fees for promotion to the next class
- 2) Examinations fees
- 3) Fees for various other purpose

1) Fees for promotion to the next class. From the interview it was clear that the fees were collected from students for promotion to high classes. This should not be

misinterpreted to mean that students who had failed their final were promoted in return for a fee. Reasonably the students who had passed their finals and should have been automatically promoted were required to pay this fee.

In this regard 2.26 percent of the students said they had to pay a fee for promotion to a higher class. These students paid an average of BDT 7.96 instance of paying fees for promotion to a new class were reported in many of the schools around in Chittagong, Bangladesh. The interview survey showed that a large sum of money (a total 16,000 annually) was collected from students being promoted to a higher class.

2) Examinations fees. During the survey interview a total number of 96.48 percent of the students mentioned paying fees to be allowed to sit for the first term, middle term and the final term examination. A large sum of money was charged from the students each and every time. The survey showed that primary schools in these eight particular areas collected a total of BDT 6,100,000 as fees for the first term examination. Primary school teachers in Mymensingh Sadar, Madharipur, Jamalpur Sadar, Upazillas annually collect fees amounting to BDT 1,258,000, BDT 1,134,000 and BDT 920,000 respectively. Here are some lists of fees that have been collected from the students in the recent years.

Table 9: Fees collected for examination

Names of Upazilla	Average amount collected per students in BDT	Amount collected yearly in BDT
Madharipur	19.92	1,133,787
Nuakali	18.54	488,007
Mymensingh sadar	14.11	1,258,499
Kishoreganj Sadar	13.87	720,837
Kulna	13.18	591,492
Rajshahi	13.00	420,316
Ghajipur	12.0	569,431
Jamalpur Sadar	14.75	920,524
Total		6,102,893

3) Fees for various other purposes. The survey also revealed that fees were collected from the students for various other purposes. It was found that 7.97 percent of

the students paid an average of BDT 7.79 for purpose other than those mentioned above. The highest collection was in Mymensingh Sadar upazilla, where BDT 4.38 was collected per student on average, amounting to a total of BDT 227,000. As list of fees that have been collecting from the students shown in the table below.

Table 10: Fees for various other purpose:

Name of Upazilla	Average amount collected per student in BDT	Amount collected yearly in BDT
Mymensingh Sadar	0.17	15.162
Kulna	4.38	227,633
Kishoreganch	0.39	17,502

4.10 Focus on Data Analysis

I. General Information

General information shows the age, gender, and years of working experience of English teachers

Table 11. Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-30	2	14.3	14.3	14.3
	40-50	7	50.0	50.0	64.3
	51+	4	28.6	28.6	92.9
	4	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

1. Age

The above question shows that the valid for the Age of 20-30 years is 14.3 percent, age of 40-50 years is 50 percent, and age of 51+ years is 28.8 percent.

Table 12. Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	4	28.6	28.6	28.6
	Female	9	64.3	64.3	92.9
	3	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

2. Gender.

The above question shows that the valid for Gender of Male is 28.6 percent and the valid for Gender of Female is 64.3 percent.

Table 13. Working Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2-5	5	35.7	35.7	35.7
	6-10	4	28.6	28.6	64.3
	11+	5	35.7	35.7	100.0
	Total	14	100.0	100.0	

3. Working Experience.

The above question shows that the valid for Working Experience for the age of 2-5 years is 35.7 percent, the valid of Working Experience of the age of 6-10 years is 28.6 percent, the valid of Working Experience of the age of 11+ years is 35.7 percent.

II. Training and Development

Training development shows the level of education and attended courses of English teachers.

Table 14. Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	B.A.	8	57.1	57.1	57.1
	M.A.	2	14.3	14.3	71.4
	Ph.D	4	28.6	28.6	100.0
	Total	14	100.0	100.0	

4. Education.

The above question shows that the valid for Education for B.A. level is 57 percent, the valid of Education for M.A. level is 14.3 percent, and the valid of Education for Ph.D. level is 28,6 percent.

Table 15. Class Attendance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Teacher forum	2	14.3	14.3	14.3
	Courses, workshops conferences or seminars	7	50.0	50.0	64.3
	Individual or collaborative research on relevant topic	1	7.1	7.1	71.4
	Reading professional literature	3	21.4	21.4	92.9
	Meeting with English teaching government advisors	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

5. Class Attendance.

The above question shows the valid for Teacher Forum is 14.3 percent, Courses, Workshops Conferences or Seminars is 50 percent, Individual or Collaborative Research on Relevant Topic is 7.1 percent, Reading Professional Literature is 21.5 percent, Meeting with English Teaching Government Advisors is 7.1 percent.

III. Self-assessment

Self-assessment shows how teachers assess their ability to cope in various teaching-related areas.

Table 16. III Self-assessment

	N	Minimum	Maximum	Mean	S .D.
Ass1	14	1	5	4.14	1.099
Ass2	14	2	5	4.21	.893
Ass3	14	2	5	4.43	.938

Ass4	14	3	5	4.36	.633
Valid N list wise	14				

6. Self-assessment.

The above question shows Self - assessment of a number of 14 teachers for minimum level is 1, the maximum level is 5.

IV. Workload Stress and Coping Strategies

Workload stress and coping strategies shows how English teachers evaluate their stress levels and the need for professional help.

Table 17. Workload Stress and Coping Strategies

	N	Minimum	Maximum	Mean	S .D.
work1	14	3	5	4.07	.829
work2	14	2	5	4.21	.975
work3	14	3	5	4.64	.633
work4	14	3	5	4.50	.650
Valid N list wise	14				

7. Workload Stress and Coping Strategies

The above question shows the Workload Stress and Coping Strategies for a number of 14 teachers for minimum level is 2, maximum level is 5.

According to the information, which has been shown above, 14,3 % of teachers aged 20-30 years old, 64,3% of teachers aged 40-50 years old and 92,9 % of teachers aged 50 and more. The 28.6% of teachers are males and 92.9% female.

37.7% of the teachers have worked experience for 2-5 years, 64.3% of the teachers have worked experience for 6-10 years, 35.7% of the teachers have worked experience for 11 years or more.

According to education, of teachers are divided as follows: 57.1% of the teachers hold Bachelor's Degree (B.A.), 71.4% of the teachers hold Master's Degree (M.A.) and 28.6% of the teachers hold Doctoral Degree (Ph.D.).

Over the past three years, the teachers attended the training courses related to the English teaching as follows: 14.35% of the teachers attended teacher's forums, 64.3% of the teachers attended course workshops conferences and seminars, 71.45% of the teachers had done individual or collaborative research on relevant topic, 92.9% of

the teachers joined reading professional literature, 7.1% of the teachers attended the meeting with English teaching government advisors.

The study finds some important information on English teachers' opinions of the English language teaching as follows:

- 1) English language becomes very important in communication with the international community all around the world.
- 2) The teachers should more support and coach students.
- 3) The teachers should have been constantly developed themselves.
- 4) The teachers should motivate in positive way the students to learn English by encouraging them to love this subject and if possible, involve parents into motivational process of language study.
- 5) The teachers should meet in more professional atmosphere to exchange information, to share experiences, new educational and teaching techniques etc.
- 6) The teachers should behave in a way which creates learning and motivate children to learn intentionally.
- 7) Government should pay more attention for the subject matter and find high qualitative teachers to teach English.
- 8) It is important to raise teachers' salaries.
- 9) The state should pay more attention to finding more money to buy new teaching tools and study books (poor library).

4.11 Summary of Findings

At the end we see that the education division is usually considered to be mainly disposed to corruption, due to the size of education financial statement and the complex organizational layers that existent between central government and the school level. Parents can often be influenced and tolerate corruption as they struggle to provide the best educational opportunities for their children.

In Bangladesh, the main systems of corruption identified in the education sector include more obvious forms such as bribery in admissions and in the disbursement of stipends; nepotism in the recruitment of teachers; and corruption in procurement. Less obvious forms include teacher absenteeism; misuse of private tuition by teachers; and sexual exploitation in schools and universities.

Bangladesh has been acknowledged worldwide for development made in achieving almost universal access to primary education and achieving gender equity at the primary and secondary education levels. Administrative efforts in the area of governance have led to improvements in the recruitment of teachers and school management. Remarkable non-governmental anti-corruption initiatives in the sector consist of TI-Bangladesh's Integrity Pledge which aims to promote people's participation in planning, budgeting, implementation and monitoring in schools.

The information that has been obtained from an interview with key informants and the teachers who are teaching at the government primary schools in Chittagong. The important points of presenting and discussing the results of the study can be divided into seven points as the following:

- 1) Possible solutions related to the English teaching methods.
- 2) Possible solutions related with four skills.
- 3) Solutions centered vision.
- 4) Corruption free management.
- 5) Possible solutions to financial problems
- 6) Other solutions that emerged from the interviews.
- 7) Summary of Solutions

The following section presents the results in accordance with the seven points as mentioned earlier. All seven points of this chapter can explain as the following:

4.12 Possible Solutions Related to The English Teaching Methods

The English teaching method is based on a particular vision of understanding the language, frequently using specific techniques and materials used in a set sequence. The feasible solutions to the English teaching methodology focused on different categories as the following:

4.12.1 The Use of New Teaching Methods

In this part, it mainly presents the use of new English teaching methods of students at Government primary schools, Chittagong in Bangladesh. The use of new teaching methods are based on an analysis of the nature of the subject concerned and the application of English teaching principles drawn from research. These research results generally refer to the teaching methods, which play a vital role in first or second language teaching. The teaching methodology experienced a dynamic evolution based

on research. In Bangladesh, grammar translation and communicative methods are very common and used in every education sector among other methods. The primary distinction is the disparity that exists English medium schools as far as methodology is concerned. Recently, the use of new teaching methods though communicative teaching has been found very much effective especially in the western language teaching arena for learning a second language, but grammar translation method is still being used to a large extent in most of government primary schools in Chittagong of Bangladesh. At present the English medium schools are going through a transition towards communicative methods. Therefore, learning also depends on the learner's age, level, motivation, adaptability, style etc. For every second language learners, it is necessary to know and speak English accurately and fluently. Individual teachers should adopt a clear concept of teaching methodology as they have a vital role in language teaching. In Bangladesh most of the learners and the teachers experience difficulty in learning as well as teaching a second language specifically English where the method of teaching becomes the focal point. So, it is necessary to know how effective are these methods and how much they involve teachers and students in a language class. Thus, Classroom observation is also important to find out the effectiveness of the methods of teaching.

Moreover, the use of new teaching methods of English Curriculum in government Primary schools in Chittagong of Bangladesh are divided into four objectives as the following;

- 1) To understand simple commands of instructions in English and carry them out.
- 2) To speak and understand simple English according to their age level.
- 3) To read and comprehend textbooks according to their age group and level.
- 4) To write alphabets, words, numbers, simple sentences, passages, paragraphs, informal letters, numbers according to their age group and level.

4.12.2 The Leads of Open Learning

In this part, it mainly presents the leads of open learning, refers to the students those who are studying at government primary schools in Chittagong of Bangladesh. The leads of open learning system is to expanding education is essential ingredients of any national development policy. However, in Bangladesh is failed to offer an education to all sections of people in society at government primary schools system of the education due to the lack of infrastructural facilities and also some constraints

embodied in it. The leads of open learning system can play an important role to build up this gap. Furthermore, to allow more students from different background, environments and geographical settings without requiring the uses of scarce on-site space, the leads of open learning system also offers the 2 educational institutions more revenue. That means, the leads open learning system is a cost-effective way of mass education.

On the other hand, in Bangladesh, students who cannot go to school due to insolvent economic condition of the parents can have education by earning by themselves. So, the leads of open learning systems have proven themselves a way for people to gain an education. Although the leads of open learning system is the most efficient and appropriate way of education in the developing countries, the great concern yet attracts the attention of educators is the quality of the leads of open learning system program. Still the institutions are struggling with quality issues of their program.

4.12.3 The Use of Multimedia Technology

In this part, it mainly explains the use of multimedia technology, referring to the students those who are studying at government primary schools in Chittagong of Bangladesh. The use of multimedia technology of teacher's uses it during teaching English to students in the classroom at government primary school in Chittagong.

Nowadays, technology of the world is used in every sphere of life. Education system is not out of this circle, for the purpose of teaching English. The source has found that to the International Society for Technology in Education (ISTE) of U.S. Department of Education: "Curriculum integration with the use of technology involves the infusion of technology as a tool to enhance the learning in a content area. The technology should become an integral part of how the classroom functions - as accessible as all other classroom tools.

In Bangladesh, the National Education Policy, 2010 has brought changes in the English curriculum. The National Education Policy, 2010 focuses the need for teaching English for communicative purposes. "Therefore, the curriculum focuses on teaching English as a skill-based subject so that learners can use English in their real-life situations by acquiring necessary language skills as well as knowledge, learning about cultures and values, developing positive attitudes, pursuing higher education and having better access to local and global employment. However, in this modern era, use of technology in language classroom can play an important role to implement this new curriculum. The

aim of this research is to find out the teachers responses towards teaching in technologically advanced classroom.

In similar way, multimedia Technology is also considered as an important tool for teaching English in Bangladesh. In developed country, it is very common feature of using different technologies and internet in classrooms. They are benefitted of using them in classrooms. In recent times, government starts to set up computer and internet in schools and colleges throughout the country, but 2 technologically advanced classroom has not yet become available everywhere.

Moreover, multimedia technology should be part of classroom utility as like other teaching tools or aids. It can be essential combination with other teaching resources. The purpose of using technology should be assist and enhance in both of teaching English and learning. Recently, teachers are integrating different varieties of technology to assist their teaching, involve students in learning process, provide authentic examples of the target culture, and connect their classrooms. Some technology tools permit teachers to make a distinction in teaching and classroom activities and also homework or assignments.

In addition, technology has an importance as a tool to support teachers of foreign languages in facilitating language learning for their students. Technology can play an important role in assisting and improving language learning, the efficiency of any technological tool depends on the knowledge and expertise of the qualified language teacher who runs the classes. Technology-enhanced language learning suggests to the use of the computer as a technological innovation to display multimedia as a means of complementing a teaching method 5 language teachers. Multimedia technology is not a teaching method but rather an approach that can be used alongside a teaching method to help teach. Although technology is usually viewed as a delivery and instructional tool, many instructors struggle to support their students to learn form, and about technology, but ignore the most important aspect learning with technology. Students learn meaningfully when they learn with computers, and not just about or from computers. When students learn with computers, technology is viewed as a resource to help them develop, among other things, higher order thinking, creativity, and research skills.

Furthermore, the use of multimedia technology in second- and foreign-language teaching is characterized by the use of multimedia and the Internet. Because of multimedia is a combination of text, audio, still images, animation, video or interactivity

content forms. It is usually recorded and played, displayed or accessed by information content processing devices such as computerized and electronic media devices but also be part of a live performance. Multimedia is being used for information in form of texts, graphics, pictures, audio and video. When both images and sounds are presented together then it is more appealing to its audiences. That is why use of multimedia is becoming popular day by day to teachers as well as students. It is not enough to use multimedia in classrooms to motivate students. But also it requires to “use combination of teaching methods and to make the classroom environment as stimulating and interactive as possible. One more thing that multimedia cannot be substitute for teachers because she or he always works as facilitator in classroom. A good teacher knows well how she or he can make his classroom or lesson better by using technology. The use of technology in language classroom in both teaching and learning English language has become changed. Nowadays, it is proved that technology enhanced teaching environment is more fruitful than lecture based classroom. Teachers need to seek ways of using technology as a learning tool for their students even if they do not master the technology and cannot act as an expert. The use of technology has remarkably changed the English teaching techniques. Technology provides so many options as making teaching interesting and also making teaching more productive in terms of improvement. In traditional classrooms teachers usually stand in front of students and give lecture and also give explanation and instruction by using blackboard or whiteboard. These technique needs slightly to be modified regarding with the development of the technology. The use of multimedia texts in classroom helps student to become increasingly familiar with academic vocabulary and language structure. The use of multimedia described here makes use of print text; film and internet to develop and enhance linguistics and knowledge. Use of print, film and internet give students opportunity to gather information and introduce them to various materials for analysis and interpretation of both language and contexts. Internet presents students a wide range of collection of English language texts in many discipline departments. Use of internet can make the benefit of increased student motivation. In addition, use of film in teaching can help students to understand the topic with enthusiasm and develop their knowledge. Sometimes teachers try to support their students to learn from and about technology, but ignore the most important aspect learning with technology. Students can learn meaningfully when technology is used in the process of learning through use of

computer, internet etc. When students learn with technology, it helps them to develop higher order of thinking and research skills. Therefore, proper combination of multimedia and teaching methodology is appropriate to attract student's attention towards English language learning. English language as a Second language and English as a foreign language is using most of the countries in the world. The numbers of non-native speakers are increasing day by day and one of the main reasons of using English is internet. Not only internet but also rapid development of multimedia technology and its application to teaching, featuring audio, visual, animation effects comes into full play in English class teaching and sets a favorable platform for reform 8 and exploration on English teaching model in the new era. Education experts found that technologies in language classroom have positive impact to promote communication skills. Multimedia technological innovations have gone hand-in-hand with the growth of English and are changing the way in which we communicate. So, it is very reasonable to say that wide spread of internet as well as availability of computer facilitated the growth of internet.

4.12.4 Possible Solutions to The Problems Associated with Teaching Material

The appropriate English teaching method is crucial in getting the maximum benefit from the materials. The Communicative Language teaching has been introduced in Bangladesh as an effective approach to develop learners' communicative competence in English. This method enables the learners to interact meaningfully in real life situations. There are several problems associated with teaching material in Bangladesh due to lack of technologies, biggest classroom, and teachers.

In spite of that, to find out the solution to the problems that government of Bangladesh should provide facilities to English teachers to contribute them proper professional teachers training. Approximately 24% of Government Primary School and Registered Non-Government Primary School teachers are untrained and important resources like trained teachers communicative teaching materials; and financial, infrastructural and management facilities are not equally available or favorable in all the educational institutions in Bangladesh. As far as English teaching is concerned, it has been repeated mentioned that single biggest obstacle to English teaching in Bangladesh is the lack of competent teachers at all levels. In the issue of qualification, most of the teachers at primary level are either SSC or HSC qualified and many of them are not properly trained in teaching English. Besides, English being a compulsory subject with the

same weight age as that of vernacular subject is one of the reasons of high dropout rate and the poor of quality education. To reduce dropout rate as well as the burden of English, it would be better to introduce English from class 3 where more qualified and trained English teachers can be engaged and then learning output will perhaps be better. Many countries like Indonesia, Vietnam, Russia and Thailand have introduced English at the secondary schools. And are gaining better results. On the other hand, recently some other countries like China, South Korea, Malaysia and some provinces of India have introduced English in primary schools.

Generally, in Bangladesh the traditional and dominant way of teaching in most schools tends to focus on memorizing facts with little emphasis on developing analytical, practical or vocational skills, teachers follow the grammar explanation, lecture based, and memorization-oriented, pedagogy, classroom instructions focus on mere skill-drill with substantial memorization, repeated practice, instead of connecting bridge between 'the oral language experiences to the written or visual world of literacy. This is why teachers cannot give individual attention to each learner as teacher and student ratio at the government primary schools level in Chittagong of Bangladesh.

Moreover, teachers are the main sources for improving the quality of learning of the children as they are the main responsible persons to disseminate curriculum and contents to learners in the classroom. So, developing skills and potentials of the teachers is one of the preconditions of quality education. Teaching language is not an easy task and it needs to be interesting enough. Teachers who have adequate to understanding on curriculum and content, they can show better performance in classroom. Though primary school teachers in Bangladesh receive basic and in-service training that improves their skill to demonstrate their lessons in classrooms, still they face several difficulties in teaching English which affects the students' competence. Therefore, to overcome of the problems the governments of Bangladesh have to provide teachers full potential professional training.

Furthermore, multimedia technology is immensely important in terms of both teaching English and learning. As I mentioned earlier above, multimedia technology is key vital role of teaching English to students. But, in Bangladesh still lack of multimedia technology to use it in classroom. So, the government of Bangladesh and ministry of education board should consider distributing huge potential technologist in the classroom that teachers can teach students easily.

On the other hand, in Bangladesh the classrooms are very big and many students attend the class at government primary schools in Chittagong. Instead of this fact, they are no micro speakers for teachers to use during teaching students. So, it is difficult to teach students comfortably and make them understand clearly due to large class of students.

4.12.5 Solution for Other Problems

There are also various problems but I would like to highlight the important points of problems such as; limited schools, limited accommodation, and transportation considering this fact that in rural areas there are a few government primary schools, accommodation, and transportation in Chittagong of Bangladesh. So, the students who are living in remote areas are totally facing huge problems to fulfill their basic needs. Some of the students do not have the opportunity to get education due to lack of schools. Therefore, the way to find out the solution that the government of Bangladesh should establish more schools that children can get at least primary free education.

4.13 Possible Solutions Related With Four Skills

As this study uses the method of possible solutions of teaching English, it mainly focuses on the four skills. As we well know that Primary level is the most important level for a student for achieving higher education as it prepares the base of the students for their future. In Bangladesh, every year a lot of students fail in English in the public exams. For the existing examination system they pass in the exam by memorizing and without achieving the four basic skills. The primary English materials cover four basic skills of English - listening, speaking, reading, and writing providing opportunities for the learners to practice as per the purpose of teaching English i.e. 'to help students develop competence in all four language skills in English through meaningful and enjoyable activities.

To improve listening and speaking skills of the learners, Basic English sound recognition, sound differences using minimal pairs, rhythm of speaking, stress, and intonations have been brought into practice in the materials. The learners are instructed to perform these in rhymes and songs with rhythm to make them feel interested in learning.

To improve learners' comprehensive skill teachers have been instructed to read aloud and act out dialogues, sounds, and texts. To develop learners' speaking skill,

the materials aim to teach some useful linguistic expressions needed for social interaction such as exchanging greetings and farewells, making introductions, giving commands and instructions, asking and answering questions, making requests, etc through some authentic and simple conversations. The subject matters of the conversations have been taken from real life situations. The activities like describing pictures, talking about easy events and things, working in pairs and in groups are included for speaking practice.

To improve the reading skills that students have to read material texts understanding, sound, stress, intonation and punctuation is accentuated to develop learners' reading competence.

To improve a good command in writing skill, some fundamental syntactic structures such as formation of words, phrases, statements, questions, commands, requests, instructions and some simple grammatical items for example; contractions, capitalization & punctuation, tense aspects, nouns & pronouns, common prepositions, etc these are introduced inductively in different contexts so that the students can acquire the rules naturally. Important grammatical rules are especially pointed out for more practice. The materials also intend to teach technical writing such as letters, paragraphs, short stories, short composition writings, dialogue writing, filling up forms, etc. so, these four skills are very necessary for students and teachers to develop the English skills that can help for them overcome from the problems.

In this case, without these four skills a person can't attain the good command English skills so it will be helpful for them in academically and professionally.

4.14 Solution Centered Vision

In this part, it mainly solution centered vision focus on English language teachers needs and attitudes. The important points are discussing as following categories.

4.14.1 English Language Teachers and Attitudes

This part, it mainly focuses on the English language teachers and their attitudes. English has taken an important place of education in Bangladesh. But it is difficult to teach Standard English to students at government primary schools in Chittagong. Teachers face so many problems because of different dialectal accent. Bangla languages have so many dialects. So the Bangla dialects and dialectal accent or sound could make a barrier to teach Standard English. For such reason, this research

investigates teacher's attitude towards teaching English to students. Focusing on Bangladeshi context, there are many problems considering teaching Standard English. Teachers are not so much aware of student's dialect. Sometimes they are not so much responsible to correct student's mistake. Some teachers may be not so much qualified. They may not be so aware of their own English speech. Besides it also wants to find out whether the teachers are aware of students dialectal sound and whether they support the local English or not etc. This research finds out the problems of teaching speaking English and seeks to offer possible solutions based on teacher responses. It also illustrates whether English teachers consider the student dialect as barriers to teach Standard English or not. The goal of the study is to find out the reasons of the accent problem of the students at the intermediate level at colleges. In order to analyze the problems both teachers and students point of view regarding the matter has been taken into account. It tends to find out some effective and necessary solutions of this problem, so that both the teachers and the students can be benefited in their objective and productive outcome regarding correct and accurate English pronunciation skill development consecutively.

Moreover, the primary focus of English language teachers and their attitudes is to facilitate students in creating meaning not in developing grammatical structures or acquiring native -like pronunciation. This means that success of learning a second language depends on how well students have developed their communicative competences and how much they are able to apply this knowledge of language in real life situations.

4.14.2 Students Attitudes

Student's attitudes toward learning English at government primary schools in Chittagong of Bangladesh to find out second language and its origin. Student's attitudes toward English in two states at the initial stage, where attitudes are shaped by students desire to achieve proficiency and skill. The second stage is where their attitudes of evaluating English language and literary texts are formed without any critical awareness of the cultural hegemony. The issue of student's attitudes towards studying English language and literature rises from two related issues or two levels.

Bangladesh students have positive attitudes toward learning English. They think that English is helpful for their career in professionally and academically. It's helpful to

get high profile job, multinational companies, and easy to keep in touch with people in different countries.

4.15 Corruption Free Management

In Bangladesh, the main forms of corruption identified in the education sector include more obvious forms such as bribery in admissions and in the disbursement of stipends; nepotism in the recruitment of teachers; and corruption in procurement. Corruption in the education sector can take many forms. It can occur at all levels of the education system (primary, secondary and tertiary) and at all stages of the service delivery chain, from school planning and management, to student admissions through to examinations. Corruption may also affect human resources management in schools through teachers' recruitment, promotion and management. At the policy level, corruption may affect the allocation of resources to the education sector and the general level of funding available for public schools, which has a huge impact on the quality of education services

Primary education in Bangladesh is ostensibly free. All children between the ages of five and 13 should be able to attend school without paying fees. In spite of this, according to household survey data, 66 per cent of households reportedly had to make unauthorized payments to secure admission of their child into Class One that 20 per cent reported that they made unauthorized payments for textbooks; 19 per cent of students experienced bribery for government sponsored stipends; and 77 per cent of students reported nepotism among teachers. In Bangladesh survey found that 22 per cent of female secondary school students entitled to receive a stipend in the framework of the Female Stipend Program had to pay a fee to enroll in the scheme.

4.16 Possible Solutions to Financial Problems

There are two educational sectors in Bangladesh these are Government schools and private schools. The government schools are running and fund by government of Bangladesh. The private schools are running and fundraising by schools committees also some national and international organizations. Instead of that Bangladeshi teachers are do not get salary in time. They have wait for long time until the cost of educational budget approved by government of Bangladesh. It is a huge problem of educational department that the teachers lose their concentration to teach students.

Sometime it makes cause of problems of teachers financially. It is the bad reputation and harmful for Bangladesh educational board.

Moreover, with the financial problems that students are do not get full potential basic education due to lack of teacher's salary budget. To feasible find out the solutions that government of Bangladesh, educational board, national and international organizations should need to takes responsibility to teachers salary in times.

4.17 Other Solution That Emerged From the Interviews

After reviewing the related literatures on this topic there are 6 teachers have been interviewed through online Skype and Facebook messenger at government primary schools teachers in Chittagong, Bangladesh. It has been found in this study that teachers face major difficulties in teaching for lack of proper training, limited contact hours, class size, inadequate knowledge on pedagogy etc. Some recommendations based on research findings have also been included in this paper to face those difficulties. The easy way to find out solution that government of Bangladesh should provide the opportunities to teachers and fulfill their potential deserves. To provide opportunities means to give full potential teachers training, class size, and contact hours etc.

4.18 Summery of Solutions

The overall within this chapter the researcher would like to summarize that government primary schools needs along the expert in English training teachers to make students aware from the darkness. It will be also helpful for new generation to develop their life. The government of Bangladesh should provide huge opportunities to students that they will not face any difficulties go to school and get free education.

The education board of Bangladesh should distribute specific English textbooks that students and teachers easily can adopt in English.

CHAPTER V

Conclusion, Discussion and Suggestion

5.1 Conclusion of Study

The main objective of this study, entitled “A Study of English Teaching Problems and Needs of English Teachers in Government Primary Schools in Chittagong, Bangladesh,” was to investigate the English teaching problems of the English teachers in government primary schools in Chittagong. Also the study aims to bring out the teachers own opinion on possible solution and to find additional ways to solve the problems, founded in research.

This research was revealed the numerous problems of the government primary schools in Chittagong due to the quality of English teachers, English study syllabus managements, fees managements, committee problems with the teachers’ salaries, lack usage of educational tools and poor managements of government scholarship. Also, study pointed out the problems what the teachers and school committee face in daily life to educate their children. Thus a study into these matters in very relevant to present situation of the academic field in government primary schools in Chittagong.

This research has collected data from a variety of the primary and secondary source, survey research paper, personal interview, critical observation of the many schools in Chittagong and report on professional seminars and magazines and academic debate as well as the government primary schools related texts books and thesis dealing developments of the education systems in the schools in Chittagong. These were involving the fees of the students, parents complain towards school teachers and education methodologies, behaviors ‘of the teachers, supports of school committee, education tools usage and the increasing and decreasing of the students year by year due to various shot-coming. These materials have been thoroughly analyzed from the perspective of government education system in primary school in Chittagong, with the results being synthesized in the study’s conclusion.

This study sample consisted 14,3 % of teachers aged 20-30 years, 64,3% of aged 40-50 and 92,9 % of aged 50 and more. Based to the genders, sample consisted 28.6% of male and 92.9% of female. As there are more female than the male English teachers in most of the schools.

According to survey, 37.7% of the teachers have work experience for 2-5 years, 64.3% of the teachers were 6-10 years and 35.7% of the teachers were with 11 years of teaching experiences. According to education, teachers were divided as follows: 57.1% of the teachers had Bachelor Degree (B.A.), 71.4% of the teachers had Master Degree (M.A.) and 28.6% of the teachers were holding Doctor of Philosophy (Ph.D.).

When we look at the educational functions or programs that they have attended or participated as a teacher. Among them 14.35% of the teachers attended teacher's forums, 64.3% of the teachers attended course workshops conferences and seminars, 71.45 of the teachers have done individual or collaborative research on relevant topic, 92.9% of the teachers join reading professional literature, and 7.1% of the teachers attended meeting with English teaching government advisors.

All the above data show that the variation and the differences among the teacher's ages, genders, teachers working duration, education, attendance, self-assessment, workload stress and coping strategies that have come out with the research survey.

The study also provided important information on English teachers subjective opinion of the English language teaching as follows:

1) English language becomes very important in communication with the international community all around the world.

2) The teachers should more support and coach students.
The teacher should constantly develop himself.

3) The teachers should motivate in positive way the student to learn English by encourage them to love this subject and if possible, involve parents into motivational process of language study.

4) The teachers should meet in more professional atmosphere to exchange information, to share experiences, new educational and teaching techniques etc.

5) The teachers should behave in a way which create learning and motivate children to learn.

6) Government should pay more attention for the subject matter and find high quality teachers to teach English.

7) It is important to raise teachers' salaries.

The state should pay more attention to finding more money to buy new teaching tools and study books (poor library).

5.2 Discussion for Overall

According to the chapter four when we take a look overall we see that the study of English teaching problems to improve English skills of primary schools students and needs of expert English teachers at government primary schools in Chittagong, Not only that but also to solve various problems of English teachers in government primary schools in Chittagong.

In order to clear the data finding the significant points were discussed in this part including different types of English teaching methodologies to find the possible solution to improve the teaching system for the students. Among the many problems we have taken only four major problems that the students face in their daily life. The primary English materials cover four basic skills of English – (1) Listening, (2) Speaking, (3) Reading and (4) writing that providing opportunities for the learners to practice as per the purpose of teaching English. Beside the skills we have discussed about the how the lessons have been delivered to the students and the manner and attitudes of particular subject teacher and to find to better solution for such kind of difficulties.

All the government and non-government primary school in Chittagong, Bangladesh would be more aware of their problems if they come across in their lives to run the academic institutions. On the other hand, the teachers, committee members, government responsible people and parents of the students will be acknowledging about their personal duties and responsibilities to educate their children. In order to keep anyway the obstacles and problems of the corruptions from the academic fields' school will take action to facilitate the students for their studies ahead.

Parents of the students will get vivid examples and ideas to encourage their kids and support them to finish the schools and become a well-educated person for the society as well as for the nation. Moreover, the government should be aware of their scholarship that they provide for the poor and helpless and talented students. And employing the quality teachers for the particular subject that they teach. So I would like

to say that this thesis research work will greatly benefit the primary, and secondary education system in Chittagong, Bangladesh.

5.3 Suggestions

The following suggestions are made based on the findings mentioned above. These are a kind of general suggestions applicable to all the schools studied. However, some of these may already exist in one or more schools.

1) Attempt should be taken to reduce the number of students per teacher. Thus, the number of teachers should be increased in the schools. This would help improve teaching quality in the classrooms. Provision of proxy teachers should be stopped.

2) Quality education for all students should be the concern of the schools. Education should be provided from equity perspective and hence special care should be taken for all the students in the schools, not only the scholarship examinees.

3) The students should be properly assessed – during class teaching and annual examination. Adopting unfair means in the annual examination should be stopped. The students should start learning good habits from the primary schools. Students getting scores below the minimum pass marks should not be promoted to the higher grades at all. Upazila education office should monitor the system.

4) The government should be more active. In assessing the school performance they should depend on their own observations and judgments, not on the documents provided by the head teachers.

5) One or two good teachers may be appointed in one school. However, a process of developing good teachers should be there in the schools. A post of assistant head teacher may be created in each school aiming to create good head teachers.

6) Democratic attitudes should be adopted in operating the schools and the school management committees. Weekly staff meeting can be introduced in all the schools. The School Management council (SMC) members should visit school regularly.

7) Each and every student should have the chance to participate in the co-curricular activities. Co-curricular activities should be considered as part of overall development of the students.

8) Steps may be taken in order to increase commitment of the teachers in their profession. Professional development of the teachers should be considered as a continuous process. Time has come to think about career path of the teachers.

9) Each school should try to mobilize resources locally. The schools should be encouraged to initiate income-generating activities. The income and expenditure account of the schools should be kept in a formal way. All concerned persons should have the right to know about the status of school funds. This should be made transparent.

During this research project much information was obtained about the variable such as efficiency and effectiveness during the survey carrying out but an investigation of these last two variables. The themes subject matters developed for this research had the purpose of assisting interviewees to express their opinions and views in an order and progressive manner. Each of those topics were divided into eight different sections that are significant for suggestions and further analysis. Entirely the questions included attempt to reveal the awareness and regularity of relations among participants in each school network.

In other way to say they attempted to show the density and regularity of cooperation inside each school community. In addition, questions attempt to represent the type of resources that each possesses and reasons why interdependencies amongst performer exist. On the other hand this will serve the resolve to identify the members of the school community are participating and determine whether there are main leaders inside each school community. In this way the possible to know the functioning of school councils and the types of cooperation established inside schools councils.

Through this research topic, researcher would be able to know about the success that school community is having during the projects execution. It's also needed to know about the type of devices in place for assessment of school project's developments, which is why important to know what the performer study to be their mistakes as well as the learning experiences during the school project's implementation.

Topics for Suggestions for Further Research

1) Performer's perception of Quality School Programme (QSP): To know the interviewees opinion about QSP function. In particular, to know which aspect of the QSP should be modified according to them.

2) Integration of Schools Councils for Social participation: To investigate the School council's members were chosen. It is important to know whether the school council's members participate in other activities or have they ever participated in programs similar to QSP. It's significant to identify the level of interest of the School council's members in development of the school project.

3) Process of project formulation and priorities establishment in schools: To learn about the development of a school project. In addition to find out the level of participation of school council's members during project formulation and the setting of priorities. It is also important to know the advisory role of the state QSP authorities in those participating schools.

4) Decision-making in School Councils for social Participation: To understand how decision to allocate a school project's resources are made. To know the level of knowledge, participation and compromise of school community members in those decision to allocate resources for the school project.

5) School Project domino effect: To find out the schools project's effectiveness, in other words the level of accomplishment of its objectives. To determine the level of knowledge of the school community about the school project results.

6) Evaluation and self-evaluation during development of a school project: To learn about school evaluation mechanism during school project development and feedback information that schools could receive about their project's development.

7) Activities to obtain additional resources: To ask about those strategies in place to promote donations of additional resources for school projects. To find out which public and private agencies have donated resources to school.

8) Relationship amongst school and other administration bodies for QSP development: To find out the relationship maintained by performers interest in development of school projects.

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Appendix

Dear English Teacher,

My name is Ven. Korunananda Sramon and I am a student in the Master of Arts in International Program English Program of the Mahachulalongkornrajavidyalaya University. I'm currently working on my dissertation entitled: "A Study of English Teaching Problems and needs of English Teachers in Government Primary Schools in Chittagong of Bangladesh".

The purpose of this research is to investigate the English teaching problems of the English teachers in government Primary Schools in Chittagong. Also the study aims to bring out the teachers own opinion on possible solutions and to find additional ways to solve the problems.

The questionnaire is addressed to English teachers in government primary schools in Chittagong, Bangladesh and I would appreciate if you could spend a few moments to fill it and send it back to me by **30 September 2016**.

I would be most grateful if you forward the questionnaire to your fellow English Primary School teachers in Chittagong, as I hope for the participation of many teachers as possible in this research.

Yours sincerely,

Ven. Korunananda Sramon

Email: sramonkoruna@gmail.com

QUESTIONNAIRE

“A Study of English Teaching Problems of English Teachers in Government Primary Schools in Chittagong, Bangladesh”

I. GENERAL INFORMATION

All the information is strictly confidential and will use for the statistic purposes of my research only.

1. Age group:	<input type="checkbox"/> 20-30	<input type="checkbox"/> 31-40	<input type="checkbox"/> 41-50	<input type="checkbox"/> 51+
2. Gender	<input type="checkbox"/> Male		<input type="checkbox"/> Female	
3. Working Experience	<input type="checkbox"/> 0-1 year	<input type="checkbox"/> 2-5 years	<input type="checkbox"/> 6-10 years	<input type="checkbox"/> 11+ years

II. TRAINING AND DEVELOPMENT

4. What is the highest level of education you have achieved?	<input type="checkbox"/> B.A.	<input type="checkbox"/> M.A.	<input type="checkbox"/> Ph.D.
	<input type="checkbox"/> Other:		
5. In the last three years, have you attended the teacher training courses that are related to the issues of English teaching? (Please tick one or more in the boxes)	<input type="checkbox"/> Teachers' forums		
	<input type="checkbox"/> Courses, workshops, conferences or seminars		
	<input type="checkbox"/> Individual or collaborative research on relevant topic		
	<input type="checkbox"/> Reading professional literature (e.g. books, journal, articles, thesis)		
	<input type="checkbox"/> Meeting with English teaching government advisors		
	<input type="checkbox"/> host family for exchange students		

III. SELF-ASSESSMENT

Four levels of evaluation:

5 = Always 4 = Frequently 3 = Sometime 2 = Rarely 1 = Never

QUESTIONS	5	4	3	2	1
1. Do you use a group assessment in your class?					
2. Do you use an individual assessment in your class?					
3. I am teaching a greater range of English courses.					
4. The students and their needs have become more challenging.					

IV. WORKLOAD STRESS AND COPING STRATEGIES

QUESTIONS	5	4	3	2	1
1. I am often very tired after work.					
2. I need more teaching tools.					
3. My work makes me very happy.					
4. I need more professional support.					
5. Is there anything else you would like to say about your work life as an English teacher in government Primary Schools in Chittagong? (1) (2) (3) (4) (5)					

Thank you for your kindness!

Biography of Researcher

General Data

Name : Ven. Korunananda Sramon
Date of Birth : January 12, 1987
Date of ordained as Novice : 15 March 2000
Date of higher ordination : 5 November 2005
Nationality : Bngladesh
Present Address : Wat Hathai Nares, 52 Pinkloa Nakhonchaisri Road
Salaya Distric, Phutthamonthon, Thailand 73170

Education Background

2014 - : Humanity Studies (M.A.)
Mahachulalongkornrajavidyalaya University, Wang Noi,
Thailand
2010 – 2014 : Buddhist Studies and Pali (B.A.),
Mahachulalongkornrajavidyalaya University, Wang Noi,
Thailand
2004 – 2005 : Gashdarya Government College, Chittagong,
Bangladesh
1999 – 2003 : Joara B. G. High School, Chittagong Bangladesh