



**English Language Policy in Bangladesh and the intervention of
NGOs in improving the ELT in marginalized communities at
Secondary level**

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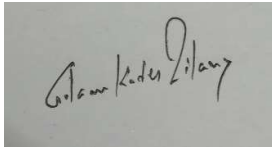
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CERTIFICATE OF APPROVAL

I hereby declare that this thesis is the student's own work and effort. All sources of information incorporated here have been duly acknowledged. This thesis has been submitted with my approval.



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DECLARATION

This thesis is a presentation of my original research work. Wherever contributions of others are involved, every effort is made to indicate this clearly, with due reference to the literature, and acknowledgement of collaborative research and discussions.

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Abstract:

The paper investigates how different national or international non-profit organizations such as: BRAC, JAAGO, Teach For Bangladesh, Save the Children, Plan International and so on play a significant role in complementing the English language policies and curriculum in diverse under-resourced school communities. Also, it attempts to understand how the services provided by these NGOs in the underserved communities to ensure quality education are acting differently from traditional schools. The objective of this study is to explore what the diverse needs of students from marginalized communities are, how the non-profit organizations are emphasizing English language teaching for these students based on their needs while attempting to integrate English language policies and curriculum in diverse contexts, how feasible it is to put the policies into practice in these marginalized classroom contexts. Moreover, this study helps to understand the challenges faced both by the learners and the teachers while trying to ensure the implementation of these policies in the classroom practice. Also, how the NGOs are dealing with challenges. Additionally, it has attempted to look at some potential ways for making the policy more inclusive of students from various socioeconomic backgrounds based on the experiences of the participants.

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English Language Policy in Bangladesh and the intervention of NGOs in improving the ELT in marginalized communities at Secondary level

Chapter One: Introduction

English has emerged as the most dominant language of communication on a worldwide scale as a result of massive globalization. The question of whether English is a foreign language (EFL) or a second language (ESL) in Bangladesh has been fiercely debated, however it is frequently observed that the function of English in the country is considerably closer to that of a second language. The role of English in the government, courts, private organizations, media, and communication, among other areas, demonstrates how dominantly English is used in Bangladesh (Ara, 2020). It has risen to the top of the educational order because it is regarded as a means of both individual and collective growth (Erling et al, 2012). The importance of English in the global community has made English language teaching in Bangladesh a top priority in preserving economic growth and generating a skilled workforce. Despite several initiatives to standardize English language teaching (ELT) across the country in recent years, the outcomes are not satisfactory (Rahman et al., 2019). Hamid (2010) emphasized the poor quality of English language teaching (ELT) that is a result of the language's incoherent planning and policy. Since Bangladesh has never had a specified language policy, there is still a gap between linguistic practice and government's policy in Bangladesh. What is said in policy and what really happens in various circumstances frequently contradict each other (Shohamy, 2006). According to Hamid and Baldauf (2008), "Policy decisions need to establish the correct balance between the breadth and depth of English in the national curriculum" (Rahman & Pandian, 2018). This study tries to explore the feasibility of these English language policies and curriculum in the schools of underserved communities.

While the government is trying to ensure a quality English language teaching and learning environment for the learners, there are some national and international non-profit organizations that are relentlessly working parallelly to ensure quality education for the children of under-resourced communities who are already struggling to meet their basic needs. NGOs are prominent figures in Bangladesh's socioeconomic change. The number of NGOs functioning in the education sector has grown steadily and gradually since Bangladesh became a nation in 1971.

They envision their learners to be global communicator and English language learning is a prerequisite to that and for this purpose, they try to make the language policies feasible in the challenging classrooms while bringing in some effective English language teaching strategies to make sure a reasonable connectivity of content, lesson plan, assessment, materials, strategies and execution. Some of such non-profit organizations are BRAC, JAAGO, Teach For Bangladesh, Save the Children, Plan International and so on. The government has also acknowledged the contributions made by NGOs in the field of education and has given several troubled and inoperative government community schools to some of the top NGOs to bring them back to life in order to fulfill its goal of delivering basic and quality education. As various renowned and global non-profit organizations are constantly working to reduce illiteracy, particularly in the area of children's education, they play a significant role in ensuring quality education and eradicating inequity in education. These NGOs are providing services to different schools of lower economic backgrounds. Hence, this paper attempts to investigate the role of these non-profit organizations in implementing the centrally adopted English language policies and curriculum in the schools of underserved communities.

The objective of the study is to find out the responsibilities of these NGOs they are performing in different underserved communities, the types of learners they deal with and their needs, the importance of English language for their target learners, the feasibility of English language

policies in such marginalized classrooms, the challenges both they and their learners have been facing in ensuring the implementation of the English language policies and an effective English language learning environment in those classrooms, the interventions they have brought in to overcome those challenges and also, some suggestions on how the policies can be more inclusive of learners from different socio-economic circumstances. The investigation of this study follows semi-structured interview sessions with the leaders, material developers, trainers or assessment designers of some renowned NGOs to look for the answers of these significant questions through discussions.

The research questions that will be answered in this study are,

1. Does English Language Policy in Bangladesh align with English Language Teaching in the classrooms of marginalized communities at secondary level?
 - a. Is it feasible to practice the adopted English language policies in all kinds of classrooms regardless of its socio-economic background?
 - b. What are the challenges both the learners and teachers face while ensuring the implementation of English language policies in our classrooms?
2. How are the non-profit organizations trying to complement the English language policy in marginalized classrooms?
 - a. What are the interventions adopted by these NGOs to ensure the implementation of English language policies and curriculum in underserved communities?
3. How can the policies be more inclusive of learners from different socio-economic circumstances?

Chapter Two: Literature Review

Language Policy & Planning:

As a method of **problem-solving for national language planning**, the area of "language policy and planning" evolved, utilizing multidisciplinary techniques from various academic institutions and workplaces (Islam, 2015). All of these domains include planning and policy-making processes that are based on a specific set of linguistic requirements, such as native or foreign language proficiency, spoken fluency, grammatical or written skills, etc imposed by the central authorities in most countries. Language education policy is distributed top-down through these organizations and is embodied in teacher-training manuals, teaching materials, curricula, and examinations, which are subsequently adopted, reinforced, or disregarded by teachers, students, and other stakeholders. Cooper (1989) distinguishes between language planning and language policy by saying that the latter has goals while the former does not although these terms are used synonymously and Kaplan (2011) especially highlights this gap between language planning and language policy as according to him, the government of a nation engages in language planning, which is a largely visible activity, to bring about **"vast changes in a society" or to "promote a systematic linguistic change in some community of speakers"** while on the other hand, language policy is a collection of principles, laws, directives, guidelines, and procedures designed to bring about predetermined linguistic changes within a system, group, or society (Islam, 2015). Before the discipline of sociolinguistics was established in the 1960s, the structuralist linguists' principal focus was unplanned changes in languages. According to Nekvapil (2011), 'Pre-modern, early modern, modern, and post-modern language planning' are the four historical categories. Language planning happens in developed as well as underdeveloped countries. Additionally, it occurs at the meso and micro levels in addition to the state (macro) level. Also, it represents socially divisive groups' interests rather than those of all social groupings (Islam, 2015). Every action taken in the

domain of language policy is supported by a particular philosophical framework. The central issue of language policy to explore was: **should linguistic diversity be preserved and supported or should one language be fostered through convergence?** The coexistence of several cultural backgrounds inside one political body is known as multiculturalism, and it is a recent philosophical development in the field of language policy and planning. According to Réaume & Pinto (2012), there are two different approaches of the philosophy of language policy such as: “ non-rights-based approaches to language policy and rights-based approaches to language policy” (Islam, 2015). The field of language policy and planning is closely intertwined with each particular entity's social, political, economic, and educational problems. Status planning and corpus planning are the two types of language planning that receive significant attention in which Allocating the functions of languages in a community requires status planning and The internal features of language or linguistic problems developed by linguists are the focus of corpus planning. Another vital distinction of language policy consists of macro language policy and micro language policy. Macro language policy is apparent in text and actions because it is planned deliberately which covers all steps taken before texts are written, laws are created, and laws are put into effect. Thus, this macro-level planning generates a procedure that allows for distinct stages of real implementation. Despite the deliberate planning that takes place at the macro stage's top level, implementation at the micro level does not always proceed "in a clear linear progression" and teachers are the gatekeepers when it comes to enforcing language policy inside the classroom (both independently and in collaboration with students), not planners and policymakers because these actors at the micro level may follow or disregard the policy directives, the micro-level implementation, notably by teachers or other agents in other domains, becomes very significant (Kheng & Baldauf, 2011). According to Baldauf (1994), Language planners need to take into account the issues posed by the lack of planning, and researchers need to more adequately explain its impacts. This is

because the "unplanned" group significantly influences what is being planned (Baldauf, 1994) and Islam (2015) recommended that for the language-in-education policy to be successfully implemented, each of the subcategory must be adequately maintained (Islam, 2015).

Emergence of English Language Policy in Bangladesh:

English first interacted with the inhabitants of this Indian subcontinent through the British Colony, as they did with many other British colonial nations. British colonial rules and traditions, notably the English language, are still present on the Indian subcontinent even after their exit in 1947 and after that, English continued to be widely used as a recognized state language with the status of a second language during the Pakistani rule (Rahman et al., 2019). In order to use education as a political tool to extend their power across the Indian subcontinent, colonial British authorities introduced the British educational system. English was made the official language of Pakistan for 20 years under the 1956 constitution (Khatun, 1992). According to Chowdhury & Kabir (2014), seven national education commissions have been established since Bangladesh's relatively recent independence in 1971, each of which has given different levels of focus to the nation's planning, pedagogy, and English-language education. Despite the fact that the colonizers have been gone for nearly 80 years, English is still widely used, taught, and learned in Bangladesh today. At the same time, there is ongoing tension between English and a nationalistic fervor that favors Bengali that is frequently mentioned in controversial speech and due to this tension, it has become nearly impossible to implement uncontroversial language policies in the nation (Chowdhury & Kabir, 2014). Although various minor ethnic groups were living in this country after Bangladesh gained its independence in 1971, the then-head of state Sheikh Mujibur Rahman embraced the concept of "one state, one language" (Rahman, 2010). The newly enacted constitutional act reduced the use of English in Bangladesh's official, social, and educational spheres and elevated Bangla to a disproportionately higher status. Bangla was required to be used, whether it was practical or

not, in all public domains, which led to a severe lack of English proficiency among the citizenry as a whole (Hamid & Baldauf, 2014). However, it should be noted that although teaching Bengali was associated with the development of Bangladesh's national identity, having a thorough understanding of English has never lost its value due to its ability to open doors to opportunities in global education, employment, and exchanges (Rahman et al., 2019). In December 2010, the Bangladeshi Parliament formally passed the National Education Policy 2010. It should be noted that the very first version made public in 2000 formed the basis for NEP 2010, which was improved, modified, and finalized (Malak et al., 2013). Another official government commitment to inclusive education is represented by this policy. In order to promote inclusive education in ordinary schools, two significant programs, Primary Education Development Program (PEDP) and Teaching Quality Improvement in Secondary Education Project (TQI- SEP) are involved. Hamid (2010) emphasized the lack of quality in English language teaching (ELT) that is brought on by the inconsistent planning and policy for the language. As a result, there is a mismatch between language practice and policy in Bangladesh.

English Language Policy & Planning vs Execution in Bangladeshi classrooms:

English is widely used in Bangladesh and is integrated into academic courses, both of which have colonial origins. English first interacted with the inhabitants of this Indian subcontinent through the British Colony, as they did with many other British colonial territories. Given English's significance in the worldwide context, English language education in Bangladesh is now of the utmost importance for sustaining economic development and generating a skilled workforce (Rahman et al., 2019). Hamid (2010) emphasized the lack of quality in English language education (ELT) that is brought on by the inconsistent planning and policy for the language. Bangladesh has never had a specific language policy, and this lack of cohesion is still present now which resulted in a gap between linguistic practice and policy in Bangladesh (Rahman & Pandian, 2018). The recently adopted language in education policies clearly

indicated the value of English in Bangladesh and the importance of language competency for its citizens. The traditional grammar-translation method (GTM)-based language education was replaced with communicative language teaching (CLT)-based curriculum reform in the middle of the 1990s, first in secondary schools and then at all other levels. Since the quality of teaching and teachers is uneven and poor nationwide, the teaching of English as a second language was not carefully planned (Hamid & Erling, 2016). A study revealed that neither the English teachers nor the head teachers of the schools under investigation had a clear understanding of the CLT curriculum. As a result, they had conflicting opinions about how effectively it was being implemented (Das et al., 2014). In Bangladesh, ineffective English language teaching, learning, or curriculum implementation are closely related to ineffective assessment techniques (Rahman et al., 2018). According to reports (Maniruzzaman & Hoque, 2010), authorities put pressure on teachers to exclusively teach the parts of the curriculum that are frequently used to compose English exam questions. According to Ali et al. (2018), the exams are incompatible with the national English curriculum and English language education policy's aim of fostering students' communicative ability; it is therefore clear that the test developers are mandated to take the policymakers' recommendations into consideration (Rahman et al., 2019). Even after completing EIA training, too many English teachers lack basic language and pedagogical skills, which led to the limited implementation of CLT in their classrooms as several studies identified a number of challenges that are relevant to Teacher Education (TE) programs, including the rarity of training sessions, the lack of opportunities for rural teachers, the lack of teachers' trainers, the effectiveness of training materials, and the lack of funding needed to taken into consideration and implement in EIA training programmes (Karim & Mohamed, 2019). The CLT curriculum is without a doubt one of the most effective methods of teaching languages being used today. However, since the CLT approach is conflicting with Bangladesh's traditional culture of language teaching and learning, integrating CLT into the curriculum calls

for practical and strategic preparation. Policymakers should therefore reconsider the CLT approach's applicability to the Bangladeshi context.

According to Rahman & Pandian (2018), the lack of a clear vision in Bangladesh's ELT policy cannot be denied and since its independence, the government has struggled to establish a coherent English language policy; the decisions taken as a result have led to unsatisfactory English language teaching. The Macaulay Minutes of 1835 marked the beginning of the English language teaching and learning era. In the late 1800s, Thomas Babington Macaulay was appointed the governor of British India's advisor and sent to Calcutta. Then again, English served as the primary language of communication between Dhaka and Islamabad throughout Pakistan's rule in Bangladesh. In the words of Chowdhury & Kabir (2014), in the history of Bangladesh, English language policy and planning never had consistency and also, the international investors and NGOs who have their own interests in mind have directly and indirectly influenced it as well as modified it for political purposes (Rahman & Pandian, 2018). Hamid & Honan (2012) said that the country currently experiences a “policy-practice gap” brought on by the adoption of the communicative English method, which was implemented in the late 1990s (Rahman & Pandian, 2018). The use of CLT in Bangladesh's English language curriculum, method, and material policies was introduced in the middle of the 1990s, but it has yet to meet its objectives or fill the gap between policy and execution in the classroom while CLT has dominated method, curriculum and material policies as one of the most preferred methods for teaching languages across the globe. Hence, Rahman & Pandian (2018) felt the necessity of new language policies to be evaluated based on the available resources. As access to English is not equal in rural and urban areas, Bangladesh's English access policy achieved hardly anything to advance the cause and only increased social inequality among the citizenry and factors like infrastructure, teacher skill and expertise, and logistics are some of the factors of this inequality. Huq (2004) explained, “Physical conditions of most of the schools were

miserable: poor classroom environment, poor furniture (inappropriate, broken and inadequate), insufficient (or non-existent) library and laboratory facility and finally poor and uncared surroundings” (Rahman & Pandian, 2018). The unpleasant thing that has occurred in Bangladesh is that efforts to promote teaching and learning of the English language have been hampered since an access policy cannot be developed without understanding of the ground realities. Kirkwood and Rae (2011) claimed that the qualifications, knowledge, and capacity of teachers to implement CLT in the classroom are not at an appropriate level (Rahman & Pandian, 2018). According to the findings, “A blend of culture and language teaching can bring success” while it is important to look into potential alternatives to the CLT approach to ELT (Rahman & Pandian, 2018). Kumaravadivelu (2003) suggested that instead of imposing a rigid methodological philosophy centered on a single method, mixed methods or multiple approaches for teaching English should be implemented in the post-method era (Rahman & Pandian, 2018). All these misalignments lead to the recommendation that the applicability of the CLT method-based curriculum in Bangladeshi context should be reevaluated by policymakers.

In Bangladesh, the English language serves as a crucial kind of gate-keeping which is shown in a study conducted by Erling, Hamid & Seargeant (2013) such as: for academics, career, abroad scholarships, civil service and what not. According to this study, The development of one's career as an individual necessity and Bangladesh's economic growth are strongly associated with English language learning. Thus, the policy makers and ELT professionals need to have a better understanding of why and how English is needed in ELT programmes and what type of skills ESL learners need to have in order to engage them in the activities that would benefit them. Since policymakers in Bangladesh seem to have anticipated that students could not learn English successfully after 12 years of instruction at the primary, secondary, and higher secondary levels of education, the teaching of English has undergone a methodological

shift. Grammar Translation (GT) instruction was blamed for their failure to learn English, which was terminated in favor of communicative language teaching (CLT) in 1997 (NCTB 2003). Although CLT was introduced immediately in all secondary schools, the policy makers did not give it a thought to provide proper training programmes on CLT to all the teachers. Though the passing rate in English increased, when the majority of these students, after passing the SSC and Higher Secondary Certificate (HSC) examinations, could not even score the pass mark in admission tests to various public universities in 2014, the quality of education in general and the quality of English teaching in particular came under direct criticism. Concerns about the ambiguous relationship between language policy and language learning were highlighted by Shohamy (2006), who also pointed out the dearth of research in this area. She claims that there are numerous contradictions between what is stated in policy and what actually occurs in distinctive contexts (Shohamy, 2006). Hamid and Baldauf (2008) emphasize that “policy decisions need to find the right balance between the breadth and depth of English in the national curriculum” (Rahman & Pandian, 2018). Moreover, they have suggested-Bangladeshi English education policies should be reviewed and updated without regard to vested Western interests (Chowdhury & Kabir, 2014) as well as in light of the requirements of local students and teachers, the methodological feasibility of adopting CLT as a language teaching method throughout the nation should be reevaluated (Ali & Walker, 2014) (Rahman & Pandian, 2018). According to Ali & Walker (2014), in order to improve ELT programs, outcomes must be measured in order to create effective ELT policies (Rahman & Pandian, 2018).

Although communicative approaches have been used in English language teaching (ELT) for more than three decades, their implementation by classroom teachers has frequently encountered problems (Shrestha, 2013). Shrestha (2013) added that in earlier studies, elementary students' opinions about studying communicative languages appeared to be

favorable (e.g., Savignon and Wang, 2003). This study argues that it is crucial to take into account learner perceptions in their sociocultural contexts before adopting a large-scale project like EIA or any other English language curriculum innovation. Policy makers for English language education may find this useful (Shrestha, 2013). Ansarey's (2012) paper findings said that CLT integration into Bangladeshi English teaching classrooms has been constrained by a number of issues; 80% of respondents stated that one of the key causes is teachers' severe workloads, which leaves them with little time or energy to create communicative teaching materials and activities; The resources are insufficient to satisfy the demands of such a large curriculum, according to 63% of teachers. Also, the paper recommended that the method of successfully integrating CLT into English instruction in Bangladesh should pay specific attention to teacher training; teachers need to be properly prepared before coming to class as well as the Government should adopt a long-term strategy for language methods undertaken in policies in terms of their contextual implementation (Ansarey, 2012). According to Sultana (2018), despite the implementation of CLT in the Bangladeshi educational system, local ELT practitioners believe that it is still not successful due to the scarcity of qualified teachers. They are unable to effectively follow CLT and have limited chances to improve and update their linguistic and teaching skills. As primary and secondary school teachers are less proficient in the four English language abilities, they do not use English as the primary language of instruction in their English classrooms (Sultana, 2018). There are also other significant issues such as the components of communicative activities in the classroom are unclear to the teachers. Additionally, there are various limitations that render CLT ineffective in Bangladesh such as: "poor knowledge of vocabulary, reluctant usage of English both inside and outside of the classroom, non-cooperation of the learners, economic constraints, classroom size, administrative setup, intra-structural limitations and cultural conflicts" (Sultana, 2018).

NGO Intervention in Ensuring Quality Education & ELT Enhancement in Bangladesh:

An organization that isn't a branch of the government or a traditional for-profit business is considered a non-governmental organization or NGO (Khandpekar, 2016). In the local, national, and global development arena, non-governmental organizations (NGOs) have been steadily growing, notably during the past two decades. NGOs provide essential services to the most vulnerable members of society. NGOs have conducted several studies in our nation on a variety of topics to comprehend the current condition, identify the issues, and uncover opportunities. They inform the government of their findings and offer suggestions to improve government policy in light of those findings (Ball & Dunn, 1995). Under the Primary Education Development Program, the government and NGOs have collaborated to improve the conditions of the classroom and the teaching staff in both government and NGO schools (1997–2002). NGOs continue to try to reduce illiteracy, notably in the field of children's education (Islam, 2016). The education sector in Bangladesh has seen significant and in some cases, unprecedented changes in recent decades, occasionally in ways that set it apart from other nations in the region and the world (Chowdhury & Sarkar, 2018). Non-governmental organizations (NGOs) are active participants in Bangladesh's socio-economic change, with education playing a significant role. NGOs primarily focus on delivering education to underserved people. They get funding from donors (both in the form of loans and aid), charities, and private or public sponsorship. For instance, non-governmental organizations (NGOs) have offered non-formal primary education (NFPE) to children aged 8 to 14 who have left or never attended primary school (Sabur & Ahmed, 2010). Around 10% of all children enrolled in primary school get NFPE from more than 30,000 NGO-run institutions across the nation (Ahmed & Hossain, 2010). In addition to offering NFPE, the role of NGOs also includes encouraging discussion with the community and parents about how they can help improve academic achievement, setting up after-hours tutoring for children, and helping to find volunteer teacher assistants. Building Resources Across Communities (BRAC), a national

NGO that serves over one million people, is the largest supplier of NFPE in Bangladesh. Building Resources Across Communities (BRAC), a national NGO, is Bangladesh's largest supplier of NFPE, providing it to more than a million children countrywide (Sabur & Ahmed, 2010). Pre-primary education programs are the main focus of international NGOs like Save the Children and Plan International (Creative Associates International, 2002). Another renowned international organization Teach For Bangladesh is serving 43 underserved schools to ensure quality education. In addition, NGOs operate a number of formal primary schools that adhere to government curriculum but do not often receive financial aid and administrative help from the government (Sabur & Ahmed, 2010). According to Creative Associates International (2002), the development and distribution of supplemental teaching-learning materials for both primary and secondary school have also been significantly aided by both national and international NGOs (Chowdhury & Sarkar, 2018).

Research Gap:

According to the argument made in the article of Rahman & Pandian (2018), Bangladesh, like many other developing nations, has a fundamental issue with its ELT curriculum because it places too much confidence in imported Western methodology. Rather, Curricular reform should be focused on the requirements of the classroom and more localized (Rahman & Pandian, 2018). Although there have been some changes in English Language Policy over the years, the expected output has not been achieved due to lack of proper implementation of those policies in practical context. Moreover, as NGOs are now viewed as the third sector that step forward to offer social services to the citizens of this nation, the role of NGO intervention in education sector and in ensuring effective English Language Teaching in classroom context should be studied to analyze the approaches adopted by these NGOs are effective implementation or not in facilitating the English language learning of our learners so that these approaches can be adapted by other English teachers and policymakers as well.

Chapter Three: Methodology

This research has been followed by a qualitative method. The qualitative data collection process has been done by conducting a semi-structured interview session with all the interviewees individually where it follows some open-ended questions in which there was room for a discussion with all the participants. In order to facilitate the interview sessions, the questionnaire was prepared under eight different themes such as: the responsibilities they are performing being in their respective roles, the types of learners they deal with and their needs, the importance of English language for their target learners, the feasibility of English language policies in their classrooms, the government support, the challenges both they and their learners have been facing in ensuring an effective English language learning environment in those classrooms, the interventions they have brought in to overcome those challenges and their suggestions on how the policies can be more inclusive of learners from different socio-economic circumstances. Each theme consists of a set of questions to move forward with the discussion and interview session. There were four interviewees and all of them were chosen based on their roles they are playing in different reputed non-profit organizations that are working for ensuring quality education to the children of lower economic backgrounds of our country. All the participants are playing different roles in NGOs that are dealing with education leadership, material developer, assessment planner while trying to integrate the curriculum and policies in their teaching and learning process. Participant 1 is leading a program management team of an international non-profit organization to look after the recruited fresh graduates that are working as full-time teachers in different underserved communities. Participant 2 is an associate of the training and design team of a global NGO in which one of her core responsibilities is to plan and create assessments such as: diagnostic assessments to assess the competency level of the students of the underserved communities they are providing services. Participant 3 has worked as a trainer of the trainees (TOT), material developer as well as

supervisor to ensure the implementation of what the trainees have been trained for in another renowned non-profit organization. Participant 4 has been working as an education supervisor in the education program team in an NGO that provides service to some conventional schools along with some online distance learning service to underserved children of our country. Due to the different existing location of the participants, I have conducted the interview sessions on Google Meet platform and the duration of each interview was around one hour long. I have recorded the discussions along with note-taking for data analysis purposes. The data collected from the interviews has been analyzed followed by a thematic analysis. In order to analyze the data, I have identified seven main themes based on the commonality, differences, the patterns or the structures among the chunk of data gathered from the interviews following a combination of deductive/inductive approach. First, I have set some relevant themes from literature reviews. Afterwards, I have broken down the interviews into chunks of data and labeled them with the list of set themes. Then, Individual interviewee quotes have been identified for each theme to support the main ideas of those themes. In addition, narratives have been provided to analyze the relationship between the ideas such as: how the needs of the learners from marginalized communities influencing the feasibility of English language curriculum and policies in classroom practice, the challenges faced by both the learners and the teachers that drive into different interventions taken by different NGOs to face such challenges. Also, the relationship of government support that can help to run the NGO service in marginalized communities to ensure equity in education in a comparatively smoother manner. Relationship among all these ideas result into some suggestions provided by the participants to consider while designing the curriculum and language policies by the concerned authority. Thus, the qualitative method procedure has been followed to complete the study and look for some possible solutions to design contextualized and effective curriculum and language policies while ensuring an fruitful

implementation and practice of these policies in all kinds of classrooms regardless of socio-economic diversities.

Chapter Four: Data Analysis

In this study, the collected data has explored how the non-profit organizations are playing a different role than the traditional schools, what are the diverse needs of the learners from marginalized communities, how they are emphasizing the English language learning for these learners based on their needs while trying to integrate the English language policies and curriculum in diverse contexts, how feasible the policies are to practice in these marginalized classroom contexts, how they are dealing with challenges while ensuring an effective English language teaching environment through different interventions. Moreover, it has also tried to investigate some potential ways based on the participants' experiences that how the policies can be more inclusive of learners from different socio-economic circumstances. This data analysis procedure is followed by thematic analysis in which the main themes include the similar ideas that the participants have shared such as: the needs of the learners from marginalized communities, the feasibility of English language curriculum and policies in classroom practice, the challenges faced by both the learners and the teachers, interventions taken by different non-profit organizations to face such challenges, along with some different experiences regarding role of NGOs and government support to run their service in a comparatively smoother manner as well as suggestions provided by the participants to consider while designing the curriculum and language policies.

Needs of the learners of marginalized communities:

All the participants of this data collection process are working to ensure quality education for the children of lower economic backgrounds of our country. **According to the participants, “schools in such marginalized communities are highly under-resourced.”** They have less access to opportunities which results in the increase of the achievement gap day by day. There also exists a lack of proper and effective learning environment. For instance, the sitting arrangement of a room is not teaching and learning friendly as most of the classrooms consist

of a huge number of students in a single classroom instead of following the standard teacher-student ratio of 1:30. Another very essential need of these learners is to have a competency based learning environment. **According to participant 2, “As the English language curriculum seems to be developed based on competencies but the classroom orientation is more focused on summative assessment as of what will come in the examinations only and rote learning oriented.”** Moreover, as the proper ratio is one teacher equivalent to 30 students, there is a lack of teachers in these classrooms because one teacher is required to deal with 60-100 students most of the time. Participant 3 & Participant 4 also feel the necessity of supplementary learning materials for our students. Also, these students require enough opportunities to develop their extra-curricular activities based skills. **According to participant 1, “It is challenging to ensure an effective English language learning environment for the learners who are already struggling to meet their basic needs.”** Another very important need of these learners is to receive English language learning to be global learners as English is a common language which will help them to connect globally with others. English will help them to become a global citizen. English is also a requirement if they want to pursue higher studies while helping everyone connect across the world. These learners are expected to be global communicators which require them to express themselves in the global language, English.

The feasibility of English language curriculum and policies in marginalized classrooms:

According to participant 1, “Though these NGOs are trying to integrate the national curriculum and policies while teaching English, the competency we are talking about here seems not feasible in such contexts.” Participant 4 raises the question, **“Reading and writing competencies are focused to assess but what about assessing other domains like listening and speaking?”** Participant 1 adds that even the writing part is highly influenced by memorization and there is a lack of practicing creative writing. Participant 2 shares that when

she designs assessments, she follows the global proficiency framework to align those competencies with the national curriculum to make it contextualized. However, a huge number of students, different types of learners with different competency levels make it challenging to keep the alignment of policies with practices in proper manner.

Participant 3 shares the emergence of new policy in 1998 & 1999 when Communicative Language teaching was introduced instead of the Grammar translation method along with changes in question patterns and modified textbook. According to his words during that time, “Teachers are swimming in the sea as to what they should do, how they need to deal with the method, the textbook, the students and how they need to develop questions etc etc.” They badly required training to deal with all these changed stuff. Gradually, the situation developed a bit due to different guide books in the market and arrangement of some government training spaces. The participants also shared the strengths and weaknesses of the curriculum and policies from their experiences. **According to participant 2, “A curriculum reflects how a nation wants to see its future generation as responsible grown-up citizens of that nation and in the secondary curriculum, there are 17/18 objectives given which includes the development of students’ imagination, critical thinking, values, heritage, communication, worldly knowledge and also the lessons contain some of those amazing contents which is one of its strengths.”** Also, competency based curriculum, dialogues practice exercise, writing activities, the updated textbook orientation etc are trying to incorporate better learning and practice environments for learners and teachers. **In participant 4’s words, “The curriculum is competency-based which is a strength whereas the sustainability and feasibility of it regardless of all the socio-economic backgrounds become the concern which creates a gap”** as there is a lack of reasonable connectivity of content, lesson plan, assessment, materials, strategies and execution. According to participant 3, there is a huge distinction in the reaction of students from urban and rural areas’ students on the same curriculum and same textbooks.

The rural areas' students find it really difficult whereas urban area learners find it easier to learn and deal with. This situation also raises the concern of the feasibility of centrally adopted curriculum and policies in all kinds of classrooms. He added that there is a lack of an ideal classroom, the pair work/ group works that are developed in the textbooks seem to ensure an ideal learning environment but the student-teacher ratio makes it difficult to ensure this environment. Teachers' motivation, dedication and sincerity can make a difference to bring out the active participation of the students to acquire the language while implementing most of the things they have learned in the training. Guardians are only concerned with passing the exams and obtaining good grades for the students rather than bothering about the students' language skill development. According to another from a renowned NGO, participant 3 adds that Listening covers 40%, Speaking covers 35% which are essential parts of communicative language teaching. In total 75% communication occurs in listening and speaking. In our assessment system, this 75% is completely missing. We only focus on reading and writing skills which are respectively 16% and 9%. "If a chair does not have one leg, it's not a good chair, if it does not have two legs, it's not a chair at all whereas our chair has the lack of three legs which shouldn't be used at all, it should be thrown away from the classroom." "When we are giving them a good grade, GPA 5 or certificate, we are providing them the assurance you have mastered in English which is not a quality assessment. There are some common lessons like 5/8 lessons among 60-70 lessons that are being repeated in every years' exams and so thus the other lessons are being ignored completely as the focus is only on passing or getting good grades in the exams rather than learning the language and developing their skills. The students run after tuition teachers who will provide them those common lessons and they are considered as quality and expert teachers according to those students or guardians as they are getting the lessons common in exams. Due to all these factors, it becomes difficult to make the language

curriculum and policies feasible in classroom practice. While working on policies, these things should be considered otherwise the policy won't get its effectivity as expected.

Challenges faced by both the learners and the teachers:

The challenges these learners face can be divided into three different parts according to both participant 1 & participant 2 such as: their socio-economic background, the poor infrastructure, and the huge learning gap. **According to participant 4, “One of the prominent barriers is their socio-economic background where they are constantly struggling to ensure their basic needs.”** Due to the lower socio-economic background, sometimes they require children to prioritize work to earn some extra for the family. There is a lack of resources as well as a healthy learning environment as they often experience domestic violence, chaotic surroundings or remain busy helping in family chores. The improper infrastructural learning space both in house and classrooms is also a challenge as in most of the houses, all the family members live in a very small space in which it seems impossible to find a separate learning space for the learners. Also, in the classrooms, the number of students remains higher than the accommodation condition. **Moreover, according to participant 2, “due to the long period of school closure, a huge learning gap has developed among the learners which is working as a challenging factor for both the learners and the teachers.”** The memorization system is also a challenge which can never ensure language learning properly. The way English language learning is presented in front of the learners makes it fearful and difficult for them. Language becomes easier when they are getting to learn it from early days of learning. Moreover, they don't have exposure to practice English apart from classrooms. Without practice, the difficulty level increases. The focus should be on learning a language as fun rather than studying as a subject. The assessment is reading and writing focused as there is not a friendly environment to conduct listening or speaking based assessments due to the excessive number of students in a single classroom. Even the reading is also about comprehension only

rather than fluency such as: how they are pronouncing or the intonation or stress is working. Moreover, the focus is only on if the student knows the meaning of what is being said or if the grammar rule application is correct or not. The students are memorizing the rules without understanding the contextualized application and thus, they might do well in writing but they struggle when they are asked to express orally.

Participant 3 shared some challenges faced by teachers in receiving training as well as in classrooms. One of those challenges is the demotivation of the teachers as the training conducted for them by NGOs won't increase their government salary. Moreover, some of the teachers consider it a waste of time as they had to leave their tuition times to attend this training in which the tuition lectures would bring him money, but not this training. Sometimes, the school sends teachers for training who are not even English teachers and they were sent only because of the relationship with school authority. Corruption and politics within the school management system also work as a demotivating factor for the teachers to receive quality training. Teachers also show concern when they are asked to conduct the classes in English as the students don't always understand English. Moreover, the assessment system does not involve the Listening and speaking skills. Teachers, parents and students are more concerned about passing the exam anyway rather than learning. They expect the teachers to write them down everything and let them memorize to pass. Creative writing practice gets lost in that process. Limitation comes from the school authority side as well in case of teaching them only what will be there on exams. Hence, only summative assessment oriented learning is a huge challenge for the teachers. **Participant 2 shares that , “We try to prepare assessments aligned with competency, skill-based, bloom’s taxonomy oriented, rigorous but the concern of feasibility in the marginalized context is always there.”** Moreover, speaking based assessment has not been able to be considered yet due to the contextual conditions. The classroom management system of big classrooms is a huge challenge for the teachers as well.

To keep the learners attentive, engaging and invested in the learning process while trying to ensure an effective English learning environment for the learners is also a huge challenge for the teachers.

Interventions taken by different NGOs to face such challenges:

In these challenging situations, **participant 1** says, **“We are trying to incorporate assessments on their own on listening and speaking skills to some extent, trying to run the English classes in English as medium of instruction so that they go through the practice, let the learners practice creative thinking which is more focused on imagination, thinking ability rather than the grammatical learning.”** For instance, there is a writing workshop practice where the writing process starts from imagination, gradually moving forward towards word formation, sentence writing and finally incorporating correct grammar in that writing. Also, other learning materials such as: interesting story books, videos or connecting them to international students sometimes to motivate them to learn this language to connect others globally. **Participant 2** adds, **“ we ensure the use of lesson plans, unit plan of six weeks planning that includes the integration of curriculum in a contextualized manner, trying to address all the domains (input: reading, listening and output: writing, speaking) as an expectation.”** In order to use English as a medium of instruction, the teachers usually use objects, gestures or basic interaction in English will motivate them to use English and the continuous practice will help them to develop their use of English which is impossible to achieve overnight. In order to integrate listening skills, the teachers are advised to read out the text while providing some focus questions on the board for the students to look for the answers from what the teacher is reading. This will make them listen carefully in English. Moreover, they can ask questions given in the exercise in pairs which will help them to practice English speaking with their peers and also they will be prepared for the exam assessments. Implementation of some of those techniques have been ensured through supervision. He adds

the experience of a teacher in a marginalized school situated in Kurigram district who was able to implement successfully in his class and ensured an effective English learning classroom. Moreover, **Participant 2 shares her experience by saying, “We try to investigate and find out the strengths of our students to adopt some effective language learning strategy.”** For instance, though they can’t pronounce the English alphabets properly, they can pronounce Bengali alphabets. Hence, introducing charts with their assistance by dividing them into teams that have equivalent Bengali alphabets for the English ones to make them connect and sustain the language learning process. Also, the learning process takes place by connecting and referring to that chart while finding out the pronunciations and practicing instead of memorizing those pronunciations. Moreover, peer learning strategy is being followed to ensure a healthy, interdependency and ownership oriented classroom environment in which they can take the responsibility of their own learning as well as helping each other in the language learning process. **In addition, participant 1 says, “We try to introduce famous and interesting or globally renowned stories with the students to develop their imagination and critical thinking ability while ensuring the language learning process in a fun or play-based learning environment.”** Participant 1 & Participant 2 talk about one type of intervention they bring in as three types of diagnostic assessments such as: beginning of the year, middle of the year and end of the year examinations which are usually designed based on competency level. Also, while designing assessments, the focus is more on introducing texts that will help students develop their critical thinking ability and values parallelly with their competency level. In order to deal with the administrative issues, Participant 3 from another NGO shared their strategy of rapport building with head teachers and committee heads by inviting them over for a rapport building stayover to talk about the school condition and why this training is essential for them to avoid such complications. However, all the participants come to a common ground that there is a requirement to bring many more effective

interventions that they are working on as to how they can ensure more sustainable and effective English language learning for the students of these marginalized communities.

Different roles of non-profit organizations:

As these NGOs are serving the underserved communities, one of the NGOs provides teaching fellows to different government schools for a fixed time period who work parallelly with the existing teachers of those schools and try to bring some effective interventions during that time period. **Participant 2 from her NGO was also sharing, “They also provide teaching-learning focused training to those fellows as a part of andragogy or adult learning so that they can ensure an effective learning environment in their distinctive classroom settings.”**

Participant 1 adds that such teaching fellows or educators are not only limited to teaching, they are also continuing their learning through different activities, running community projects outside the classroom. They work to bring some positive impact in the community and try to empower the learners so that they can take ownership of their own learning while developing a problem solving mindset. With this purpose, the fellows of different communities investigate the core problems of that community and try to bring social innovation to the core problem in name of community projects as they believe that **“Effective learning is highly influenced by the surrounding environment” expressed by participant 1 and so the surrounding should be learning friendly for the students.**

Participant 3 who has experience of working as a trainer of trainers (TOT), material developer, supervisor of the implementation in secondary classrooms shared a very different kind of role of his NGO in ensuring effective English teaching and learning in the schools of marginalized communities. He expressed the difference of training conducted by government institutions with the training conducted by his NGO. According to him, NGO training contains well qualified trainers. They arrange for residential training which ensures an English environment and opportunity to deeply connect to the trainers. In this kind of training program, creating a

safe environment for the trainees is being ensured to make sure they feel warmly welcomed and comfortable during the training, making sure that they are completely invested mentally and emotionally into the training spaces to ensure its effectiveness. Training is divided into two modules in which the teachers try to implement the first module training learnings in their classrooms and after several months, they come to receive second module training based on the experience they had in between while trying to implement the learning. The teachers are also divided into two training groups: one designed for grade 6,7 & 8 English teachers and second one designed for 9 & 10 as the requirements are quite different. **He adds, “The training team ensures the supervision of the implementation as well and before facilitating the training spaces, they investigate to understand the necessity and need of the participants.”**

The NGO trainings focused on different domains of English language, how to deal with EFT textbook, how to conduct exams, making them familiar with different question types, how to develop a smart lesson plan, the significance of speaking and listening skills, how they can practice these skills in the classroom even though they do not exist in the assessment system, demonstration class taken by the trainees. Thus, such training programs ensure strong rapport building as well as ensures proper followup of the training. On the other hand, before facilitating government training programs, the real context is not being investigated to find out the necessities. According to him, “They cannot enter the hearts of the teachers.” The teachers also cannot be completely invested into the training due to the rush and there is less opportunity to interact and connect to the trainers. Also, there is a lack of planning to supervise the implementation of what they are being trained for. Hence, there is lack of rapport building and no followup of the training.

Government support:

All the participants come to a common ground that administrative support is expected to run the activities smoothly to some extent from the government. **Participant 1 says , “the learners**

can be provided some other learning materials access such as : other story books etc **instead of too much textbook focused learning.**” Some other practices need to be increased such as: there is an opportunity to encourage and involve students to read story books in collaboration with the British Council. Another expectation came from participant 2 & 4 that urges to be a little open to accept the NGO educators. Participant 3 shared his NGO experience that they used to call for a meeting of all the district officers once or twice in a year to show them what are the objectives they have and what they are going to do and how. So that they can carry out responsibilities without any disruption. This type of strategic planning used to help them maintain a better relationship with the Govt. authority. Hence, in order to work in a healthy environment, **according to participant 3, “It is important to have a strong rapport building with the authority and administrative officials of the communities they are working in.”**

Things to consider while designing the curriculum and language policies:

Every participant feels the necessity of a proper investigation before designing the curriculum and English language policies to make it contextualized and effective. **Participant 3 says, “The investigation should be rigourors to find out the needs of my students and how it can be designed realistically in our classrooms regardless of different socio-economic backgrounds.”** Participant 1 says, **“We also need to take into consideration the teachers’ voice as they are closely connected to our students including what the needs of our teachers are, what support can be provided to them who are going to implement the curriculum and policies in the realistic classroom contexts.”** There should be the arrangements of need based training for the teachers and the training ambience should be planned strategically so that the teachers feel comfortable and motivated to be invested in the training both mentally and emotionally. Moreover, **according to all the participants, “There**

should be supervision of frequent visits to ensure the implementation of these policies and training they have received.”

Thus, all the interviewees come to a common ground that there is a gap between the English language policies or curriculum adopted nationwide and the practice or implementation of those language policies in all kinds of classrooms regardless of different socio-economic backgrounds as there is a lack of reasonable connectivity of policy planning, content, lesson plan, assessment, materials, strategies and execution. Hence, before planning the policies, there should be a rigorous investigation to make the language policies contextualized and effective.

Chapter Five: Findings of the Study

This study has explored the feasibility of English language policies and curriculum in the schools of lower socio-economic background communities along with the challenges faced by different non-profit organizations trying to ensure quality education in such communities. Also, the interventions adopted by these organizations to ensure an effective English language teaching and learning environment in the schools of marginalized communities. The major findings of this study are given below:

- According to the participants, schools in such marginalized communities are highly **under-resourced**. They have less access to opportunities which results in the increase of the achievement gap day by day. According to one of the participants, “It is challenging to ensure an effective English language learning environment for the learners who are constantly struggling to meet their basic needs.”
- There also exists a lack of proper and effective learning environment. For instance, the sitting arrangement of a room is not teaching and learning friendly as most of the classrooms consist of a huge number of students in a single classroom instead of following the standard **teacher-student ratio** of 1:30. According to the participants, the challenges these learners face can be divided into three different parts such as: their socio-economic background, the poor infrastructure, and the huge learning gap.
- Another very essential need of these learners is to have a competency based learning environment. As the English language curriculum seems to be developed based on competencies but the classroom orientation is more focused on summative **assessment** as of what will come in the examinations only and rote learning oriented. Also, the assessment is reading and writing focused as there is not a friendly environment to conduct listening or speaking based assessments due to the excessive number of

students in a single classroom. Even the reading is also about comprehension only rather than fluency such as: how they are pronouncing or the intonation or stress is working. Moreover, the focus is only on if the student knows the meaning of what is being said or if the grammar rule application is correct or not. The students are memorizing the rules without understanding the contextualized application and thus, they might do well in writing but they struggle when they are asked to express orally. One of the interviewees shared “We try to prepare assessments aligned with competency, skill-based, bloom’s taxonomy oriented, rigorous but the concern of feasibility in the marginalized context is always there.”

- According to one of the interviewees, “Though these NGOs are trying to integrate the national curriculum and policies while teaching English, the competency we are talking about here seems not feasible in such contexts.” A huge number of students, different types of learners with different competency levels make it challenging to keep the alignment of policies with practices in proper manner. In another participant’s words, “The curriculum is competency-based which is a strength whereas the sustainability and feasibility of it regardless of all the socio-economic backgrounds become the concern which creates a gap” as there is a **lack of reasonable connectivity** of content, lesson plan, assessment, materials, strategies and execution.
- Another participant raises the question, “Reading and writing competencies are focused to assess but what about assessing **other language skills** like listening and speaking?” Another participant adds that Listening covers 40%, Speaking covers 35% which are essential parts of communicative language teaching. In total 75% communication occurs in listening and speaking. However, in our assessment system, this 75% is completely missing which is an integral part of Communicative Language Teaching. We only focus on reading and writing skills which are respectively 16% and 9%. “If a

chair does not have one leg, it's not a good chair, if it does not have two legs, it's not a chair at all whereas our chair has the lack of three legs which shouldn't be used at all, it should be thrown away from the classroom. “ When we are giving them a good grade, GPA 5 or certificate, we are providing them the assurance you have mastered in English which is not the proper way to assess their English proficiency.

- Moreover, there are some common lessons like 5/8 lessons among 60-70 lessons that are being repeated in every years' exams and so thus the other lessons are being ignored completely as the focus is only on passing or getting good grades in the exams rather than learning the language and developing their skills. The students run after tuition teachers who will provide them those common lessons and they are considered as quality and expert teachers according to those students or guardians as they are getting the lessons common in exams. The **fixed mindset of only passing or getting good grades** limit the students from obtaining skill based proficiency in English language. Teachers, parents and students are more concerned about passing the exam anyway rather than learning. They expect the teachers to write them down everything and let them memorize to pass and creative writing practice gets lost in that process.
- Some challenges faced by teachers in receiving training as well as in classrooms. One of those challenges is the **demotivation** of the teachers as the training conducted for them by NGOs won't increase their government salary. Moreover, some of the teachers consider it a waste of time as they had to leave their tuition times to attend this training in which the tuition lectures would bring him money, but not this training. Sometimes, the school sends teachers for training who are not even English teachers and they were sent only because of the relationship with school authority. **Corruption and politics within the school management system** also work as a demotivating factor for the teachers to receive quality training.

- In these challenging situations, one of NGO participant says, “We are trying to **incorporate assessments on their own on listening and speaking skills** to some extent, **trying to run the English classes in English** as medium of instruction so that they go through the practice, let the learners **practice creative thinking** which is more focused on imagination, thinking ability rather than the grammatical learning.” For instance, there is a **writing workshop** practice where the writing process starts from imagination, gradually moving forward towards word formation, sentence writing and finally incorporating correct grammar in that writing.
- Another participant adds, “ we ensure the **use of lesson plans, unit plan of six weeks planning** that includes the integration of curriculum in a contextualized manner, trying to address all the domains (input: reading, listening and output: writing, speaking) as an expectation.”
- In order to integrate listening skills, the teachers are advised to **read out the text** while providing some focus questions on the board for the students to look for the answers from what the teacher is reading. This will make them **listen** carefully in English. Moreover, they can ask questions given in the exercise in pairs which will help them to practice **English speaking with their peers** and also they will be prepared for the exam assessments.
- The participants add that implementation of some of those techniques have been ensured through **supervision**. One of them shares the experience of a teacher in a marginalized school situated in Kurigram district who was able to implement successfully in his class and ensured an effective English learning classroom.
- Moreover, Another participant shares her experience by saying, “We try to **investigate and find out the strengths of our students** to adopt some effective language learning strategy.” For instance, though they can’t pronounce the English alphabets properly,

they can pronounce Bengali alphabets. Hence, introducing charts with their assistance by dividing them into teams that have equivalent Bengali alphabets for the English ones to make them connect and sustain the language learning process.

- **Peer learning strategy** is being followed to ensure a healthy, interdependency and ownership oriented classroom environment in which they can take the responsibility of their own learning as well as helping each other in the language learning process.
- In addition, participant 1 says, “We try to **introduce famous and interesting or globally renowned stories** with the students to develop their imagination and critical thinking ability while ensuring the language learning process in a fun or **play-based learning environment.**”
- Another intervention they bring in is three types of **diagnostic assessments** such as: beginning of the year, middle of the year and end of the year examinations which are usually designed based on competency level. Also, while designing assessments, the focus is more on introducing texts that will help students develop their critical thinking ability and values parallelly with their competency level.
- One of the participants who has experience of working as a trainer of trainers (TOT), material developer, supervisor of the implementation in secondary classrooms shared a very different kind of role of his NGO in ensuring effective English teaching and learning in the schools of marginalized communities which is the difference of training conducted by government institutions with the training conducted by his NGO as such NGO training programs ensure strong **rapport building** as well as ensures **proper followup and supervision** of the training which is absent in the government training programs.
- Every participant feels the necessity of a proper investigation before designing the curriculum and English language policies to make it **contextualized** and effective.

According to the participants, “The investigation should be rigorous to **find out the needs** of my students and how it can be designed realistically in our classrooms regardless of different socio-economic backgrounds.”

- Also, **teachers’ voices** need to be taken into consideration as they are closely connected to our students including what the needs of our teachers are, what support can be provided to them who are going to implement the curriculum and policies in the realistic classroom contexts.
- There should be the arrangements of **need based training** for the teachers and the training ambience should be planned strategically so that the teachers feel comfortable and motivated to be invested in the training both mentally and emotionally. Moreover, there should be **supervision** of frequent visits to ensure the implementation of these policies and training they have received.

Chapter Six: Limitations of the Study

Like every other research paper, this study also has some limitations such as:

- I have a small sample size of four participants which can be a major limitation of this study. As the study focused more on analyzing the depth of the participants' experiences who are performing significant leading roles in different renowned non-profit organizations, the participants' number is limited.
- Another limitation of this study is the perception of other stakeholders or associated subjects. The participant subject was only limited to those who have been performing their roles as trainer, education supervisor, material developer or assessment designer.
- The study has interviewed participants from only four different non-profit organizations and this can also be a limitation of the study.
- The limited number of interview sessions (i.e., one session with each) with the participants can be a limitation of the study as well.
- The lack of more expert and learned participants can be considered as another limitation of this study as the more expert opinion it gets, the more enrich the data could have been.

Chapter Seven: Conclusion

This study aimed to explore if the English language policies and curriculum adopted centrally is feasible in different contexts regardless of distinctive socio-economic backgrounds. Also, the role of various national or international non-profit organizations to ensure the implementation of these language policies in underserved school communities, the challenges both the learners and educators are facing while ensuring it along with different interventions and effective English language teaching and learning strategies in those schools. Moreover, this paper attempted to provide some suggestions to the concerned authority to consider before designing and planning effective English language policies and curriculum so that the policies can be more inclusive of learners from different socio-economic circumstances. According to the data collected from the semi-structured interviews with the participants, schools in such marginalized communities are highly under-resourced that lack proper and effective learning environments such as: proper sitting arrangement with a standard teacher-student ratio. Though the English language curriculum seems to be developed based on competencies, the classroom orientation is more focused on summative assessment as of what will come in the examinations only and rote learning oriented. There is a lack of reasonable connectivity of content, lesson plan, assessment, materials, strategies and execution alongside a fixed mindset of parents, teachers or students to only pass or obtain good grades in the examinations. Also, two integral parts of Communicative Language Teaching such as: Listening and Speaking are not being practiced or assessed properly. In such challenging situations, the non-profit organizations that provide their services to the underserved school communities attempt to bring some interventions such as: incorporating assessments on their own on listening and speaking skills, practicing creative thinking and writing workshop practice where the writing process starts from imagination, ensuring the use of lesson plans, unit plan of six weeks planning, peer learning, investigating to find out the strengths of our students to plan need based effective

language learning strategies, introducing famous and interesting or globally renowned stories, fun or play-based learning environment and so on. The participants also provided some suggestions to consider such as: conducting proper investigation before designing the curriculum and English language policies to make it contextualized and effective, taking teachers' voices into consideration, arranging need based training for the teachers and ensuring proper followup or supervision to ensure the implementation as well. Thus, while working on designing English language policies or curriculum, such things should be considered otherwise the policy won't get its effectivity as expected.

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Appendix

Interview Questionnaire:

SL.	Themes	Guided Questions
1.	Interviewee's role	1. What are your responsibilities in your role? 2. How different is your role as an NGO from traditional schools?
2.	Types of learners and needs	1. What types of learners do you work with? 2. What are the needs of those learners?
3.	Importance of English	1. How do you emphasize English language learning in our classrooms? 2. How important is English as a subject for your target learners?
4.	Feasibility of English language policies	1. Do you follow the English language curriculum and policies while planning English learning in our classrooms? 2. To what extent do you consider the centrally adopted curriculum is aligned to the practice we see in our classrooms? 3. According to you, how feasible is it to execute the current English language policies in our classrooms? • What are the strengths/weaknesses of the policies you follow?

5.	Government Support	1. What support do you get from the government to implement the effective English language teaching strategies in our classrooms? 2. What support do you expect from the government in this regard?
6.	Challenges	1. What are the major challenges your learners are facing? 2. What are the challenges you have faced while ensuring the implementation of English language policies in our classrooms?
7.	Interventions	1. What are the interventions you have undertaken to ensure the execution of these policies in our classrooms? 2. What are the alternative ways you have unleashed to overcome the challenges you have faced?
8.	Suggestions	1. How can the policies be more inclusive of learners from different socio-economic circumstances?