English Language Teaching at Secondary Schools in Bangladesh: Issues and Prospects

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Abstract

Bangladesh is still lacking behind to promote the English language education to a globally accepted standard, despite the expanding prospects of economic development provided by the English language. Problems including low learner motivation, poor public awareness, and below-average teacher competency still play as negative factors on the way of flourishing a good standard of English language learning system at secondary schools in Bangladesh. This paper sketches the areas of difficulty in teaching and learning English as a foreign language at secondary-level schools in Bangladesh using data from questionnaire surveys among teachers and students, classroom observation interviews and group interviews with teachers and students. This study's primary goal is to highlight the problematic areas of English language instruction in secondary schools in Bangladesh.

Introduction

Developing communication skills to deliver and interpret a message to another person through spoken or written modalities is a major goal of English language education and learning. The primary function of language is to convey one's requirements, necessities, feelings, thoughts, and ideas to others. In essence, the English language serves two purposes: firstly, it supplies linguistic tools for the nation's administrative needs, and secondly, it is a language of greater communication. Local languages of Bangladesh have a big influence on most of the students. The Government of Bangladesh has taken steps to maintain uniformity in education by establishing several government agencies that provide guidance on what should be taught, why it should be taught, how it should be taught, and at what level (CAMPE, 2006; TQI-SEP, 2007; EIA, 2009a).

Bangladesh is referred to as a homogeneous country because a sizable portion of the overall population speaks Bangla, the official language. 98% of people in Bangladesh are Bangla speakers (BANBEIS, 2004). Due to the dominance of Bangla, Bangladesh is frequently referred to be a monolingual country (Banu, 2002; Choudhury, 2001a). Bangla is a sensitive issue in Bangladesh (Baldauf et al., 2008). This issue is deeply rooted in Bangladeshi nationalism, which helped the country to achieve its independence from Pakistan in 1971. (Hossain & Tollefson, 2007;

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Mohsin, 2003; Musa, 1996; Thompson, 2007). The 21st of February is celebrated as International Mother Language Day and National Martyrs' Day in Bangladesh as people immolate their lives for their mother tongue.

English has long coexisted prominence with the official language Bangla in Bangladesh. According to Khan (2002), English is currently used in Bangladesh for interpersonal, professional, academic, commercial, as well as recreational purposes, just like it is in all other emerging nations. Additionally, English has potential communication uses in Bangladesh and other Asian nations for a variety of goals, such as social, cultural, economic advancement, and prosperity (Banu & Sussex, 2001a). English has been a required subject for students at all levels of education, from primary to tertiary, since Bangladesh's independence in 1971. A teacher-centred grammar-translation method (GTM) was developed to teach and study English. According to Sarwar (2008), the deductive GTM technique was previously in use, and pupils were solely trained to do well on examinations. Teacher used to focus on the grammar only. Questions in the exams were primarily created to measure students' grammar and writing abilities rather than their speaking, listening, or reading abilities (2008: 2). Due to the belief that Communicative Language Teaching (CLT) would enhance English teaching and learning, foster student communicative competence, and increase English proficiency at the national level, GTM was replaced with CLT in secondary English classes in the late 1990s (NCTB, 2002; Hamid, 2010). Hamid (2010) asserts that the money allotted for the education budget is typically used for teacher salaries and the improvement of school facilities. Hassan (2011) also argues that schools are unable to provide enough teaching resources, learning aids, and library facilities due to financial constraints. For classroom instruction, teachers mostly employ blackboards, chalk, dusters, and textbooks. Most secondary schools, according to research, don't have enough teachers, furniture, or classrooms, nor do they offer an environment that is good for learning. In addition, teachers are taking classes beyond their capabilities (TQI-SEP, 2007), which is likely to degrade quality instruction.

Wedell claims that one of the main issues with adopting innovation in ELT is teacher education and training; nevertheless, in a number of English teaching environments, such as South-East Asia, teacher education and training have not been successful in enhancing ELT methods (Wedell, 2008). The SEQAEP report notes that a large percentage of students of Secondary School Certificate (SSC) examination fail in English, and that students' fear of the language also affects their ability to learn and do well on exams (SEQAEP, 2010). This research was motivated by the fact that even though English is considered so crucial for personal and societal development but efforts to improve English teaching and learning have repeat

edly failed. This study examines the problematic areas of ELT from the viewpoint of Bangladeshi secondary school teachers and students.

Bangladesh's Secondary Education System

Bangladeshi educational system has various stages, such as, primary, junior secondary, secondary, senior secondary, tertiary, and higher education. Primary education is a five-year programme starting from grade one to grade five and it is compulsory. The secondary education system, which consists of three levels: junior secondary (6th to 8th grade), secondary (9th and 10th grade), and higher secondary (11th and 12th grades). Following higher secondary education comes tertiary education, which is divided into bachelor's and master's degree programmes of 4-years and 1-year programme respectively. Degrees in science, technology, engineering, medical science, agriculture, social science, arts, and business studies are available at the graduate level. Higher education comes after tertiary education.

There are three secondary education streams in Bangladesh: the secular national secondary, the religious stream (Madrasa education), and the English-medium education (EME). Three streams comprised the secondary school system in the country. 83% of all secondary enrolment in Bangladesh is in the secondary stream, which was the subject of the current study (CAMPE, 2006). Most secondary schools in Bangladesh offer examination on the completion of 10th grade. Students in this grade have to appear in the SSC, which is the first examination required for graduation. Students must enrol in higher secondary programmes at colleges after passing the SSC, and they can sit for the Higher Secondary Certificate (HSC) examination at the end of the 12th grade. Eight education boards, the Board of Intermediate Secondary Education (BISE), located in major cities around the nation, administer these national exams, the SSC and HSC. The Ministry of Education is in charge of overseeing the Directorate of Secondary and Higher Education (DSHE), which controls the educational system (BANBEIS 2006).

Research Methodology

Research methodology is the strategy for carrying out research as well as the framework through which the research is conducted. This research is conducted using a variety of techniques. Golafshani (2003) asserts 'Using numerous methods, such as observation, interviews, and recordings, will lead to more true, dependable, and diverse construction of realities'. (p. 44). As this project intends to look into the problematic aspects of ELT, a multi-method approach may be the most effective technique to gather data.

Methods used

To carry out the research, survey questionnaire, classroom observation and interviews were taken from the secondary teachers and students. Sixty-one (61) English teachers of IX and X standard from twenty-seven (27) secondary schools of Ghatail upazilla individually participated in a questionnaire survey. The survey was written in English and had both open-ended and multiple-choice questions that inquired about the background of the teachers and schools as well as the teachers' beliefs and opinions towards ELT. A few open-ended questions were also created to investigate the challenges of ELT practise. Additionally, 300 students of IX and X grade from two schools of Ghatail also participated in a questionnaire study. The survey was written in Bangla. It was intended to look at their personal details, the difficulties they encountered during learning English, and the training aids which were used in the classroom. An observation study was carried out at two schools of Ghatail which were randomly chosen from these twenty-seven (27) schools as part of this research. Classroom observation is crucial to understand the challenges and issues with classroom instruction as well as the pedagogical inconsistencies in class-room practise. The grade IX and X English teachers of K Nagbari High School (KNHS) and Dewpara Gono High School (DGHS) were observed and interviewed. The participant teachers' schedules were obtained from the head teacher, and the observation plan was then completed after speaking with them. The ELT classes used a semi-open instrument that was mostly quantitative in nature to collect data. The observation tool was built on established codes that track interactions in the classroom (e.g. Malamah-Thomas, 1987; Spada, 1990; TQI-SEP, 2007; EIA, 2011). The observation's main objective was to see the teacher and students interact with each other and engage in ELT activities throughout a lesson. Following each classroom observation, interviews with teachers and students were conducted in order to better understand the teaching methods and techniques, the classroom environment, the school climate, the students' activities and opinions, their likes and dislikes, and the teacher-student relationship. As a matter of research ethics, partici-pant names are omitted from reports to ensure confidentiality.

Data analysis and discussion

A variety of methods were utilised to get the data. In order to find the prob-lematic areas of English language instruction at the secondary level, collected data were analysed using Microsoft Excel software.

Questionnaire data

Teaching and learning can be influenced by three different factors- teachers,

students, and the school environment. For effective implementation, suitable facilities must be made available for teaching and learning. The secondary English teachers who participated in the survey answered questions about their backgrounds and the resources they receive while delivering their instructions. Tables 1 and 2 present background data on participant teachers and facility usage rates, respectively. In order to learn more about the current teaching and learning activities and the English language proficiency issues among 300 secondary school students, a questionnaire survey was also carried out. The results are shown in Tables 3 and 4, respectively.

Participant Teachers' Background Information

No	Teacher Name	School Name	Class load P/W	Teaching experience	Qualification	Training received	Other subjects taught	Position held
1.	Shaon	KNHS	30	27 years	B.A. (History) and B.Ed.	CPD and TQI-SEP	Social science	Assistant teacher
2.	Kibria	KNHS	30	12 years	B.A., M.A. Islamic History) and B.Ed..	CPD	Social science	Assistant teacher
3.	Babul	KNHS	30	20 years	B.A. (Geography)	CPD	Social science	Assistant teacher
4.	Amin	DGHS	21	21 years	B.A. (Public Administration)	CPD, TQI-SEP, and ELTIP	Bengali	Acting Head Teacher
5.	Navid	DGHS	31	03 years	B.S.S. & M.S.S.	No training	History and Bengali	Assistant teacher

Table 1. Teachers' background information (Source: Survey)

Table 1 provides background information on the participant teachers, including their names, the school where they work, the number of classes they teach each week, their teaching experience, their educational backgrounds, any training they have received, the subjects they teach besides English, and their professional roles within the school. Table 1 clearly depicts that none of the teachers have any degrees in English language or literature.

Lack of facilities for teachers' practice

Serial	Statements	Response in percentage (%)
1.	Satisfied with paid salary	1%
2.	Get sufficient teaching aids	32%
3.	Satisfied with infrastructural facilities	38%
4.	Students' English communication skill is poor	82%
5.	Satisfied with working environment	48%
6.	Has adequate English qualification	0%
7.	Overburdened with classes	92%
8.	Involved in other than teaching (tuition, business, farming etc.)	74%

Table 2. Lack of facilities for teachers' practice

Table 2 makes it clear that 1% of the teachers are contented with their pay. 92% of teachers claim to have too many classes. The data also reveals that 74% of teachers work in a variety of occupations, including farming, business, and tuition. These difficulties were clearly illustrated from their interviews.

Categories of ELT classroom practices

Serial	Statements	Response in percentage (%)
1	Regular English study in classroom	54%
2	Exercise Speaking in classroom	11%
3	Exercise Reading in classroom	27%
4	Exercise Writing in classroom	17%
5	Exercise Listening in classroom	0%
6	English is tough	82%
7	Interested to learn English	92%
8	Teaching of English is good	67%

Table 3. ELT classroom practices

Table 3 reveals that 54% of students read English on a regular basis, whereas 46% admit they don't. Only 11% of students agree that teachers make exercises of speaking in the classroom. Unfortunately, every student claims that there are no English teachers who made listening exercises in classroom.

Students' problems in English

Serial	Statements	Response in percentage (%)
1.	Weak in the pronunciation of English	74%
2.	Weakness in vocabulary	80%
3.	Difficulties in identification of parts of speech	71%
4.	No audio – visual aids in the classroom	81%

Table 4. Problems of English language skills

Table 4 shows yet another research finding. It is about techniques and English language proficiency. Among them, 74% of secondary school students think that their pronunciation needs improvement. The findings indicate that 82% of the students think audio-visual aids will improve their understanding of and ability to study English. However, the teachers are not using it as they should.

Observation Data

In two schools, five teachers were under observation. Table 5 provides a summary of the classroom observation data, including the number of teachers who observed the classes, the overall length of the classes, the total amount of exact observation time, and the total amount of deficit time.

Observed Lessons

No	Teacher Name	School Name	Number of classroom observations	Total duration of classes (minutes)	Total exact observation time	Total deficit time	Percentage of lesson time missed
1.	Amin	DGHS	9	9x40=360	230	130	36%
2.	Babul	KNHS	8	8x40=320	215	105	33%
3.	Kibria	KNHS	10	10x40=400	340	60	15%
4.	Navid	DGHS	13	13x40=520	410	110	21%
5.	Shaon	KNHS	12	12x40=480	370	110	23%
	Total=		52	2080	1565	515	25%

Table 5. Observed lessons

Table 5 demonstrates the observation of 52 classes. Each lesson was scheduled to last 40 minutes (which would have resulted in a total observation time of 2080 minutes). However, many teachers arrived late and left before the class ended, thus only a total of 1565 minutes of class time could be observed. Consequently,

each teacher's deficit time is shown in this table for each of the observed teachers (515 minutes).

Observation of individual teachers' practices

Five English teachers' lessons were observed at two schools as part of this study. Additionally, classroom procedures used by certain teachers were observed, and verbal notes were made. Then, during interviews with teachers, mentioned issues were clarified.

Teacher 1: Amin

In the lessons that were observed, it seemed like Amin spoke for the majority of the class period. He hardly ever created interactive exercises like pair work, group work, simulations, or role-plays in my observation. He primarily worked on memorising and grammar exercises. The majority of his time was spent reading aloud from the text book and translating it into Bangla, requesting the students to do the same, then putting questions on the blackboard and instructing them to respond in writing. He typically used questions to evaluate students' comprehension of the class, but he only included the motivated students in this process. Amin made a feeble attempt to involve the entire class in activities, but he only did so with the students who showed an interest. He made an attempt during the observation to try out different exercises and teaching methods that might get the entire class moving and involve the passive students. He didn't use any other teaching aids besides the textbook and the whiteboard. This implied that he was ignorant of basic classroom pedagogical strategies, such as what to cover in the lesson, how to deliver it, and how to evaluate its effectiveness.

Teacher 2: Babul

Babul frequently used the teacher's book known as the 'guidebook', which contains answers to practise questions. There was no indication that the lessons had a beginning, middle, and end. This implied that he didn't follow lesson plans the majority of the time. It appeared like, he spoke for the majority of the lecture and gave students a few opportunities to speak. He spent a significant amount of class time creating tables on the whiteboard and reading sections from the textbook while also translating them into Bangla or requesting the class to do the same. Although there is some pedagogical potential in these exercises, they lacked clear objectives. Most of the class period was dedicated for memorising the lesson. He frequently posed closed-ended or true-false queries. He hardly ever had the students participate in interactive exercises like pair work, group work, simulations, and role-play

ing during the observations. His lectures didn't seem to be engaging or inspiring. He made an effort to include students from all areas of the classroom and, in addition, to get inactive students involved in the lesson. He paid particular attention to individuals seated in the front benches. He primarily utilised English in class for reading sections from the text. It was clear that Babul lacked the linguistic and pedagogical skills necessary to instruct English language, especially in grades IX and X.

Teacher 3: Kibria

Kibria made an effort to involve students from all areas of the classroom and didn't only pay attention to those seated at the front. He made an effort to engage the students who appeared disinterested or to be having difficulty understanding the course by moving around the classroom. His classes displayed 'pre, while, and post' activity indicators. His lectures appeared to be interactive. He put some communication skills into practise. For instance, he occasionally required students to work in pairs or groups, but when he did, the instructions he gave them were unclear and they didn't seem to understand them. Additionally, the students solely used Bangla when participating in the exercises. This gave us the impression that such activities were not typically included in his lessons, and possibly he was attempting to engage in them in order to avoid being observed. With these few exceptions, the majority of classroom activities concentrated on memorising through drilling, practise with listening comprehension, and practise with grammatical constructs, but not on communication. Despite the fact that his classes were anything but communicative but few opportunities for students to inquire and respond to questions were provided by Kibria.

Teacher 4: Navid

Just like Kibria, he consistently arrived on time in his class. But he didn't say 'Good morning' to students very often. Most of the time, Navid did not stick to a lesson plan in the classes we saw, and his instructions for the activities were unclear to the students. Even worse, he began teaching the material he had just finished in the previous class rather than the lesson that had been assigned. There was no indication that the lessons included pre, during, or post-stage activities. He read out texts in English and translated them into Bangla for the majority of his class time, inviting students to read the texts out loud or quietly. Without any prior discussion, he usually instructs students to write answers to the questions of the lesson, and he would spend a lot of time by checking the students' answer sheets. He paid little attention to the students speaking while he was checking. He did not design interactive exercises for the students to participate in during the observation, such as pair work, group work, and role playing for the purpose of problem solving and knowledge sharing in the classroom. It seemed like he spoke the majority of the lessons.

He also appeared to be unfamiliar with the 'Book map', a teacher's guide included in the national EFT textbook and outlining the specifics of lesson materials and classroom instruction methods. We frequently observed him referring the 'guide-book'. We felt Navid lacked pedagogical expertise and abilities. He exclusively presented his lecture using the textbook, guidebook, and blackboard. He primarily lectured in his classes, which were non-communicative and non-participatory.

Teacher 5: Shaon

Shaon's lessons were usually unorganized; for instance, he did not inform the students of his plans, what they were required to complete during a lesson, or how to prepare for the next class. There was no indication that the lessons had pre, during, or post-stage activities. Sometimes as a result of his lack of preparation, he began a lesson that he had taught in the previous classes rather than what he was intended to taught. He seldom ever checked on students' understanding or what they had learned during the lecture. He made some attempts to involve the entire class, but students were more interested in chatting than participating in the exercises. He frequently questioned to the most motivated students in the class. He was unable to ignite the interest of the students, who looked curious and eager to learn English. My perception of Shaon's lessons was that he spoke for the most of the class period, whilst students spoke for a shorter period of time. Even though, He was the only teacher, who was approachable and easy going in the classroom. Students generally felt free to ask him questions, and he frequently inquired about their academic and personal difficulties. We concluded that Shaon's classroom instruction did not adequately reflect a student-centred class.

In conclusion, it was discovered that only a small percentage of the teachers actually adhered to a lesson plan or the allotted class time. The majority of them have extensive teaching experience, but they lack the necessary ELT skills, and none of the teachers have pertinent degrees in English. The bulk of the teachers seemed to be overburdened, which may have contributed to their apparent discontent with their work. The majority of teachers prioritised memorization in the classroom; they mostly used strategies of reading and writing; none of them actually engaged in speaking and listening exercises. The majority of teachers did not implement the pre, while, and post stages of a class. It was clear that most teachers did not incorporate interactive exercises like pair work, group work, and role-playing into the classes, despite the fact that this actually occurred sometimes. It appeared that teachers just used a textbook, a blackboard, chalk, and a duster as teaching tools and some of them didn't even carry those. One of the teachers also made use of a guidebook. Finally, it became clear that practically all of the teachers used a traditional method of instruction.

Inteview Data

The difficulties of ELT in secondary classroom have been found through a questionnaire and observation study. Additionally, they both discussed the difficulties encountered with ELT in the classroom during interviews with teachers and students. These difficulties have been grouped under the following themes.

Teachers' Qualification

When offering pedagogical measures in the classroom, qualification plays an important role. The majority of the teachers have extensive teaching experience but they lack the necessary ELT skills. Table 1 provides a comprehensive picture of the qualifications of teachers. The teachers received degrees in social science and the arts. One of the teachers did not obtain any training, despite the majority of them doing so. Additionally, it is clear that no teachers have degrees in English language or literature. Lack of training in English language or literature has an impact on the effectiveness of English language instruction in the classroom. According to teacher interviews, English language proficiency created problems with ELT in classroom. Teachers reported,

We lack a degree in English literature or language. We have degree from social science or arts. We should have degrees in English language or literature, though. I believe we need to have sound subject understanding to teach (English). I believe it is a challenge for effective English teaching (Kibria). You see, without having any qualification in English subjects and training I am teaching English. I just follow my former teachers who used to taught me English in the class. I am also learning techniques from my colleagues. I am gaining knowledge from various sources. I believe that this is a problem for English language teaching (Navid).

Overloaded Class

The majority of teachers are evidently overburdened, as seen in Table 1. They instruct in a variety of subjects in addition to English. According to teachers:

We teach English. We also teach other courses which   include Geography, History, Social Science, and Bangla. Surely we face problem for this. We cannot devote all of our time for teaching English. We are unable to focus entirely in one subject. The load is too much. We get exhausted. We are unable to find time to think about our classes. Unfortunately, we are unable to think about our students (Babul).

Classroom Instructions

Apart from a few exceptions, individual instructors' observations reveal that the majority of their teaching styles are similar. It was discovered that only a very small percentage of the teachers really adhered to a lesson plan or the scheduled class time. Teachers who were interviewed indicated that they were unable to follow lesson plans because of lack of time and overcrowded classrooms. All of the teachers agreed that they did not have enough time to design lessons and that they were overburdened with students. Additionally, the majority of the teachers said that they lacked a clear understanding of what a lesson plan comprised of, despite the fact that they were required to complete the syllabus on time.

It is clear from observation that none of the teachers used 'Book Map' and 'Teachers' Guide (TG)' in the classroom. The TG describes what to teach in a lesson and how to teach it, including what skills and sub-skills must be taught and how. It emerged from conversations with teachers that only one teacher, Kibria, had access to the TG and others never used the TG or Book Map to carry out lessons.

Observation revealed that the teachers' sole resources for instruction were the textbook, blackboard, chalk, and duster—even though some of them didn't even bring these. Before entering the classroom, teachers are expected to be well-equipped and prepared. However, it was noticed through observation that teachers had pupils borrow their textbooks and had requested that they bring chalk and a duster to class. It's not good, but sometimes I forget to bring this stuff, the teacher complained (Amin). Another teacher added the following:

I don't see anything wrong with it when I take a book out of the class from one of my students. I occasionally ask my pupils to bring chalk and a duster to class. I'm sure they're pleased about this (Babul). Students who were interviewed shared the opposite opinion. Giving the book to our teachers is a problem for our own classwork, they all agreed to report. Additionally, we dislike having to go to the office room to get some chalk and a duster. It diverts our focus (Group Interview).

An effective lesson often has three sections: the beginning, the middle, and the end. It was observed that the majority of the teachers did not implement the pre-, during-, and post-stage technique in a class. The teachers said in interviews that they were unfamiliar with the language and this teaching methodology.

No Practice of Language Skills as it should be

It was clear that most teachers did not introduce interactive exercises like

pair work, group work, and role-playing into the classes, despite the fact that this did happen sometimes. According to all of the teachers interviewed, pair-work and group-work activities are rarely used in ELT classes due to the lack of appropriate seating, the language barrier, students' low levels of understanding, and teachers' lack of confidence. The teachers stated:

You see, group work and pair work are not appropriate in our classroom due to the seating arrangement. I am unable to move around the classroom due to the congestion. Students struggle to sit correctly. Additionally, students' knowledge and comprehension levels are extremely low. Making children interact in groups and in pairs is challenging. Language barrier is a major issue when engaging in these activities (Kibria).

Poor earnings

It was discovered that the majority of teachers ran their own small businesses and provided extra tuition. According to their accounts, the additional burden of family expanses frequently led to stress and bad health. According to teachers:

You see, our condition is not good. I need to consider how I can survive. My family's fundamental requirements are not being met by our salaries. Even for my own children, I could not plan any better future. I find it really challenging to cover their educational costs. I really feel frustrated thinking my future (Shaon).

Syllabus Design and Materials Production

Teachers wanted to see their input in the creation of materials and the design of the syllabus. They all agreed that it was imposed on them from the top down. teachers reported,

As a school teacher, it is our responsibility to put the new teaching methods that the government has suggested into effect and put them into use at the grass-roots. But it is unfortunate that we do not have the chance to discuss the issues and challenges that we actually encounter in both school and in our personal lives. I believe that when it comes to the practicalities, we are the experts. I'm talking about the school, our students, their issues, our issues, and our constraints. But no one is willing to pay attention to us. It's sort of enforced upon us (Shaon).

Teaching Aids

They frequently struggle with a lack of resources, which prevents them

from using an efficient teaching and learning strategy. However, it seemed that a lack of funding prevented teachers from using teaching aids. According to students:

Students claimed that the use of teaching aids stimulated and involved them in class activities. We appreciate using teaching aids in class, the students affirmed. They catch our attention. We are capable of contributing actively in class. It's fun for everyone. Every now and again, we create stuff and bring it to class to utilise as exercise. Our teachers seldom ever use teaching aids in class (Group interview).

Infrastructural Facilities

All of the teachers agree that their classrooms lack a language lab and for this reason children are unable to practise their listening skills. We should teach our students four skills, teachers said. We can't, however, adequately instruct them. We have issues. For teaching listening skills, we don't have any language labs (Kibria). They also acknowledge the shortcomings of infrastructures such school buildings, classroom sizes, electricity load-shedding, libraries, and the availability of literature. This infrastructural deficiency has a substantial impact on how teaching and learning are managed.

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The author's research article doesn't compete any financial or non-financial interests to declare.

Conclusion

Bangla is the mother tongue of Bangladesh and usually no second language is practised in any community of this country. Yet, English has long been taught for a variety of communicative goals, such as academic, professional, global, and personal. Since the country's independence, the government of Bangladesh has attempted to improve the English teaching-learning scenario even though shortfalls remain in secondary education. This study identifies issues with English teaching at the secondary level in Bangladesh, such as the lack of opportunities for teachers to participate in the syllabus designing and training aids innovation, lack of professionalism, overcrowded classes, poor salaries, lack of facilities, poor classroom management abilities and lack of proper language practise.

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