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English language teaching in bangladesh pdf

Language testing in Asia 9, article number: 9 (2019) Referring to this article 16k Access 1 Citations 3 Altmetric Metrics Given the importance of English in the global world, teaching English in Bangladesh has become the highest concern in maintaining economic growth and the development of skilled labor. This article discussed several barriers based on critical analysis of published material. This review article covers several key issues, such as the status of English in the country; English in education policy; Factors influencing the implementation of the curriculum to teach communicative language, method and materials in Bangladesh; the reliability of the current assessment and its impact on the teaching of English in Bangladesh; and the current situation with the professional development of teachers. The article concluded with language policy and the impact of planning on policy makers, curriculum and materials developers, state exam testers and future English teacher training programmes in Bangladesh. In a World Bank report published in 2016, Bangladesh is defined as a low-income country, given the country's consistent growth over the past decade (Rahman s Pandian, 2018a, 2018b). The role of the English language is undeniable in sustaining this growth and development of skilled workforces that are compatible worldwide (Hamid, 2010). Therefore, given the economic interest, improving teaching and learning English has become a preliminary problem. Although numerous measures have been taken in recent years to standardize English teaching (ELT) in the country, the results are depressing (Ali s Walker, 2014; Hamid and Baldauf, 2008). To illustrate the multifaceted problems such as the politically motivated decision to reduce the status and use of English in Bangladesh since independence (Chowdhury and Kabir, 2014), inconsistent language in education policy (Rahman s Pandian, 2018a), implementation of the teaching curriculum for communicative language (CLT), teaching method and teaching materials in practice (Rahman, Pandian, q Kaur, 2018a), implementation of the evaluation (Al Amin , 2018a; Ali, Hamid, Hardy, 2018), and the professional development of language teachers (Karim and Mohamed, 2019) are the most significant flaws that prevent ELT from meeting national expectations in Bangladesh. Against the background of these problems in the landscape of ELT in Bangladesh, based on published materials in context, this article critically analyzes the historical, political and social conditions of the English language in Bangladesh at the first stage. Secondly, the article examines the existing status of English language education in the national education policy in Thirdly, it draws attention to the factors that influence CLT. In addition, the article also assesses the validity of the reformed assessment of high rates in Bangladesh and its impact on teaching. Finally, the article explains the shortcomings of existing teacher development programmes in building the capacity of language teachers. In conclusion, the article contains a number of consequences and recommendations to improve the situation of ELT in the country and, in particular, likely solutions to the problems under discussion. Since language is an important component for building the region's unique cultural life, it is necessary to reflect on the historical past of Bangladeshi languages and to learn how the current linguistic reality has developed. Bangladesh is a small and densely populated country in southern Asia with an area of 147,000 sq km and a population of 160 million people. Of the total population, 34 per cent of the population lives in urban areas, and urban migration is increasing day by day (World Bank, n.d.). Ethnicity of 98 per cent of the Bangladeshi population is Bengali and the national language is Bangla. This predominantly monolingual identity of the nation is emphasized in its nationalist discourses. Crucially enough, Bangla has experienced a serious language threat and strengthened its presence in the building of national identity both before and after independent periods. Immediately after the establishment of Pakistan in 1947, the Pakistani rulers tried to impose Urdu as Pakistan's only state language, ignoring the fact that the Bangali of East Pakistan constituted the majority of the entire population. This sparked instant protests from students, intellectuals and social and cultural activists in East Pakistan, who were mostly first-time students at the University of Dhaka. A series of violent events led to February 21, 1952, when students of the University of Dhaka came up with a mass march through the streets, which witnessed brutal oppression by the police. Numerous students were killed when police opened fire. The 1952 language movement became a new identity for Bangales (then East Pakistanis) and introduced a great sense of nationalism. Identity and a sense of nationalism kept the nation united in the liberation war of 1971. Bangla therefore continues to be a symbol of solidarity and national identity after independence. However, the general presence of the English language in Bangladesh and its integration into the curriculum are rooted in the colonial past. Like many other British colonial countries, English first came into contact with the people of this Indian subcontinent through the British colony. The British left in 1947; however, the Indian subcontinent still carries a legacy of British colonial norms and values, including English. In fact, while the English were ruling, English was used highly political discourse, and it was lingua franca for Britons to communicate with the region's elites. Misra, quoted in Islam and Hashim (2019) (p. 248), noted that English is used in all formal areas such as governance and education. After that, during the Pakistani regime, English continued to be widely used as a recognized state language with the status of a second language (Rahman s Pandian, 2018a, 2018b). Article 214 of the 1956 Constitution of Pakistan recognized English as the official language for 20 years (Khatun, 1992, p. 85). After Bangladesh gained independence in 1971, the then head of state, Sheikh Mujibur Rahman, adopted a one-state one-language policy, although there are few small ethnic groups (Rahman, 2010). The Constitution of the People's Republic of Bangladesh, adopted in 1972, recognized Bangla as the state language under article 3. This policy was widely regarded politically, although it was a similar act that Pakistanis once committed against Bengalis in an attempt to impose Urdu as Pakistan's state language (East and West). However, the State's attempt to expand the use of the Bengali language was made at its expense. The constitutional law has narrowed the use of English in the official, social and educational spectrums of Bangladesh and has increased the level of knowledge of the national language of Bangla to a disproportionately higher level, which should have been used, practically or not, in all public domains, which has led to a serious lack of English proficiency among the general population (Hamid s Baldauf, 2014). Observing the conflict between English and Bangla in Bangladesh's post-independence public policy, Hamid (2011) noted that the promotion of one is considered to be the demotion of the other. It should be noted, however, that while teaching in Bengali was associated with the strengthening of national identity (Hoque, 2008, p. 1) in Bangladesh, a significant knowledge of English has never lost its relevance because of its power in global education, career opportunities and international exchanges. As mentioned earlier, after independence in 1971, Bangla was granted national language status by drafting a constitution in 1972 (Section 3 of the Constitution of the People's Republic of Bangladesh). Section 153 (2) of the Constitution also prioritised the adoption of a Bangla version of the constitution during any possible conflict between Bangla and the English version. Bangla also gained greater prestige in all areas of society, particularly in education, which was not pragmatic at the time, as the policy resulted in a decline in English proficiency among students. This has also led to English from second language to foreign language (Hamid s Baldauf, 2014). Hamid Hamid further highlighted the lack of quality of English teaching (ELT) caused by inconsistent language policies and planning (see table 1). Bangladesh does not have a clear and planned language policy, and it has always been persistent (Rahman s Pandian, 2018a, 2018b). As a result, the gap between politics and language practice exists in Bangladesh. Table 1 Chronological summary of English in education policy the recently adopted language in education policy explicitly pointed to the importance of English in Bangladesh and language proficiency for its people. In accordance with this policy, in the mid-1990s, the curriculum was reformed based on the communicative language (CLT), replacing the traditional grammar-translation method (GTM) with language teaching, first in secondary schools and then at all other levels (Rahman s Pandian, 2018a, 2018b). Kaplan and Baldauf (2003) in the framework of language planning in education (LEP) consisted of seven key aspects of policy development: access policy, educational policy, methodology and material policy, personnel policy, resource policy, community policy and evaluation policy. Reform of English education policy from GTM to CLT was necessary to support clear planning and preparation (Hamid s Honan, 2012). But, in the case of political reforms, the lack of substantive planning is obvious (Rahman, 2015). As part of further conceptualization, these policy and planning issues were discussed in the following sections: CLT implementation, testing and evaluation, and teacher training. This section discussed two key elements of Bangladesh's language education policy, which are closely linked, language access policies and resource policies in response to factors contributing to policy adaptation. According to Kaplan and Baldauf (2003), the access policy means who will learn what language and when. On the other hand, they conceptualized language resource policies as language education funding (Kaplan and Baldauf 2003). Currently, English is taught from the 1st grade among 6-year-old students. If access to English brings positive benefits for individuals, then English should be equally accessible to all citizens (Rahman and Pandian, 2018a, 2018b). However, teaching English has not been carefully planned, as the quality of teaching and teachers is not equal and is poor across the country (Hamid and Erling, 2016). In addition, most primary schools throughout the country are under-resourced and the lack of English teachers deprives all of their aspirations (Hag, 2004). In addition, according to Hamid and Baldauf (2011), the policy of access to languages has created social inequalities among because access to English is not equal in rural and urban areas. To make matters worse, English secondary schools get exclusive access to English minimal use of Bangla. Consequently, the emergence of English secondary schools in cities has contributed greatly to inequality (Hamid, 2016; Hamid, Sussex, Khan, 2009). Urban students often go to secondary English schools and receive an Education in English (Mousumi and Kusakabe, 2017). Thus, their qualifications are higher than those of the average Bangla students who attend public and private schools. The basis for initiating access and resource policy management is not specific. Politicians often talk about the role of learning English to capitalize on globalization and mobilize economic development (Hamid, 2010; Hamid, Nguyen, Baldauf, 2013) and suggest that students will be able to learn better if they start early (Rahman and Pandian, 2018a, 2018b). However, the relationship between competence in English and economic development is not always linear (Rahman, Singh, s Karim, 2018b). Instead, it often becomes a burden for developing countries such as Bangladesh to provide enough resources to facilitate English language learning from first grade (Hamid and Erling, 2016). It is also often perceived as beneficial for students to start formal language learning early (Rahman and Pandian, 2018a, 2018b), which politicians often present as justification. In line with this simplistic view, the current conclusions in the field of SLA are not conclusive (zein, 2017). It is therefore difficult to justify such an adaptation to politics. In addition to purchasing pronunciation, early language snacks do not have a significant advantage over late snacks (Rahman, Pandian, Karim, s Shahed, 2017). As evidence, none of the arguments is substantial enough to accept such an early introduction of English, and this ultimately exacerbates the provision of meager educational resources (Rahman and Pandian, 2018a, 2018b). Therefore, many British educational researchers based in Bangladesh question the adaptation of the policy (Chowdhury and Kabir, 2014; Hamid and Honan, 2012). The perverse interest behind these policy adaptations is clear because they are accepted not out of need but because of the prescription of donors and non-governmental organizations (Kabir and Chowdhury, 2017). Often, these policies force the country and politicians from outside stakeholders to import English teaching as a product (Hamid, 2010; Hamid et al., 2013). Bangladesh's English-language policies and planning are heavily influenced by supranational factors, as well as by actors such as international donor agencies and sub-national actors such as NGOs. They work mainly in the form of language teaching and teacher development programmes (a brief description of these programmes is contained in the section teachers' development). However, citing the unique relationship between aid and policy in English language and planning in Bangladesh, Erling (2017) suggested that thoughtful initiatives can make a greater contribution to holistic development and social justice in context. By replacing the traditional CTM, the Ministry of Education (MoE) has decided to reform the curriculum, methodology, textbooks and evaluation system to ensure the development of English language learning and teaching in the country. The reform was implemented by the English Teaching Improvement Programme (ELTIP) with the support of the ME and the British Council (Karim, Mohamed, Ismail, and Rahman, 2018). Despite its beginning with many promises, CLT was not implemented as planned in the curriculum (Ali and Walker, 2014; Chowdhury and Kabir, 2014; Hamid and Baldauf, 2008; Rahman and Pandian, 2018a, 2018b). Some problems have contributed to the current problem of CLT implementation. Among them, often in the existing literature are often reported factors related to teachers and teaching practices (Ali s Walker, 2014; Rahman and Pandian, 2018a, 2018b; Rahman, Pandian, Kaur, 2018). According to the Fullan (2007) curriculum innovation model, several factors contribute to teachers' introduction of the curriculum. Among these factors, this section discusses the specifics of innovation in curricula. They are (a) unrecognized needs of teachers, (b) lack of clarity and complexity of curriculum programs related to the curriculum, as well as c) the quality and practicality of textbooks and other materials. The development and implementation of training programmes is a top-down process in the context of Bangladesh (Rahman, Pandian, and Kaur, 2018a). As a result, teachers are not given the opportunity to express their opinions (Ali and Walker, 2014). It is clear that teachers skillfully teach using the GTM method, as they have experience of using the method in the classroom. With the innovation of CLT, the needs of teachers have been overlooked and to some extent imposed on them. 2014; Khan, 2011), Teaching Methods and Strategies (Ahmed, 2018; Jahan, 2008; Khan, 2011), large class management (Adhikari, 2011; Akbari, 2015), lack of effective training materials (Chowdhury and Le Ha, 2008), and professional development (Anwaruddin 2016) to implement a communicative approach in the context of Bangladesh. In addition, reality in the classroom has certainly been ignored by politicians as there is an existing gap in communication between politicians and performers (Rahman and Pandian, 2018a, 2018b). Studies conducted by Kirkwood and Rae (2011) and Kirkwood (2013) report that English in Action (EIA), a nationwide English language development programme, conducted basic research to understand the situation of ELT in primary and secondary schools, and based on they are working to improve the English language curriculum. However, they did not identify population size or data collection sites, such as a school or district. Thus, it cannot be summarized that a representative number of teachers participated in all demographic criteria to meet their needs. The curriculum, which is implemented from top to bottom, is not clear and creates complexity (Fullan, 2007). In their study, Das, Shaheen, Shrestha, Rahman and Khan (2014) found that both English teachers and teachers of the schools studied do not have a clear understanding of the CLT curriculum and therefore have a mixed opinion about its implementation. Similarly, Rahman, Singh and Pandian (2018c) found that the faith and practice of teachers did not coincide with CLT, and their understanding of the curriculum differed. It is clear that the NCTB has asked teachers to introduce a new CLT curriculum for them without any well-planned contextual analysis of the possible difficulties that may arise. For example, the classroom centered on the teacher is an important feature in the Bangladeshi classroom, and the willingness of students to communicate is often low (Rahman, Pandian, and Kaur, 2018a). Thus, of course, the implementation of CLT will become tough in such conditions. Similarly, Chowdhury and Le Ha (2008) questioned the viability of CLT and its pedagogical fitness in a very different eastern context, such as Bangladesh, where teacher-based attitudes dominate teaching practice. However, The Schrest study (2013) reported an improvement in the situation. Teachers mostly reported knowing about their role in the communication class (Shrestha, 2013). Therefore, given the few empirical studies currently available, it is important to carefully examine teachers' understanding of the curriculum that could unearth new ideas. The textbooks have been revised several times to make them more authentic to each level of students and their communication needs. The term Communicative English is used to refer to the communicative competence needed to interact effectively with others, primarily through conversations and listening. Adhikari (2011) reported that the ability to speak accurately, appropriate and effective English is vital to meaningful interaction that ensures the communication competence of students in English. He also argued that through teaching materials, the teacher should provide students with ample opportunity to link syntax (grammar rules) and morphology (dictionary) to semantics (meaning) and pragmatism (use of language) through interactive activities while teaching speech. Develop classroom speaking training materials take into account internal factors such as the use of native language, age, exposure, innate phonetic phonetic identity and language ego, as well as motivation while an external factor, such as the context of the EFL should not be excluded (Brown, 2001, p. 118). However, according to Kirkwood (2013), the English textbook for Today is hopelessly lacking in conversational and listening activities. In addition, there is a discrepancy between the national curriculum in English and the internal organization of the textbook, as reported in Ali (2014). In this study, Ali (2014) also reported that the textbook lacks authenticity and communication aspects in its content. Kirkwood and Ray (2011) found that grammar and vocabulary prevail in primary and secondary English textbooks in Bangladesh instead of communicative activities. In an earlier study, Chowdhury and Le Ha (2008) found that educational materials are not contextual, rather borrowed from abroad. However, a recent study conducted by Rahman, Pandian and Kaur (2018a) found that the new book includes more communicative activity, and lessons are more contextualized and reliable. However, this finding needs to be further verified using empirical data collected by teachers and students. Further research should also be carried out on the development and implementation of the English language textbook for today, given that several studies have evaluated CLT textbooks used at various levels in Bangladesh. The success of language policy and curriculum implementation depends mainly on the quality of assessment and testing (Das et al., 2014). According to Kwader (2001), the new approach to the evaluation of CLT faces resistance from various stakeholders, including teachers. However, not many empirical studies focus on issues related to CLT evaluation and testing (Ali et al., 2018). There is a strong link between failure in teaching English, teaching or implementing the curriculum and inadequate assessment methods in the context of Bangladesh (Khan, 2010; Rahman et al., 2018a, b, c). One of the most important issues of current high-stakes language testing in public exams is the exclusion of two vital language skills, conversation and audiences, from centralized exams (Al Amin s Greenwood, 2018a, 2018b; Sultana, 2018). This conservative attitude towards testing leads to a reduction in the curriculum, which is a clear indication that the assessment

does not coincide with the national curriculum and national language policy. It has been reported that the authorities are pressuring teachers to teach only areas of curriculum content that are periodically considered for English language test work (Choudhury, 2010; Maniruzzaman and Hoque, 2010). According to Ali et al (2018), do not meet the objectives of the national curriculum in English and English Education policy aimed at developing student communicative competence; thus, it is clear that the testers are coerced into the inclusion of policy makers' instructions. On this note, it can be clearly stated that evaluation methods are not legally valid because of the existing gap between what they are intended for learning and what is measured (Das et al., 2014, p. 330). Further research is therefore needed to assess the content that is being tested in high-stakes government exams and how these tests are developed (Ali et al., 2018; Sultana, 2018). The impact of high-stakes scores has a major impact on English language teaching in Bangladesh (Sultana, 2018). The effect of the English language exams is noted in the preparation of students and teachers for higher grades (See Khan, 2010). This particular phenomenon causes students to freeze the content of the course (Rahman et al., 2018a, b, c) and poses a potential danger of obtaining shadow education (Hamid et al., 2009). Moreover, since two important skills, listening and speaking are not evaluated in tests, teachers and students are unwilling to practice them in the classroom (Rahman s Pandian, 2018a, 2018b). It is clear that the effect of the change in assessment affects a number of aspects of teaching and learning English in Bangladesh. However, there is still a lack of empirical research, given the few studies mentioned above. Further empirical research is therefore needed to determine the impact of the flushing of testing on the various classroom practices conducted by teachers and students. The shortage of English teachers in Bangladesh is not today's story; we can trace the root of this deficit in history. After the partition of the subcontinent in 1947, a large number of English teachers decided to leave the country because they were Hindus (Alam, 2018), amid the fact that they may face religious threats and will be tolerated as a minority in a newly formed state based on religion. Educated in the British period, the rest of the teachers mostly retired in the 1980s. As a result, the curriculum and pedagogy suffered negatively before the two decades; fewer English taught to students by teachers who learned less about it (Alam, 2018). Admittedly, pedagogical education (TE) is an integral part of enriching teacher agility (Karim et al., 2018) regardless of the subjects they teach. In addition, TE contributes to building teacher cognition and teacher identity, which embeds the crucial factors that determine teachers' actions in the classroom. The aim of any teacher training programme is to bring about change for teachers (Hargreaves and Fullan, Thus, it becomes apparent that TE has a direct impact on the practice of teachers in the classroom (Rahman et al., 2018a, 2018a, Perceiving the potential results of TE programmes, teachers, regardless of the pre-service and in the service of nature, have provided different trainings and participated in various educational programmes in order to equip themselves with skills and strategies such as creating an interactive atmosphere, deploying audiovisual tools and using a variety of activities to attract students. (Karim and Mohamed, 2019). Bangladesh, the dynamic context of the EFL (Ali and Walker, 2014), which has conducted TE programs as the only way to produce an auxiliary force that not only contributes to the national economy, but also the power of the global economy (Karim, Shahid, Rahman, Mohammad, 2019b), continues TE and professional development programs for English teachers in the form of pre-service and in service TE programs. Graduates and graduate programs in TESOL, TEFL and ELT make up preservice TE (Karim, Shahid, Mohamed, Rahman, Ismail, 2019a), while the government has initiated teacher out-of-work training programs, Certificate of Education (C-in-Ed) and Bachelor of Education (B.Ed), to form out-of-work training programs in context. In addition, the country has used training programmes for English teachers, namely a project to improve English teaching (ELTIP), English for teaching, English language teaching (ETTE), improving the quality of teaching in the secondary education project (T1-SEP), the project to improve the quality of secondary education and access (SE-AEP) and English in Action (EIA) (Hamid, 2010). Typically, donors working in Bangladesh are the Department for International Development (DfID), the Canadian Agency for International Development (CIDA), the World Bank and the Asian Development Bank (ADB). As for the results, Karim et al. (2019a, 2019b) report adequacy in terms of the knowledge base that prevails in pre-service TE programs. Conversely, Hamid (2010) defined the knowledge gained in C-in-Ed and B. Ed programs as insufficient, as the content of these programs pays limited attention to the practical aspects of teaching English. Similarly, Hamid and Erling (2016) reported limited results from out-of-work training programmes, although sufficient funds were used to implement these programmes. For example, Karim, Mohamed and Rahman (2017), based on the different frameworks of the TE program, show that the EIA, which included the mobile phone as a tool for teacher development, is only about training teachers through mobile learning and eluding learning on mobile learning and technology integration. Thus, the successful orientation of teachers to audiovisual in the classroom, which was one of the main EIA, failed miserably (see Anwaruddin, 2016). On top of that, Karim et al. (2018) has drawn a vignette of synchronous hypocrisy that greatly belittles surgery, function and training programmes without work in Bangladesh. Hamid (2010) also points to discrepancies in teacher training programmes out of work in Bangladesh.It is noteworthy that EIA is the latest among donor-funded teacher training programmes aimed at implementing CLT through Information and Communication Technologies (ICT) (Al Amin s Greenwood, 2018b). Not only did it focus on the large-scale training of English teachers, but it also conducted empirical research as proof of their success (Karim et al., 2018). Contrary to the above studies, EIA-funded studies reported successful reform of the CLT curriculum and teacher quality development (see Kirkwood, 2013; Power, Shaheen, Solly, Woodward, Burton, 2012; Shohel and Banks, 2010; Shrestha, 2013; Walsh et al., 2013). These studies reported positive attitudes towards the beliefs and practices of teachers, which were aligned with the curriculum. However, these hyper-success claims made by a donor funded by multimillion-dollar English teacher training programs are not supported by recent research (see Al Amin Greenwood, 2018a, 2018b; Anwaruddin, 2016; Karim and Mohamed, 2019; Rahman et al., 2018a, 2018b, 2018c). To develop these studies, a number of problems related to TE programmes have been identified, such as the rarity of training sessions, fewer opportunities for rural teachers, a shortage of teachers, inadequate teaching materials and insufficient resources to instrumentalize EIA learning devices (Karim and Mohamed, 2019; Rahman et al., 2018a, b, c). After all, too many English teachers do not have basic language and pedagogical competence even after attending EIA training, leading to the limited introduction of CLT in Bangladesh.Considering the fact that Bangladesh is one of the largest English teaching populations in the world, it is important to study the problems associated with English language education in the country (Chowdhury and Kabir, 2014; Hamid, 2016). This article discussed key issues related to ELT in Bangladesh by reviewing relevant parallel literature. The aforementioned thematic discussion has raised a number of implications for the country's English language education and future research. English in Bangladesh is important in many ways. English language skills are needed to meet the global demand for skilled labour. However, to improve English proficiency, such a prohibitive approach as the abandonment of bangla and other ethnic languages when planning language is never desirable. Thus, this study calls for a glocal approach in ensuring proper linguistic attention to the native language and English, where Bangla and other indigenous languages will keep the root of culture in terms of language practices in education and society while English will provide the nation with more opportunities in world stage. There is a need for a national consensus on multilingualism in Bangladesh, which has historically, socially and culturally manifested itself on Bangladesh' soil, although it is not politically recognized. Bangladesh still appears to be independent in teaching English. Although the problem is widespread in opinion polls and empirical studies, policy makers are often reluctant to acknowledge the problem. The ME should recognize the complication that arises as a result of their inconsistent policy formulation. In order to adopt a sustainable language policy, policy makers must objectively review some strategies by taking a back seat to the prescriptions of donors, NGOs or any other groups of interest and plan accordingly. Ultimately, the goal should be inclusive language policy and equality-based planning. Undoubtedly, the CLT curriculum is one of the most dominant approaches to teaching the language in the modern world. However, the integration of CLT into the curriculum requires pragmatic and reasonable planning, as in the context of Bangladesh the introduction of the CLT approach competes with the traditional culture of teaching and language learning. Policy makers should therefore reconsider the relevance of the CLT approach to the curriculum in the context of Bangladesh. In addition, learning and classroom resources must meet the objectives of the CLT curriculum. The current incidence of English assessment in Bangladesh, as mentioned above, indicates that these problems are numerous. Because of the limited scope of this study, only a few of them that deserve immediate attention are presented here. First of all, you need to seriously consider the effect of laundering. Evaluation practices are difficult to change; however, unless initiatives are taken to change current practices, they will remain unchanged, which will ultimately preclude students from adopting time-appropriate teaching methods. Second, evaluation methods must be compatible with today's expectations of the real world. Therefore, policy makers should think of alternative forms of evaluation, at least alternatives in the assessment. Finally, the emphasis on classroom-based evaluation and its integration into the overall assessment scheme is important because the class plays a crucial role in the successful learning of the language in the context of EFL as Bangladesh. In fact, continuous form evaluation in the classroom helps students make their learning more sustainable. Bangladesh needs to strengthen its capacity to train teachers at the expense of local professionals and institutions, rather than relying heavily on donor-funded teacher development programmes. Of the problems with teachers' education, they were mentioned earlier in this article, accountability Special attention in teacher training programmes in Bangladesh; otherwise, no initiative can deliver on its promises and use the fund is effective. In addition, given the lacklustre impact of these teacher training programmes, the current study provides adequate monitoring and guidance on rural training programmes. Alternatively, local training capacity is a sustainable approach that may provide school-based teacher training through local training centres. Further research in language education is important in the context of Bangladesh, as the number of empirical studies conducted in this context is not sufficient to generalize problems. Moreover, as indicated earlier in each section of the discussion, inconclusive research results and relatively unexplored areas in the context of the study require further research on the issues under discussion. With an in-depth understanding of these issues, a valuable contribution could be made to the adaptation and implementation of policies in the context of ELT in Bangladesh. CLT: Communicative teaching of the ELT language: Teaching English GTM: SSC Grammar-Translation Method: Adhikari High School Certificate, B. R. (2011). Teaching speech in the Nepalese context: challenges and ways to overcome them. ELLTA, 15 (1.2), 1.9. Google Scientist Ahmed, M.K. (2018). Educators in conversation: The challenges facing the student teacher in the context of ESL. International Journal of Applied Linguistics and English Literature, 7 (3), 97. Google Scientist Akbari, z. (2015). Current problems in teaching/learning English for EFL students: A case of high school and high school. 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