

Exploring the impact of the English Language on Teaching-Learning Practices in Bangladesh: Perspectives from Bangla Medium Students and Teachers

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Article Detail:	Abstract
<p>Received: 01 Jul 2025; Received in revised form: 25 Jul 2025; Accepted: 03 Aug 2025; Available online: 08 Aug 2025</p> <p>©2025 The Author(s). Published by International Journal of English Language, Education and Literature Studies (IJEEL). This is an open access article under the CC BY license (https://creativecommons.org/licenses/by/4.0/).</p> <p>Keywords – English language learning, teaching practices, communicative language teaching, second language acquisition, grammar instruction, educational disparity, Bangla medium, Bangladesh.</p>	<p><i>This study critically examines the role of the English language in shaping teaching and learning practices within the Bangladeshi education system, drawing on the perspectives of both students and teachers from Bangla medium institutions. As a global lingua franca, English plays an essential role in international communication, necessitating strong competencies in grammar, vocabulary, and pronunciation. Despite the adoption of the Communicated Language Teaching (CLT) approach in Bangladesh, significant challenges persist, particularly the neglect of foundational grammatical instruction and the pervasive influence of Bangla on learners' pronunciation and fluency. These challenges are further compounded by disparities in resource availability and pedagogical effectiveness between urban and rural education contexts. Employing a mixed-methods design underpinned by an abductive research strategy, the study collected qualitative data through in-depth semi-structured interviews with eight students and teachers, and quantitative data via structured surveys with twenty-eight participants across key institutions in the Jashore and Dhaka districts. Data were analysed using thematic analysis and descriptive statistics to triangulate insights. The findings reveal pronounced discrepancies in English language acquisition opportunities, with rural learners facing significant disadvantages in access, instruction, and pedagogical support. The study underscores the need for comprehensive educational reforms that integrate both communicative and structural approaches to language instruction, supported by targeted teacher training and policy interventions to promote equitable language education across all regions of Bangladesh.</i></p>

I. INTRODUCTION

Language has always served as the primary medium of human communication. Over the past century, advancements in technology and increased global interconnectedness have significantly heightened the need for a universally accepted language. Developing nations, including Bangladesh, often depend upon developed countries not only for aid but also for expanding international trade and commerce, making the ability to communicate effectively in a common language essential (Goswami, 2023). Historically, the English language has fulfilled this global communicative role since the colonial era. However, as English is not the native language of Bangladesh, cultural introversion and limited grammatical proficiency create substantial obstacles for effective language acquisition and practical usage (Hasan et al., 2024).

Despite mandatory English education spanning approximately twelve years in Bangladesh, students frequently demonstrate low levels of proficiency, resulting in widespread academic underperformance in English examinations (Manik, 2017). Consequently, the practice of teaching English as a Foreign Language (EFL) is more practical and suitable than English as a Second Language (ESL) in this context (Hassan et al., 2019). Notably, students in Bangla-medium schools often manage to pass examinations without genuinely understanding or appreciating the practical utility of English (Rajan, 2018). Conversely, English-medium schools implement comprehensive English instruction across all subjects, creating notable educational disparities within the country (Ahmed et al., 2023).

The necessity and advantages of bilingual proficiency are aptly captured by Charlemagne's assertion: "To have another language is to possess a second soul" (Ahmed et al., 2023). This sentiment aligns with Frank Smith's perspective: "Learn a new language and get a new soul." In contemporary times, English dominates digital communication, becoming the default language of the internet and significantly influencing global technological interactions (Bhattacharya & Alam, 2022). Recognising these circumstances, this study aims to identify major barriers to English language learning in Bangladesh and propose practical solutions for overcoming these obstacles (Rahman et al., 2019). It emphasises the need for a

balanced approach, integrating grammatical competence with communicative teaching methods (Bolton & Graddol, 2023). In addition, this study aims to explore the specific challenges contributing to inadequate emphasis on grammar within the communicative language teaching framework in Bangladesh. Additionally, the research critically evaluates the significance of effectively integrating grammar into communicative language instruction across all educational levels, from primary through tertiary education (Shahariar et al., 2022). The analysis includes personal reflections from students, educators, and professionals across various fields, highlighting prevalent attitudes and reluctance towards comprehensive language learning (Chowdhury & Rashid, 2021).

The paper incorporates expert insights and practical experiences from multiple educational institutions to provide an informative and precise understanding of the issue. The ultimate objective is to clearly identify the root causes of limited proficiency and practical usage of the English language in Bangladesh, while concurrently offering actionable recommendations for addressing these barriers effectively. Accordingly, the research is guided by the following questions:

- What specific challenges do Bangladeshi students face in learning the English language effectively at the school and college levels?
- Why do students perceive English predominantly as a subject rather than a functional language?
- Is explicit grammatical instruction necessary when employing communicative language teaching methods?

II. LITERATURE REVIEW

English has emerged as the preeminent global medium of communication, serving crucial roles in education, commerce, technology, and international relations (Lightbown & Spada, 2023). Despite the significant historical presence of English in the Bangladeshi education system—introduced during the British colonial era approximately 250 years ago—its teaching and learning have consistently fallen short of producing proficient communicators (Crystal, 2022). Instead, English language education in

Bangladesh has largely been dominated by examination-centric practices aimed at achieving passing grades rather than language proficiency (Asif, 2024; Hossain, 2018).

The English Language Teaching (ELT) curriculum in Bangladesh at primary, secondary, and higher secondary levels is centrally designed, developed, and disseminated by the National Curriculum and Textbook Board (NCTB), operating under the Ministry of Education (MoE) (NCTB, 2023; Kabir & Akter, 2022). Such a centralised system frequently results in significant gaps between curriculum expectations and classroom implementation (Ali & Walker, 2014; Khan & Hasan, 2024). Teachers often struggle due to insufficient clarity regarding their roles and expectations, inadequate training, and insufficient instructional resources (Khan & Hasan, 2024; Hossain, 2018).

According to Rahman & Jahan (2021), several systemic and instructional challenges exacerbate these difficulties. Prominent among these are insufficient teacher training programs, limited motivation among teachers, a lack of pedagogical experience, outdated teaching materials, inadequate infrastructure, and a shortage of skilled language instructors (Goswami, 2023; Hasan et al., 2024). Furthermore, traditional grammar-translation methods, predominantly employed at secondary and higher secondary levels, prioritise rote memorisation of grammatical rules over communicative competency (Hasan et al., 2024). This approach severely limits students' practical language skills, leaving the essential language competencies – listening, speaking, reading, and writing – underdeveloped (Goswami, 2023).

Although the Bangladeshi government officially advocates the Communicative Language Teaching (CLT) approach, its implementation remains inconsistent and superficial (Alam, 2017). Goswami (2023) argues that teachers' resistance to adopting CLT methods stems from deeply entrenched examination-driven teaching cultures and insufficient professional development. Consequently, students often perceive English merely as an academic subject rather than as a valuable skill for interpersonal and professional communication (Rahman et al., 2023).

English language proficiency is indispensable in modern educational contexts, particularly at tertiary

institutions, where English is often the medium of instruction (Ellis, 2022). Despite this critical need, the quality of English instruction at tertiary levels remains problematic due to the foundational gaps established in primary and secondary education (Hasan et al., 2024). Furthermore, the acute shortage of native English-speaking educators and limited access to authentic language resources compound these issues, further hindering language acquisition and competency (Goswami, 2023).

Given these complexities, existing literature emphasises the urgent need for systemic reform. Goswami (2023) advocates for a proactive governmental approach to transform English language education from an academic burden into a valuable asset. Such reforms require integrating communicative approaches with grammar-based instruction to develop comprehensive linguistic skills, thus enabling learners to effectively engage in both national and international contexts (Islam & Rahman, 2023).

This study contributes to the existing discourse by providing a detailed analysis of current English language teaching methodologies, highlighting key challenges faced by students and educators. By synthesising perspectives from various educational levels, this research aims to identify practical reformative strategies, bridging communicative competencies with traditional grammatical accuracy (Tagg & Seargeant, 2021). The ultimate goal is to propose sustainable educational practices that not only enhance student performance but also foster broader societal proficiency in English within Bangladesh.

Theoretical Perspectives:

Krashen's Monitor Model (Second Language Acquisition Theory):

Stephen Krashen's Monitor Model is a seminal theory in the field of Second Language Acquisition (SLA), offering a comprehensive explanation of how individuals learn a second language. Introduced in the early 1980s, the model comprises five interrelated hypotheses: **the Acquisition-Learning Hypothesis, the Monitor Hypothesis, the Natural Order Hypothesis, the Input Hypothesis, and the Affective Filter Hypothesis** (Krashen, 1982). See figure 1 below.

At its core, the theory distinguishes between "acquisition" and "learning," positing that language acquisition is a subconscious, intuitive process similar to how children acquire their first language, while learning is a conscious process involving explicit instruction of rules and grammar. Krashen argues that real language proficiency stems primarily from acquisition rather than formal learning, thus challenging traditional methods heavily focused on grammar instruction and memorisation (Lightbown & Spada, 2013).

The Monitor Hypothesis suggests that consciously learned knowledge acts as an editor or "monitor," used by learners to correct their language output.

However, for the monitor to function, three conditions must be met: the learner must have sufficient time, must focus on form, and must know the correct rule. In practice, this means that the monitor is more useful in written or planned speech, and over-reliance can impede fluency, especially in spontaneous conversation (Krashen, 1982). The Natural Order Hypothesis proposes that language structures are acquired in a predictable sequence, independent of the order in which they are taught. This means certain grammatical elements tend to be acquired earlier or later in the learning process, and instructional sequencing cannot override this internal order (Ellis, 2015).

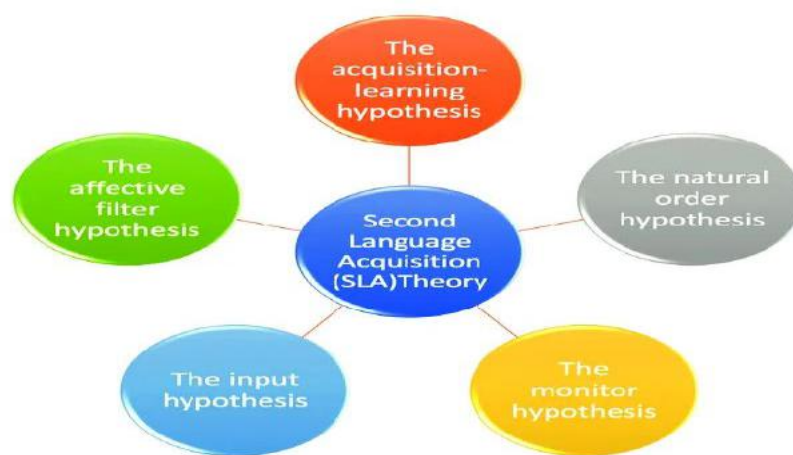


Fig.1: Krashen's Monitor Model (Second Language Acquisition Theory) (Karim, 2022).

Perhaps the most influential component is the Input Hypothesis, which states that learners acquire language when they are exposed to "comprehensible input" slightly beyond their current level of proficiency – what Krashen termed "i+1". This input must be understandable yet challenging enough to promote linguistic development. It implies that effective language instruction should focus less on direct grammar instruction and more on providing rich, meaningful exposure to the language (VanPatten & Williams, 2015). Complementing this, the Affective Filter Hypothesis asserts that emotional variables – such as motivation, self-confidence, and anxiety – can influence language acquisition. A low affective filter, created through supportive and low-anxiety learning environments, facilitates acquisition, while a high affective filter may block comprehensible input from being processed (Dulay et al., 1982).

Krashen's model has had a profound impact on communicative language teaching (CLT), task-based learning, and immersion education. While the model has been critiqued – especially for its limited empirical testability and rigid separation between learning and acquisition – it remains foundational in language pedagogy. In contexts like Bangladesh, where English education is often dominated by rote memorisation and exam-oriented grammar instruction, Krashen's theory provides a compelling rationale for reform. Incorporating more authentic language exposure, student-centred communication, and emotionally supportive classrooms would align English teaching practices more closely with Krashen's principles, potentially improving students' communicative competence and overall proficiency.

Educational Implications of Krashen's Monitor Model:

Table 1: Educational implications of Krashen's Monitor Model (Karim, 2022).

Aspect	Traditional Classroom	Krashen's Approach
Focus	Grammar rules & correction	Comprehensible input & meaning
Assessment	Accuracy-focused	Fluency and communication
Role of teacher	Knowledge transmitter	Facilitator of rich input
Teaching materials	Textbook-based	Authentic, meaningful materials
Error correction	Frequent, formal	Minimal, supportive, delayed

Krashen's Monitor Model: Relevance to the Bangladeshi Context

In Bangladesh, language instruction has historically prioritised rote learning, grammar translation, and test performance, with little focus on comprehensible input, speaking/listening practice, or student confidence. Krashen's model addressed all the above areas. For example, lack of speaking/listening assessments aligns with Input Hypothesis gap, students learning through memorisation reflects Learning over Acquisition imbalance, and student anxiety and demotivation due to rigid teaching styles highlights a high affective filter. Therefore, applying Krashen's Monitor Model offers a strong theoretical rationale for educational reform towards a more communicative, inclusive, and acquisition-driven English teaching strategy in Bangladesh.

III. RESEARCH METHODS AND METHODOLOGY

This study adopts a pragmatic philosophical underpinning, reflecting a pluralistic stance in addressing the complexity of exploring the influence of the English language and evaluating teaching-learning practices within the Bangladeshi educational context. The pragmatic approach emphasises practical solutions and enables researchers to utilise diverse

methods to answer complex research questions comprehensively (Creswell & Plano-Clark, 2017). Aligned with pragmatism, an abductive approach is adopted, which is instrumental in guiding the iterative process between existing theory and empirical findings (Dubois & Gadde, 2002). Unlike purely inductive or deductive approaches, abductive reasoning permits flexible interplay between theory and practice, enabling the researcher to continuously refine understanding based on emerging evidence and theoretical frameworks.

The study employs a mixed-method research design, integrating both qualitative and quantitative data collection and analysis methods. Mixed-method research provides complementary insights, allowing triangulation of data to enhance the robustness and credibility of findings (Johnson et al., 2007). Specifically, an explanatory sequential mixed-method design is adopted, which involves initial quantitative data collection through surveys, followed by qualitative interviews aimed at further exploration and clarification of survey findings (Creswell & Plano-Clark, 2017).

The study adopts a purposive sampling technique for qualitative interviews, involving eight participants (four students and four lecturers) from diverse higher educational institutions in Bangladesh. Purposive sampling is selected for its capacity to identify participants with direct experience and knowledge pertinent to the study's objectives (Patton, 2015). Quantitative data is gathered through surveys involving a larger sample of 28 participants, comprising students and lecturers from multiple higher education institutions. Convenience sampling is applied here due to ease of access, resource constraints, and the practical necessity of capturing representative data within educational settings (Bryman, 2016).

Qualitative data were collected through semi-structured interviews, which allowed for flexibility, enabling deeper exploration of participants' views and experiences regarding English language teaching-learning practices (Brinkmann & Kvale, 2018). Each interview lasted approximately 30-40 minutes, conducted either face-to-face or via online platforms, depending on participant availability and preference. Interviews were audio-recorded with participants' consent and subsequently transcribed verbatim.

Quantitative data collection involved an online survey containing structured, closed-ended questions developed from existing literature and tailored to the Bangladeshi educational context. The survey included Likert-scale items assessing attitudes, perceived challenges, and effectiveness of current teaching-learning practices, alongside demographic questions to provide contextual understanding of the sample (Fowler, 2013).

Qualitative data obtained from interviews were analysed using thematic analysis following Braun & Clarke (2021) six-phase approach: (1) familiarisation with data, (2) generating initial codes, (3) searching for themes, (4) reviewing themes, (5) defining and naming themes, and (6) reporting. Thematic analysis facilitated the identification and interpretation of recurring patterns and nuanced perspectives on the effectiveness, challenges, and influences associated with English language teaching-learning practices from both students' and teachers' viewpoints. Quantitative data derived from surveys were analysed using descriptive statistical methods, employing SPSS software (version 29). Descriptive analysis included frequency distribution, percentages, means, and standard deviations to summarise and illustrate participants' attitudes and perceptions. Descriptive statistics provided a clear numerical depiction of central trends and variation within the dataset, enhancing the interpretability and comparability of findings (Field, 2018).

Prior to data collection, informed consent was obtained from all participants, clearly outlining the study's purpose, confidentiality assurances, anonymity of responses, and the voluntary nature of participation. Data were securely stored and accessible only to the research team, ensuring participants' privacy and compliance with GDPR regulations.

To ensure methodological rigour, multiple strategies were adopted. Triangulation was used to enhance validity by comparing qualitative and quantitative findings (Creswell & Miller, 2000). Reliability was

strengthened through pilot testing of survey instruments, standardisation of interview procedures, and transparent documentation of data analysis processes. Trustworthiness of qualitative analysis was further assured by employing peer debriefing and respondent validation techniques, enabling participants to verify findings and interpretations (Lincoln & Guba, 1985).

While this mixed-method approach enhances comprehensive insight, certain limitations persist, including the modest sample size in both qualitative and quantitative phases. However, careful sampling and methodical triangulation mitigate these constraints, ensuring the credibility and transferability of findings within similar educational contexts.

This integrated methodological framework ensures a robust exploration and evaluation of English language teaching and learning practices in Bangladesh, delivering nuanced insights from both student and teacher perspectives.

IV. RESULTS AND FINDINGS

4.1: Descriptive Statistical Analysis:

- **Institutional vs. Personal Effort in Achieving Proficiency**

A critical factor influencing students' English proficiency in Bangladesh is the role of institutional versus personal efforts. The data (Figure 2 below) highlights that 75% of students attributed their English language achievements primarily to personal effort, whereas only 7% recognized institutional support as the sole contributor, and 18% saw it as a joint effort. This indicates substantial shortcomings within the institutional educational structure, particularly at the SSC level, underscoring an evident lack of effective language instruction methods or conducive learning environments.

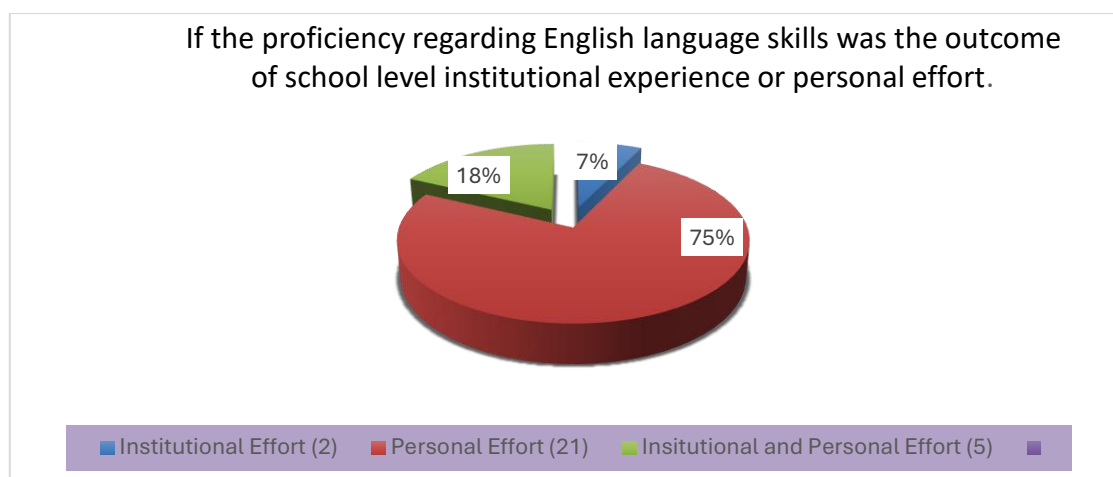


Fig.2: Factors influencing students' English proficiency in Bangladesh

When transitioning to the HSC level, however, perceptions shifted slightly (Figure 3 below), with institutional contributions acknowledged by a higher percentage (29%) and combined efforts by 21%, while half still perceived personal effort as dominant. This

discrepancy suggests variability in institutional quality, despite adhering to a uniform national curriculum, pointing toward disparities in teaching quality and resource availability across different institutions.

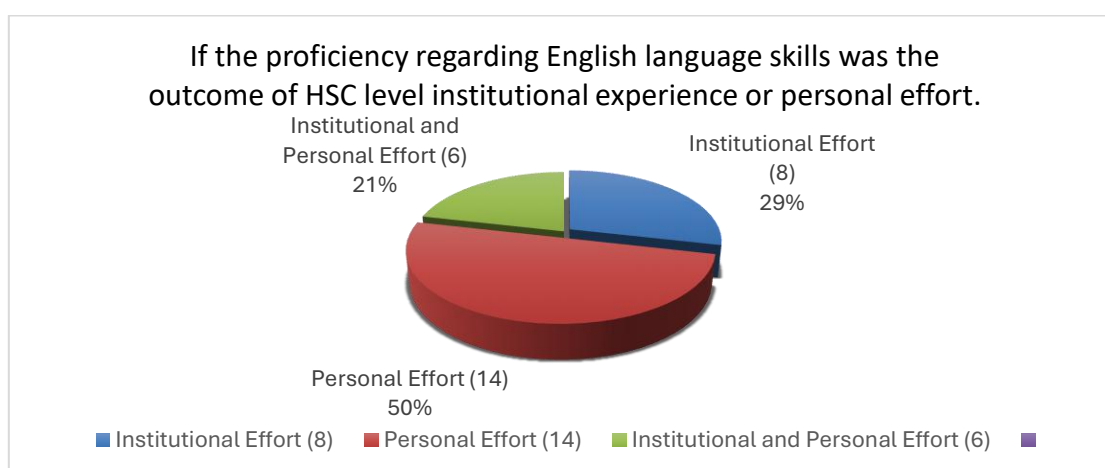


Fig.3: Students' English proficiency in Bangladesh while transitioning to the HSC level.

• Language Proficiency Across Core Skills

A significant gap emerged concerning proficiency across the four core skills—speaking, listening, reading, and writing—during SSC and HSC levels (Figure 4 below). Notably, speaking skills were weakest, with 72% classified as beginners. Listening followed closely, with 68% at a beginner level,

while reading and writing showed slightly better results, yet remained predominantly at beginner or intermediate levels. The negligible presence of advanced-level proficiency highlights systemic limitations in curriculum implementation and instructional methods, emphasizing the absence of adequate exposure and structured practice in English communication.

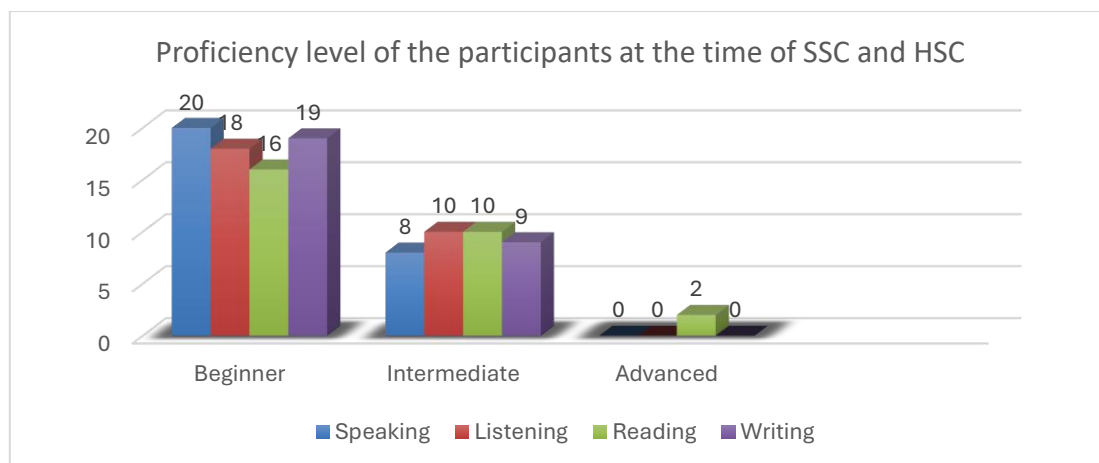


Fig.4: Proficiency level of the participants at the time of SSC and HSC

Curriculum Effectiveness and Limitations

Survey results revealed substantial dissatisfaction with the existing 12-year curriculum (Figure 5 below). A majority (79%) questioned its effectiveness, citing repetitive grammar content, lack of variety in

assessment formats, and the complete omission of listening and speaking assessments. Such a curriculum design perpetuates a narrow focus on exam-oriented learning and marginalizes practical language competencies, significantly impacting students' communicative abilities.

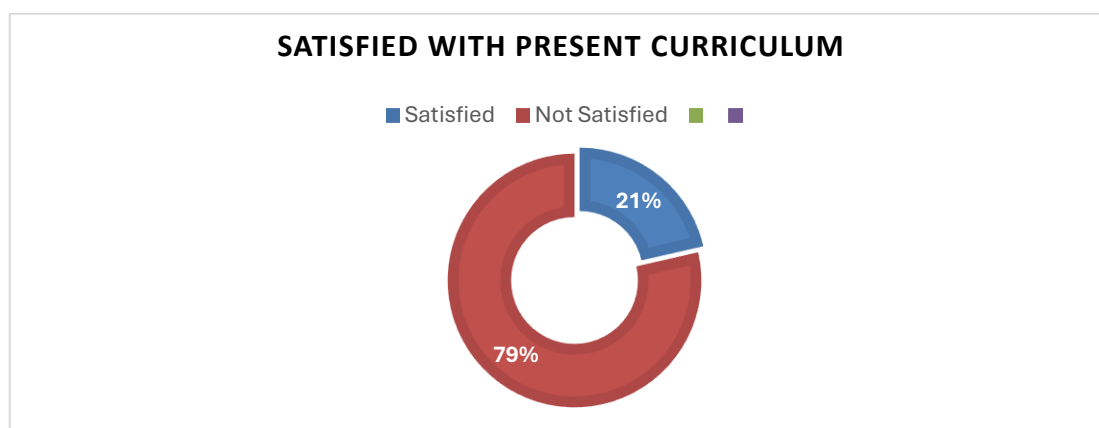


Fig.5: Satisfaction percentage with the present curriculum for English language learning

Exposure to English Beyond the Classroom

Although schools offered limited opportunities for practical language application, colleges appeared comparatively more proactive (Figure 6 below). Approximately 66% of students benefited from extracurricular engagements such as English Olympiads, debates, and

presentations. However, the remaining 34% did not engage due to a lack of formal recognition or assessment integration, underscoring the need to embed such communicative practices systematically within the assessment framework to ensure broader participation and genuine skill development.

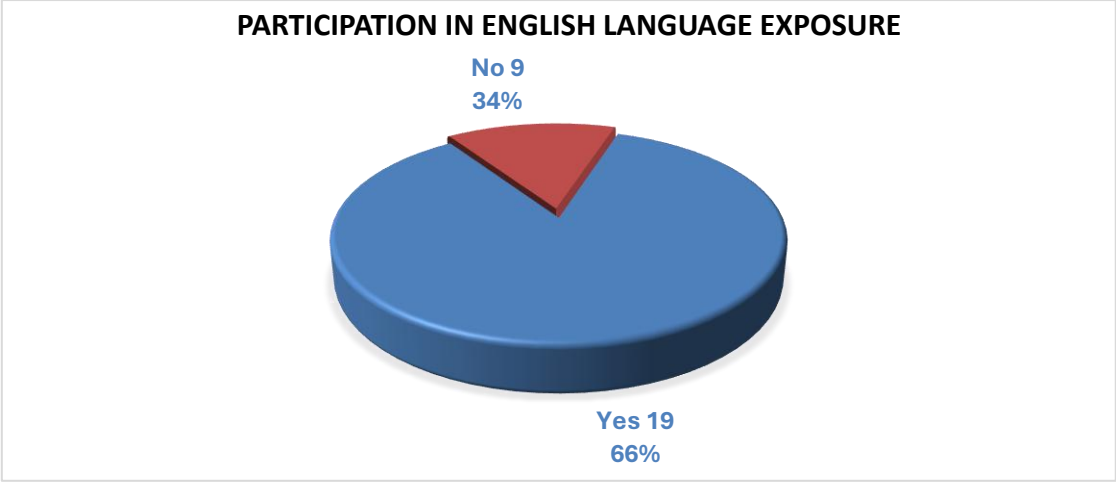


Fig.6: SSC and HSC students' English language exposure

• **Neglect of Communicative Language Components in Assessments**

The survey consistently indicated that core communicative skills—speaking, listening, and reading—received no explicit attention or allocated marks in standardised examinations (Figures 7, 8 & 9 below). All participants

(100%) confirmed the complete absence of speaking and listening components, while reading was indirectly addressed without specific assessment. Contrarily, writing was the sole skill consistently evaluated (Figure 10 below), reinforcing an imbalanced language proficiency model, which profoundly constrains holistic language learning.

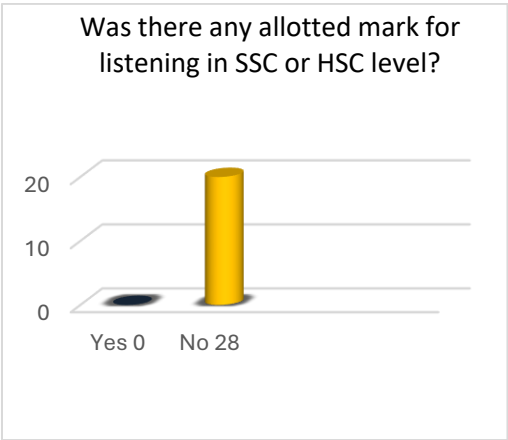
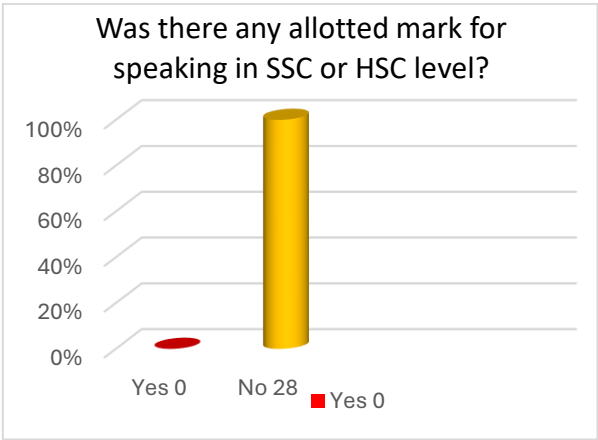


Fig.7 (left) & 8 (right): Allotted mark for speaking and listening in SSC or HSC level.

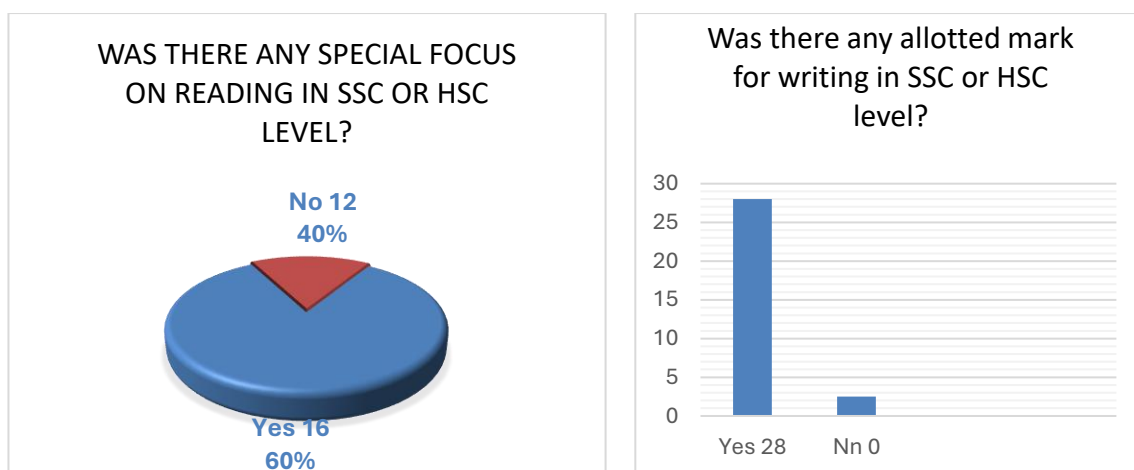


Fig.9 (left) & 10 (right): Allotted mark for reading and writing at SSC or HSC level.

- Teacher Competence and Instructional Approaches**

Teacher competence emerged as another central theme, with polarised perceptions among students (Figure 11 below). Only 50% perceived their teachers as sufficiently skilled, reflecting significant variability in teaching quality. Furthermore, 65% reported that

teachers primarily relied on traditional teaching methods, rarely employing modern technological tools despite their availability in some urban institutions (Figure 12 below). This underscores an urgent need for targeted teacher training programs and infrastructural improvements to align instructional practices with contemporary pedagogical standards.

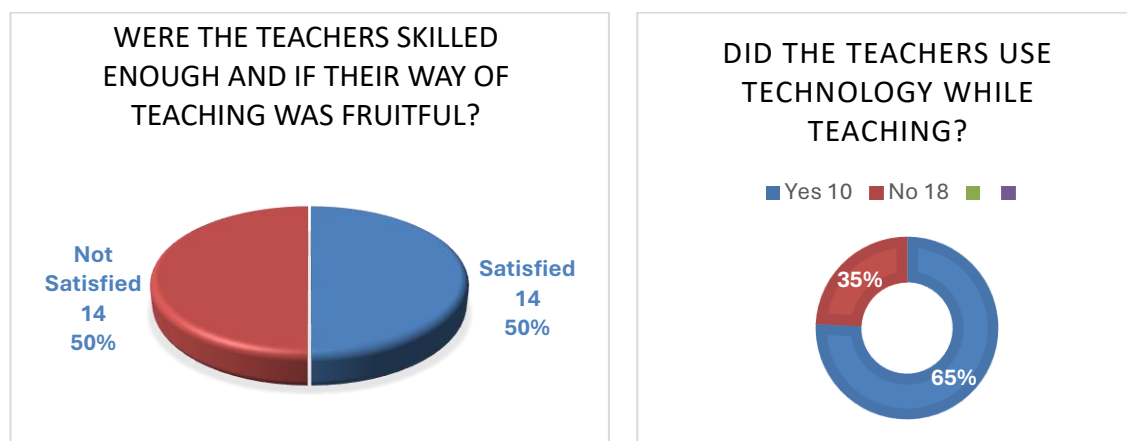


Fig.11 (left) & 12 (right): Teachers' competencies in teaching and using technology.

- Importance of Grammar and Assessment Preferences**

Opinions diverged significantly regarding grammar instruction's necessity (Figure 13 below). A majority (65%) affirmed grammar's critical role, aligning with the exam-oriented

educational culture in Bangladesh. Conversely, 35% argued for naturalistic language acquisition methods emphasizing communicative practice, pointing toward a critical pedagogical divide that requires harmonization to meet both educational goals and practical language proficiency.

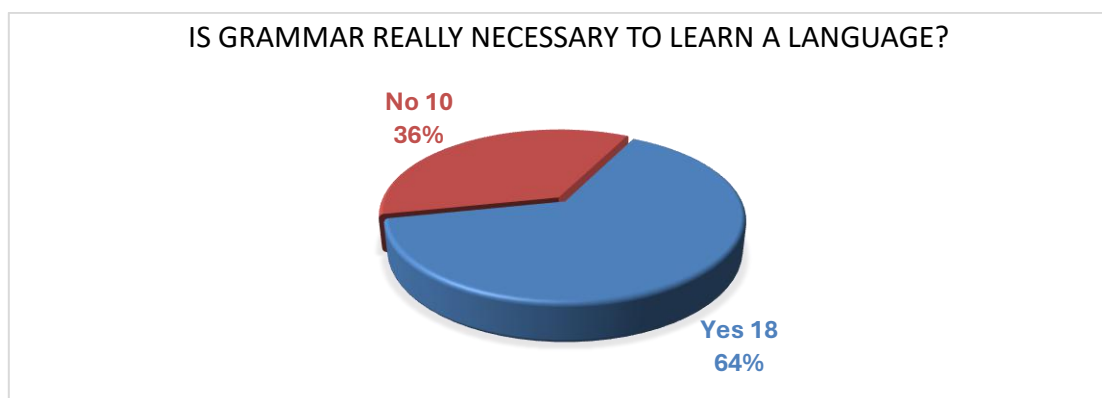


Fig.13: The necessity of grammar to learn a language.

Regarding assessment practices, 72% expressed overall satisfaction with current testing methods despite acknowledging the inherent limitations of focusing primarily on grammar and writing (Figure 14 below). This paradox suggests students have internalized

the prevailing examination culture, valuing high scores over genuine communicative competence, which raises substantial concerns about the long-term effectiveness of such a narrowly conceived assessment framework.

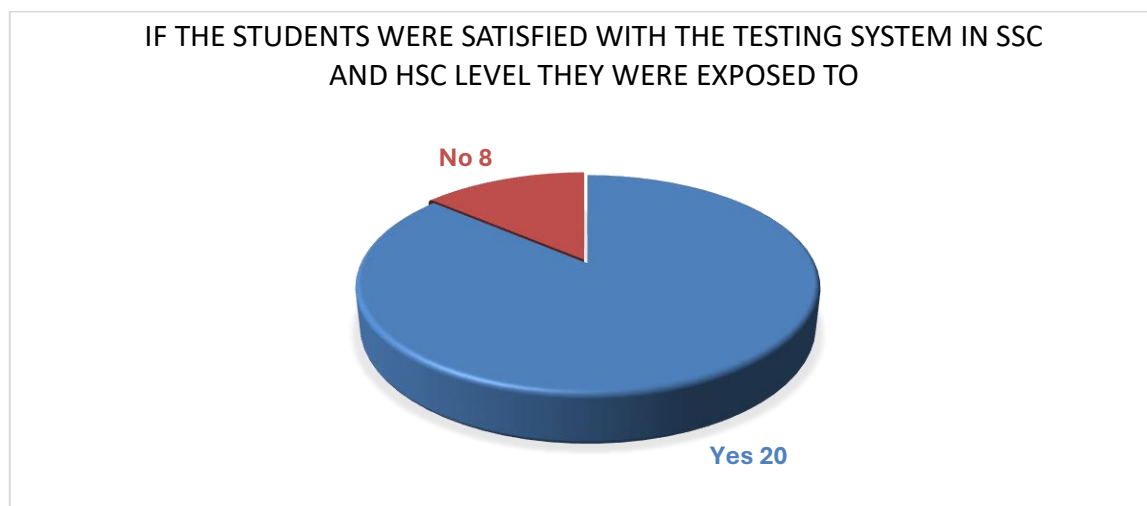


Fig.14: Satisfaction with assessment (testing) system in SSC & HSC level.

- **Evaluation of NCTB English Textbooks**

Regarding NCTB-approved textbooks ('English for Today'), students expressed mixed satisfaction (Figure 15 below). Approximately 72% expressed dissatisfaction, citing dependence on supplementary

guidebooks and repetitive grammar-focused content. This critique underscores the necessity for curricular revision to integrate engaging, relevant, and diverse learning materials that authentically support communicative skill development.

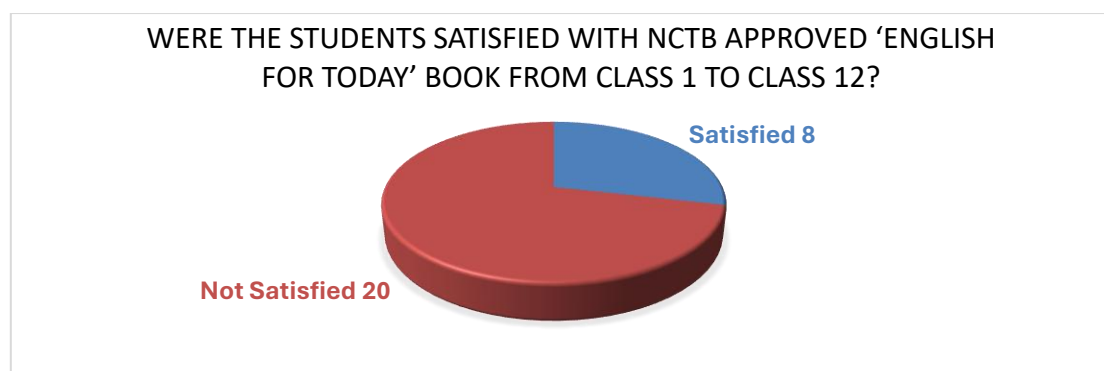


Fig.15: Satisfactory level of NCTB-approved "English for Today" book.

• Impact of Comprehensive Skill Assessment

A critical consensus emerged (Figure 16 below), with all participants (100%) agreeing that integrating speaking, listening, and reading into formal assessments would significantly enhance student engagement and seriousness towards

acquiring these skills. This reflects a clear imperative for policymakers to prioritise comprehensive language assessment practices, encouraging genuine communicative proficiency rather than mere examination-focused memorization.

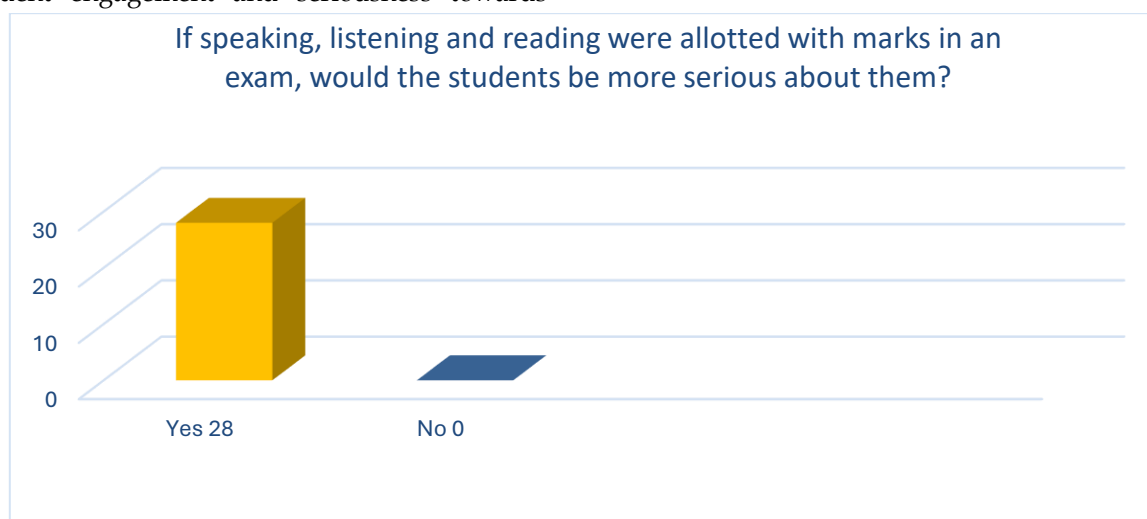


Fig.16: Integration of speaking, listening, & reading into formal assessment

• Post-HSC Proficiency Levels

The proficiency evaluation post-HSC level (Figure 17 below) revealed modest improvements, yet substantial deficiencies persisted, notably in speaking and writing,

with limited progression beyond beginner and intermediate levels. These findings underscore systemic issues in curriculum design, instructional quality, and assessment methods, reaffirming the urgency of holistic educational reforms.

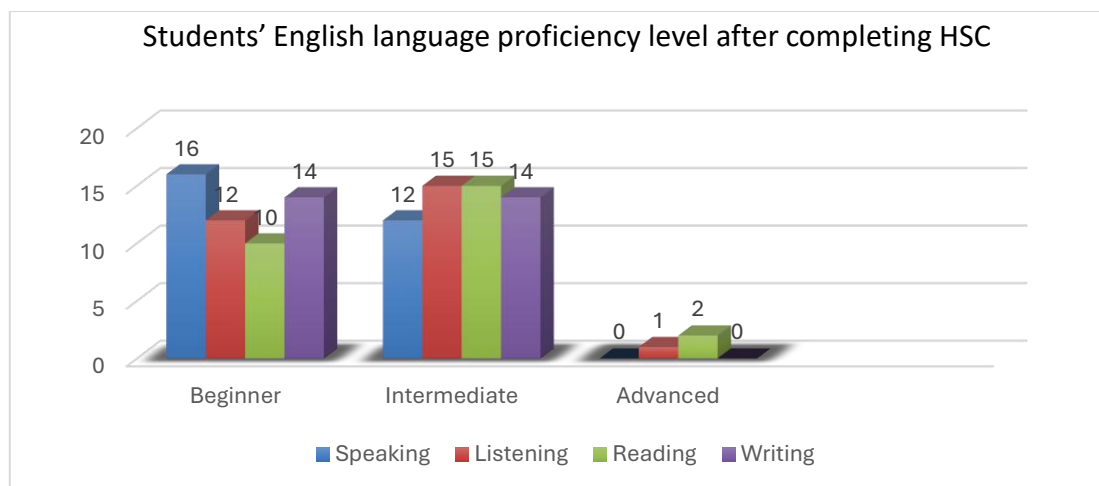


Fig.17: Proficiency evaluation of Post-HSC levels.

The analysis highlights a pressing need for comprehensive reforms within English language education in Bangladesh. This includes curricular restructuring, balanced skill assessment practices, robust teacher training, and enhanced institutional support mechanisms. Only by addressing these interlinked challenges can substantial improvements in students' communicative competencies and overall language proficiency be achieved.

4.1.2: Key Recommendations from Participant Responses:

Participants collectively emphasised several actionable recommendations, including:

- Incorporating speaking, listening, and reading assessments formally within the curriculum (33%).
- Improving teacher training and enhancing instructional quality (18%).
- Revising textbooks and assessment methods to focus equally on all four language skills (29%).
- Encouraging creative writing practices and narrative tasks within assessments (22%).
- Implementing technology-driven interactive teaching methods (8%).

4.2: Thematic Analysis:

This qualitative analysis provides deep insight into the experiences of students and teachers regarding English language teaching-learning practices in Bangladesh. Several key themes emerged from the analysis of participant interviews, enriched through

triangulation with quantitative data previously presented.

Theme 1: Institutional Deficiencies and Inequalities

One predominant theme identified through qualitative analysis was significant institutional deficiencies and inequalities. Respondents highlighted that the educational infrastructure, particularly in rural regions, is critically deficient. Participant 1 from Dhaka University specifically emphasised that “...the inadequate number of qualified English teachers in village schools, often resulting in a single teacher managing multiple subjects across multiple schools...”. Participant 2 reinforced this perspective, describing their early learning experiences as “fundamentally unprofessional” due to poorly qualified teachers who prioritized rote memorisation over genuine understanding”. This qualitative finding aligns closely with quantitative data, revealing that 75% of students identified their personal efforts, rather than institutional input, as critical to developing English proficiency.

Theme 2: Curriculum and Pedagogical Shortcomings

Participants strongly criticized the existing curriculum and instructional methodologies. Participant 3 from Dhaka University described that “... curriculum deficiencies, noting dependence on a single textbook, often inadequately recommended or assessed...”. Same participant stressed that “... even high-achieving students (GPA 5) felt ill-prepared and dissatisfied upon entering higher education...”. The narrative is further echoed by participant 4, a HSC 2nd year student, who

pinpointed “... the disconnect between theoretical grammar lessons and practical application as a central barrier to language proficiency...”. This qualitative perspective is corroborated by quantitative analysis (Figure 14), where 72% expressed dissatisfaction with the NCTB-approved “English for Today” textbook, highlighting a pervasive disconnect between curricular intent and instructional effectiveness.

Theme 3: Absence of Comprehensive Skill Development

The exclusion of key communicative skills (listening and speaking) from formal assessment emerged as a substantial theme. The participant 5, a student of East West University, articulated “...frustration regarding the negligence of listening and speaking components within the educational system, questioning how students could genuinely learn a language under such constraints...”. The experiences shared by participant 6 (HSC 2nd year student) underscored this longstanding issue, “... identifying persistent neglect of communicative components as indicative of broader systemic inertia...”. Quantitative data (Figures 6 and 7) further support this, with 100% of students confirming the complete absence of speaking and listening assessments, significantly undermining comprehensive language development.

Theme 4: Teacher Quality and Training Needs

Qualitative data consistently emphasized the urgent need to enhance teacher quality through targeted professional development. Participant 2 explicitly critiqued “... the overly authoritarian teaching approaches and dependence on rote learning, emphasizing the necessity of fostering supportive, interactive teacher-student relationships...”. Similarly, participant 7 (HSC 2nd year student) noted that “... teachers commonly relied on substandard guidebooks instead of introducing internationally recognized texts, limiting exposure to authentic language learning materials...”. These concerns align closely with quantitative findings, with 65% of participants highlighting inadequate teacher quality (Figure 10), underscoring an essential area for educational reform.

Theme 5: Socio-cultural Attitudes Towards English Learning

A subtle yet crucial theme emerged regarding societal and cultural perceptions influencing language learning. Jubayer highlighted how the national pride

associated with Bangla – while positive – often indirectly stigmatises English proficiency, negatively affecting motivation for authentic language acquisition. This socio-cultural backdrop acts as an intangible but significant barrier, requiring nuanced attention from policymakers and educators to foster a more balanced appreciation for multilingual proficiency.

Theme 6: Grammar Instruction and Methodological Integration

A central debate arose around grammar instruction's role within language learning. Participant 8, who is a professor, argued that “... although communicative methods offer improved engagement compared to traditional grammar-based methods, flawed question patterns and overly simplistic assessments significantly reduce students' motivation to genuinely learn grammar...”. His detailed critique of modifiers and clue-based questions illuminated deficiencies within existing assessment methodologies. This critique resonated with student perspectives (such as participants 2 and 3), who described grammar instruction as superficial and reliant on memorisation rather than meaningful comprehension. Quantitative analysis further validated these findings, with 72% satisfied with traditional writing-focused assessments yet acknowledging their limitations in fostering genuine proficiency (Figure 13).

Theme 7: Need for Holistic and Innovative Assessment Reform

Participants (1, 4, 5, & 8) overwhelmingly suggested a comprehensive revision of assessment systems to incorporate all four communicative skills (listening, speaking, reading, and writing). For example, participant 8 underscored “...the chronic lack of sustainable improvements due to stagnant, outdated teaching and assessment practices...”. This view was unanimously echoed in quantitative results (Figure 15), where 100% of participants agreed that incorporating speaking, listening, and reading into assessments would significantly enhance student engagement and learning outcomes.

Theme 8: Importance of Accessible Quality Resources

Qualitative narratives consistently highlighted the importance of accessible, high-quality resources. Hridoy expressed dissatisfaction with current

teaching materials, advocating for widespread availability of internationally recognized texts (e.g., Oxford publications and Wren & Martin grammar books). Such resources could significantly enhance students' exposure to high-standard English language materials, thereby enriching their proficiency.

4.2.1: Recommendations Derived from Thematic Analysis:

- **Institutional Reform:** Increase recruitment and deployment of qualified English teachers, particularly in rural regions, to reduce inequality.
- **Curriculum Enhancement:** Revise the national curriculum to integrate comprehensive communicative language assessments, ensuring balanced emphasis on listening, speaking, reading, and writing.
- **Teacher Professional Development:** Implement mandatory, ongoing professional development and training programs focusing on contemporary, student-centred teaching methodologies.
- **Innovative Assessment Practices:** Revise assessment patterns to encourage critical thinking, creativity, and practical application of grammar, moving beyond rote memorization to meaningful language use.
- **Resource Accessibility:** Facilitate widespread access to internationally recognized educational resources, ensuring all students have equal opportunities to engage with high-quality learning materials.
- **Societal Attitudinal Shift:** Promote balanced linguistic attitudes through awareness campaigns highlighting multilingual proficiency as beneficial to national and global engagement.

V. DATA DISCUSSIONS

This study explored critical perspectives from students and teachers on English language proficiency and teaching-learning practices in Bangladesh, integrating robust findings from descriptive statistical analyses and comprehensive thematic insights from qualitative data. The triangulation of these findings has identified several critical areas for in-depth discussion.

Institutional vs. Personal Efforts in Language Acquisition:

Quantitative analysis clearly indicated a prevalent reliance on personal efforts (75%) for achieving English proficiency, rather than institutional support (7%), with only 18% attributing their success to combined institutional and individual efforts (Figure 1). Qualitative narratives further reinforced these findings, highlighting institutional weaknesses primarily caused by insufficiently skilled teachers and limited educational resources, especially in rural areas. As participants 1 & 2 highlighted, unqualified teaching personnel significantly impair students' abilities to achieve English proficiency, compelling students toward self-reliance. These data reflect substantial systemic gaps, emphasizing the urgent necessity for enhancing institutional effectiveness and teacher quality to better support language acquisition.

Variability in Educational Quality and Curriculum Effectiveness:

Quantitative findings revealed varying perceptions regarding educational quality as students transitioned from SSC to HSC levels (Figure 2). Despite the unified curriculum, students reported inconsistent educational experiences, suggesting disparities in institutional resources and instructional quality. The majority (79%) explicitly expressed dissatisfaction with the 12-year curriculum, criticising its repetitive nature, overly grammar-centric focus, and absence of assessments for speaking and listening skills (Figure 4). This concern was strongly corroborated by qualitative data, with participant 2 emphasising curriculum inadequacies and participants 4 & 8 highlighting the gap between theoretical grammar instruction and practical application. These discrepancies underscore the need for comprehensive curriculum reform, particularly to incorporate balanced skill development.

Limited Development Across Core Language Skills:

A critical limitation observed in this study is the significant neglect of essential language skills. Both quantitative (Figures 6-9) and qualitative findings consistently revealed a stark absence of formal assessments in speaking and listening skills at SSC and HSC levels. Notably, 72% of students were classified as beginners in speaking, and none attained advanced proficiency. Participant 7's qualitative

critique further echoed this issue, asserting that neglecting these vital communicative components undermines authentic language acquisition. This severe imbalance necessitates policy-level interventions to establish comprehensive assessment frameworks incorporating all four language skills.

Teacher Competence and Pedagogical Practices:

Data from both quantitative (Figures 10-11) and qualitative sources identified teacher competence as a critical area requiring immediate attention. Quantitative data showed divided opinions regarding teacher effectiveness, with only half of the students acknowledging adequate teaching skills and 65% criticising the persistent reliance on traditional methods without modern technological integration. Participant 2's qualitative insights highlighted that many teachers exhibit authoritarian attitudes and depend excessively on rote learning, reducing student engagement and language acquisition effectiveness. These findings emphasise the necessity of targeted professional development programs and pedagogical innovations to elevate teacher quality and classroom effectiveness.

Grammar Instruction: Necessity vs. Practicality:

Grammar instruction emerged as a contentious point within this study. Quantitatively, 65% of respondents considered grammar instruction essential (Figure 12), reflecting the prevailing examination-oriented educational culture. Yet, qualitative insights from participant 8 and other participants (3, 4, & 7) criticised current grammar instruction as superficial, overly dependent on simplistic clue-based assessment methods, and disconnected from practical language use. The evident conflict suggests the necessity for a balanced approach integrating both grammatical accuracy and communicative competence within instructional practices.

Resource Availability and Textbook Evaluation:

Evaluation of the primary English textbook "English for Today" revealed significant dissatisfaction among students, with 72% expressing concerns about its repetitiveness and excessive reliance on supplementary guidebooks (Figure 14). Qualitative data supported this finding, with students advocating for greater access to globally recognized learning resources, such as texts by Oxford and Wren & Martin. These insights highlight the imperative to improve

curricular resources to facilitate engaging, comprehensive, and authentic language learning experiences.

Socio-cultural Influences on English Learning:

Qualitative data uniquely revealed socio-cultural dimensions affecting English language learning in Bangladesh. Participant 3's insights indicated that national pride and socio-cultural attitudes toward Bangla, although positive, indirectly discourage rigorous English proficiency development. This cultural context subtly reduces students' intrinsic motivation toward English proficiency, presenting an additional layer of complexity that educational reform efforts must consider.

Necessity of Comprehensive Assessment Reforms:

One area of unanimous agreement among participants, substantiated by both qualitative and quantitative findings, was the critical need for reforming assessment systems to encompass all language competencies. Quantitative analysis demonstrated universal agreement (100%) that incorporating speaking, listening, and reading into assessments would significantly enhance student commitment and engagement with these skills (Figure 15). Qualitative narratives echoed this stance, reinforcing the call for comprehensive, skill-inclusive assessment frameworks to support genuine communicative proficiency.

Post-HSC Proficiency and Long-term Implications:

Post-HSC proficiency evaluation further highlighted modest improvements yet sustained substantial shortcomings in English proficiency (Figure 16). Despite completing 12 years of education, students remained predominantly within beginner to intermediate levels. This observation emphasises systemic weaknesses in instructional and curricular strategies, suggesting that the current educational approach inadequately prepares students for tertiary education or practical English use in global contexts.

VI. RECOMMENDATIONS ALIGNED WITH KRASHEN'S MONITOR MODEL (TRIANGULATED FROM DESCRIPTIVE AND THEMATIC ANALYSES)

Based on the identified theory, descriptive statistical analysis, and thematic analysis, the following actionable recommendations are suggested:

- **Promote Authentic Language Acquisition (Acquisition-Learning Hypothesis):** Shift instructional practices from purely grammatical drills and memorisation towards more natural language acquisition methods, including immersive and interactive communicative tasks. Encourage meaningful real-world interactions within the classroom environment to promote subconscious acquisition alongside conscious learning.
- **Balanced Integration of Grammar Instruction (Monitor Hypothesis):** Introduce grammar explicitly but contextualise it within meaningful language use rather than isolate drills. Enable students to self-monitor effectively through practical writing and speaking tasks. Develop activities that encourage the natural use of grammatical structures, allowing students to internalise rules implicitly while consciously applying grammar knowledge during editing processes.
- **Progressive Curriculum Design (Natural Order Hypothesis):** Redesign curriculum to align with

natural language acquisition sequences, ensuring foundational language skills precede complex grammar rules. Include varied assessment strategies reflecting natural progression in language development, which supports a gradual and systematic acquisition of process.

- **Increase Comprehensible Input (Input Hypothesis):** Provide students with ample exposure to high-quality English materials (e.g., Oxford/Wren & Martin textbooks, authentic media, language software). Utilise graded readers, interactive software, and audio-visual materials slightly above current proficiency levels ($i+1$), fostering continuous incremental language development.
- **Manage Affective Factors (Affective Filter Hypothesis):** Establish classroom environments that are supporting, non-threatening, and encouraging to lower learners' affective filters. Besides, train teachers to adopt nurturing and inclusive pedagogical approaches to enhance students' confidence and reduce language anxiety.

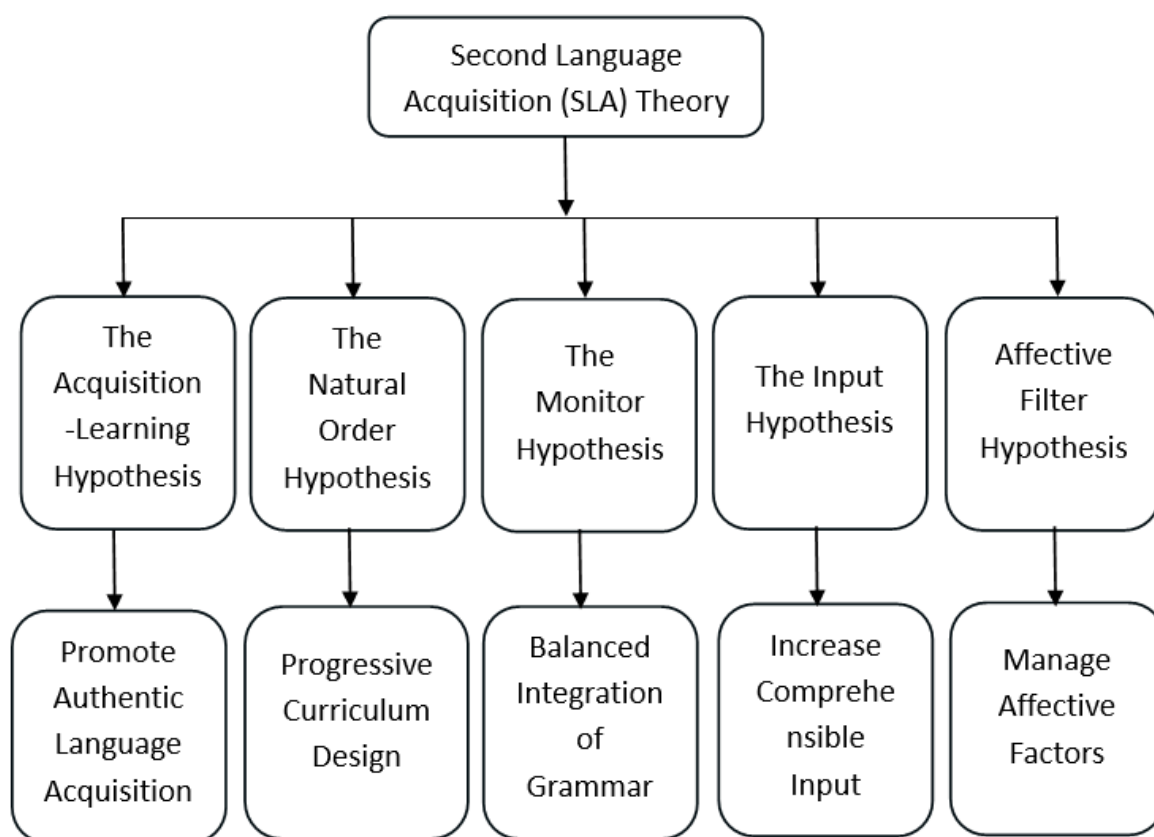


Fig.18: Recommendations of the Second Language Acquisition (Adapted by the authors).

VII. CONCLUSION

This research has thoroughly explored the prevailing influence of the English language and critically assessed current teaching-learning practices across various educational institutions in Bangladesh. The findings, derived from an integrated mixed-method approach, have highlighted substantial systemic deficiencies that significantly hinder students' effective acquisition of English proficiency. Notably, institutional limitations, curriculum inadequacies, teacher competence variability, and insufficient emphasis on comprehensive communicative skills emerged as primary areas needing immediate attention.

Despite the widespread acknowledgement of English as an indispensable global communicative tool, the majority of students in Bangladesh remain at beginner or intermediate proficiency levels even after twelve years of mandatory education. The quantitative data demonstrated that language achievement predominantly relied upon individual effort rather than effective institutional support, reflecting a critical gap between policy aspirations and classroom realities. Qualitative insights further illuminated the nuanced experiences of students and teachers, underscoring educational disparities, particularly between urban and rural contexts, where resources and qualified teaching personnel are markedly limited.

The current study explicitly revealed a mismatch between curricular objectives and pedagogical practices, characterised by a narrow, exam-focused approach that neglects essential communicative skills such as speaking and listening. The overwhelming dissatisfaction expressed by participants regarding existing textbooks and traditional assessment methods underscores an urgent call for a comprehensive revision of curricular content, assessment criteria, and instructional methodologies.

To effectively bridge these gaps and elevate English language proficiency nationwide, this study recommends targeted strategic interventions. These include recruiting and professionally developing qualified teachers, particularly in underserved rural areas; revising curricula to integrate balanced skill assessment practices; ensuring accessibility to high-quality educational resources; and cultivating positive

socio-cultural attitudes towards multilingual proficiency. Additionally, embracing innovative teaching practices that prioritise interactive, student-centered learning could substantially enhance students' engagement and language capabilities.

Ultimately, achieving sustained improvements in English language education within Bangladesh requires coherent and collaborative efforts among educational policymakers, institutions, and educators. Only through holistic reforms addressing systemic, instructional, and socio-cultural barriers can Bangladesh truly leverage English language proficiency as a strategic asset for its educational advancement and global participation.

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