

Investigating the Practices and Prospects of English Language Acquisition in Bangladeshi Rural Schools



Fahim Ibrahim Chowdhury

ID 202013009

Department of English and Humanities

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Investigating the Practices and Prospects of English Language Acquisition in Bangladeshi Rural Schools

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Fahim Ibrahim Chowdhury

ID 202013009

Thesis Supervisor: Al Mahmud Rumman

Senior Lecturer, Department of English & Humanities (DEH)

University of Liberal Arts Bangladesh (ULAB)

September 23, 2024 (Summer-2024)

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.



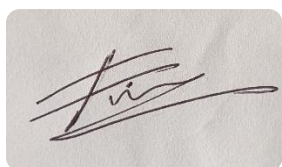
Al Mahmud Rumman

Senior Lecturer

Department of English and Humanities

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.



Fahim Ibrahim Chowdhury

ID 202013009

Department of English and Humanities

Dedication

First of all, “Thanks” to the Almighty Allah for his mercy and blessings for allowing me to achieve my academic journey in this long run.

I am dedicating this thesis to my parents whose unconditional support and ethos has encouraged me to finish my four years of undergrad academic journey. They have exhorted me in every circumstance to be who I have become today.

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Abstract

Over the past fifteen years, Ministry of Education (MoE) and National Curriculum & Textbook Board (NCTB) has drastically reformed the curriculum backbone of Bangladeshi primary education with an aim of abdicating the drawbacks of EFL acquisition by enhancing overall learning efficiency. However, there are uncanny resemblances that perhaps defenestrating the overall performances and efficiency of English as a Foreign Language (EFL) acquisition, particularly in the rural context. Hence, this study aimed comprehending the current EFL teaching principles and techniques that are being utilized in primary schools at Gopalganj along with identifying the underlying causes that has created challenges and limitations in the pastoral atmosphere. An original questionnaire comprising 19 open-ended questions following semi-structured interviews of six EFL teachers were conducted to explore the research agenda. By conducting classroom observations in four different schools, an eclectic EFL classroom scenario was apprehended to procure the required data. Result explored some of the undisclosed issues such as, the absence of contextual practicality in recent curriculum, administrative lack of efficiency and hostile attitude toward teachers, political and dynastic interventions in academic affiliations, teachers socio and economic identity crisis and finally, recession in middle-class and working-class community caused by climate change that has subjugated the overall EFL atmosphere and significantly vetoed both learning and teaching efficiency in the rural part of Bangladesh. Additionally, this study also provides some of the most necessary initiatives that need to be taken immediately to stabilize and form an effective EFL teaching and learning atmosphere in rural areas of Bangladesh.

Keywords: teaching-trend, teaching-practices, rural-primary-education-scenarios, teaching-challenges, resource-limitations, low-pay-scale, socio-economic -challenges, climate-change-affect, primary-education-reformation

Chapter 1: Introduction

1.1 Background study:

Since the emergence of Bangladesh, English as a foreign language acquisition has remained one of the most discussed and concerning agendas. As a result, in the 1990s both Ministry of Education, and National Curriculum and Textbook Board NCTB shifted the total curriculum from Grammar Translation Method GTM to the Communicative Language Teaching CLT by modifying both teaching methodology and syllabuses to ensure effective English as foreign language acquisition (Chowdhury & Kabir, 2014; Rahman & Pandian, 2018). However, there are still many uncanny resemblances and challenges remain unsolved regarding the effectiveness of L2 acquisition and its proficiency which immediately throws many questions toward current teaching techniques and practices especially in the primary schools in rural contexts. According to Fatima (2019), one of the major causes of English acquisition has become challenging for primary level learners is due to the backdated teaching method to teach learners English in this modern era, which does not deal with learners' emotion, comfort zone and their learning interest at all.

Additionally in Bangladesh, due to the lack of current and contextual teaching techniques and methodologies in primary school teachers, English language teaching and learning has become excessively challenging. In 1998, NCTB developed primary level books following the CLT method where the core agenda was learning through communication (Hamid & Honan, 2012; Fatima, 2019). Moreover, for the last 15 years, the former government has constantly reformed the primary education curriculum for better English acquisition as L2. However, numerous primary school teachers are struggling and identifying themselves in different challenges due to the lack of sufficient knowledge on its usability and contextual application.

In 2023 the Ministry of Education MoE, and NCTB implemented “Skill Based Education Curriculum” for both primary and secondary school learners where teachers are using different tasks, physical and performance-based activities to teach language (Shawon, 2023). On the other hand, both MoE and NCTB is reluctant to revisit and take a close look at rural primary schools and teachers regarding teaching practices or if there are any necessities modifying current books or syllabuses as per their sociographic and cultural norms which immediately shows a gap between administration and rural schools.

1.2 Statement of the problems

Over the last ten years, MoE and NCTB have implemented different curriculum, assessment policies and teaching methodologies with an aim of developing an English language teaching environment that will bring teaching efficiency and facilitate effectiveness in learning EFL in Bangladesh. Assuredly, significant improvement has occurred but particularly in the urban areas. In contrast, the majority of the rural primary school learners are certainly far behind compared to the learners from urban areas.

The ongoing curriculum and teaching methodology “Skill Based Education Curriculum” which has been developed under the influence of Communicative Language Teaching CLT and Total Physical Response TPR is in a very doubtful condition in primary level education (Fatima, 2019). NCTB redesigned books from class I, II, III, IV and V, by including different tasks and activities which is an effective initiative for establishing the modern teaching strategy. In contrast, teachers in rural primary schools are not ready and trained enough to adopt and implement these modern techniques. This research has explored the current teaching practices and characteristics that teachers are approaching and its effectiveness. Also, the challenges they are facing to teach EFL in the rural primary schools.

1.3 Purpose of the study

In the past ten years, more precisely past 5 years after multiple reformation of the primary education curriculum initiated by MoE and NCTB, this research aims to identify the changes, current teaching trend, techniques that are being used in primary schools in Gopalganj to teach EFL and its effective progress. Through teachers' interviews, extended discussion, and classroom observations, this research intends to figure out the existing challenges and limitations that restrict EFL teaching and acquisition efficiency in primary level young learners. Finally, by addressing the feedback and problem statements from in-service primary school teachers in Gopalganj, this research will illustrate some of the possible initiatives that can be taken as a solution to reduce those challenges and limitations to enhance the EFL teaching and learning atmosphere in rural context.

1.4 Research Questions

As an objective, this research study is intent on answering these following questions mentioned below to understand the overall scenario and current status of the primary education system at Gopalganj.

1. What are the current practices in EFL teaching in the rural primary schools of Bangladesh?
2. What are the major challenges of teaching EFL in Bangladeshi primary schools?

1.5. Significant of Study

Primary level education between ages (6-10) is the most sensitive period of EFL learning as it deals with the initial psychological stage of learner to trigger the Language Acquisition Device (LAD) (Scovel, 2008). Hence, one of the fundamental pillars of an effective English teaching environment is ensuring professional and trained EFL teachers with updated teaching knowledge and practices. In addition, it is important to ensure a contextual and authentic input, cheerful classroom environment, initiating different tasks and techniques for young learners not only to teach English as a foreign language, but also their cognitive development and productivity by gaining communicative ability as well. Through an investigation of the research questions mentioned above, this study is crucial to recognize and uncover the challenges, limitations and barriers in Gopalganj ensuring an overall effective EFL learnability and L2 acquisition success in rural primary schools. Also, to reduce the overall EFL teaching-learning challenges and difficulties in rural areas, this research will bring some of the major feedback and suggestions directly from the teachers who are currently working at Gopalganj. So that the responsible administration can take necessary precautions to ensure sustainable education as per the cultural, contextual and economic context.

Chapter 2: Literature Review

This study aims to evaluate and apprehend the current teaching practices in Bangladeshi primary schools located in rural areas in Gopalganj district. Therefore, in this chapter some of the significant previous literature that talks about the Bangladesh primary education system and its tenets has been discussed. Throughout this literary review some of the distinguished researchers' arguments and beliefs regarding primary education in Bangladesh has been explored. Furthermore, this chapter portrayed the essentiality of conducting this research study to understand the current EFL teaching practices, challenges, and learners EFL drawbacks to understand the cause further.

2.1 Current practices in L2 teaching and learning

In 1992, the major reformation happened in Bangladeshi primary school education by including competency based primary curriculum. The National Curriculum Committee Ministry of Education MoE facilitated learners centered education policy by including Communicative Language Teaching CLT (Hamid & Honan, 2012). The overall goal of implementing CLT was to facilitate a communicative learning and teaching environment. Also, assuring learners age and group-based teaching and learning environment including individual, group and peer learning facility by encouraging learners toward English as L2 acquisition. Hamid and Honan, (2012) states that, even though the current L2 learning curriculum and teaching trends are following the CLT based teaching approach to replace the traditional rote-learning culture. However, the adaptation and implications of CLT are in doubtful condition.

Shrestha (2013) talked about the ongoing L2 teaching and learning practices in Bangladeshi primary schools. Researchers mentioned CLT as the current teaching practice in Bangladeshi primary schools implemented by MoE and NCTB with the objective of process and productive learning atmosphere. However, there are numerous teachers who are still practicing the traditional GTM teaching methodology rather than utilizing CLT teaching techniques for an effective learning environment. Shrestha (2013) found that, during the EFL classroom, teachers do use CLT to give L2 input to the learners. However, there are many classroom activities and tasks for language acquisition that are inspired by GTM such as, memorizing and mimicking lessons, translating different paragraphs from L1 to L2 or vice versa. During the classroom observation teachers were more comfortable using Bangla as MOI which certainly creates

questions in an EFL teaching environment even though learners were comfortable with Bangla as their instruction language (Shreshta, 2013).

Similarly, Hossain (2016) also talked about the condition of rural education practices located in Shariatpur and found that, compared to urban learners, rural learners are limited in their L2 learning. Researchers found that, due to the significant lack of current teaching and learning techniques, teachers from rural areas are using previously ineffective teaching methods such as GTM to teach rural students. Additionally, the lack of teachers' efficient training about current teaching techniques and knowledge, teachers are significantly lacking in facilitating effective L2 teaching which ultimately impacts overall learning efficiency of the current learners compared to the urban learners (Hossain, 2016).

Haque et al. (2018) identified the ongoing teaching trend and found it insufficient to teach English as L2 in rural context. Through classroom observation, researchers found that the majority of the teachers of EFL have a significant amount of lack of English competency. During the class, almost 60% of the total class duration teachers use Bangla as MOI and only use English during reading or dictating any particular lesson. Even though the curriculum and material design has developed, and formatted using the CLT curriculum. However, teachers find those books difficult to understand and lack modern teaching techniques the CLT offers. Haque et al. (2018) observed the lack of teaching learners using different tasks and techniques. Teachers are strictly following the traditional methodology as they are not comfortable with the CLT curriculum and do not have enough knowledge about modern teaching practices due to the lack of sufficient training and resources.

Islam et al. (2021) mentioned that one of the fundamental reasons that EFL learning still remained unsuccessful is because the NCTB do not know what is the position of English in Bangladeshi education, also what are the exact purposes that learners will serve using L2 in Bangladeshi context. As a result, NCTB is still struggling with developing contextual and authentic syllabus and curriculum for Bangladeshi rural primary level education. Researchers discovered that the new education policies such as School Based Assessment policy (SBA) also failed due to the lack of proper implementation and lack of teacher's readiness in Bangladesh. Also, current

teachers are not ready to apply contextual teaching techniques due to the insufficient EFL teaching and learning knowledge.

2.2. Major challenges of teaching L2

Chowdhury and Kabir (2014) discussed such uncertainty about English language education policy and curriculum in Bangladesh and claimed that, one of the major challenges of implementing English language learning curriculum and policy is the post-colonial mindset of Bangladeshi researchers, educators, scholar and stakeholders that English represents the rule and ideology of “British Raaj.” As a result, numerous educators, stakeholders are not concerned about developing and implementing an effective language learning atmosphere in Bangladesh. Also, another major cause of this complication of establishing English language in Bangladesh is the friction and brawl between Bangla and English because of the 1952 Basha Andolon and 1971 emergence of Bangladesh for Bangla language (Chowdhury & Kabir, 2014).

Anwaruddin and Pervin (2015) talked about the absolute absence of involvement of English teachers in education development research engagement and professional development. Researchers found that, due to the lack of proper research, English language teachers are unable to contribute to the future education development and updated curriculum. Researchers found that more than 50% of the teachers are not interested at all doing research developing curriculum, also, 65% of the teachers believe that research does not provide real time and authentic data. Because the English classroom is a diverse place to teach, it is fundamental that every teacher should involve themselves into different research by evaluating their students and doing proper assessment (Anwaruddin & Pervin, 2013).

Similarly, Rahman et al. (2019) mentioned that the drawbacks of language learning are highly influenced with the political language history of Bangladesh. He mentioned that the adopted ‘one state one language policy’ since 1972 in Bangladesh actually narrowed down the importance of learning English in Bangladesh. As a result, education, policy makers, curricular designers feel more comfortable with Bangla for instructions in institutions. The article talks about how in 1992 the Bangladesh government considered English as a compulsory subject and during 90s they changed the curriculum from GTM to CLT. However, the curriculum is a complete failure due to

the inconsistency of language and education policy, curricula, lack of proper teachers' education and guideline for implementation.

Hossain (2019) explored some of the fundamental challenges that both teacher and students encounter in rural EFL classrooms. As per the research data, more than 66.67% of classrooms do not have sufficient furniture and an unfriendly sitting environment to teach and learn English. 75% of the classrooms were found extremely noisy and 66.67 classrooms are extremely large in terms of learners' capacity. As a result, teachers cannot focus on any student individually (Hossain, 2019). Hossain (2019) also found that 25% of teachers claimed that included tasks and teaching strategies are not developed for communicative listening and speaking purposes as per the rural context and it does not meet the authentic learning strategy.

Karim et al. (2021) clearly mentioned that one of the drawbacks of ESL in Bangladesh is the no clear Medium of Instruction (MOI) policy by the Board of Education Bangladesh particularly for primary level education. As a result, teachers are more inclined to teach students using English without following proper teaching techniques or methods. Particularly, rural public and private primary schools' teachers are more inclined to use Bangla as (MOI) due to the English speaking deficiency which is again concerning because this trend does not motivate learners to learn or speak in English at all. Researchers found that both private and public institutions teachers are not interested in using English as (MOI) but Bangla.

In her article, Saha (2022) identified teachers' perceptions regarding ESL learning in primary school in the rural context. Saha (2022) found that even though teachers hold a positive attitude toward teaching English. However, their self-belief and individual ideology failed to serve the purpose due to the economic crisis, lack of food and basic living necessities. Saha (2022) also found only 10-20% of the parents are concerned about their children's education because most of them belong to the working-class community and are struggling with basic living needs. About teachers' perception on teaching pedagogy, teachers only teach learners to pass the test. Because they believe, learning depends on family education and financial stability. Teachers also get frustrated because they have to repeat the same teaching technique due to the lack of necessary teachers training and pedagogical ideology.

2.3. Challenges be addressed to improve EFL learning

Through a government pilot project under ICT Parvin and Salam (2015) facilitated a digital learning opportunity in different government EFL/ESL classrooms. During this pre-intervention survey, researchers found that the teachers of different primary schools have noticeable communicative incompetence in English using CLT technique (Parvin & Salam, 2015). However, by utilizing digital learning facilities by providing audio-visual learning materials, the incompetency stress level of the teachers has significantly reduced. Also, due to the use of visual content, using technology helps both learners and teachers to establish interactionism in the class. Apart from the contribution of digital learning facilities, Parvin and Salam (2015) suggested emphasizing on teachers' EFL and ESL ability to improve their communicative efficiency to reduce English as L2 learning challenges in learners.

Through her research, Fatema (2019) found an absence of recently implemented CLT curriculum in rural primary schools along with the knowledge and practice deficiency among primary level teachers. Though the NCTB has implemented and trained primary, secondary school teachers with the CLT curriculum and student-centered teaching strategy. However, barely a practice of CLT was found in the rural schools. Fatima (2019) emphasized on the importance of efficient teachers with updated knowledge of CLT teaching techniques. Also, importance of prioritizing learner centered material and curriculum development by increasing learners' motivation and encouragement for impactful EFL teaching.

Khan et al. (2020) found that more than 64% primary school teachers claimed that they are following the recent teaching method CLT to teach English to their learners. However, none of these teachers cannot defined what are the tasks that they are approaching in an EFL classroom that CLT suggested for effective learning. Researchers identified that, due to the lack of an organized teachers training and knowledge about CLT curriculum, teachers are approaching traditional teaching methods influenced by GTM as they do not have any other way. Through student interviews, Khan et al. (2020) found that more than 56% of the students are interested in learning English by using pictures, 12% are interested in audio learning and 8% learners are interested in video learning techniques. However, due to the lack and limitations of the digital resources and budget, teachers cannot provide digital learning to the learners which ultimately

demotivating students' learning enthusiasm. To overcome these challenges and limitations related to teachers' inefficiency and lack of digital and classroom resources, researchers suggested that the government should take these issues in consideration and the very first initiative that they can take is giving an organized and structured training to these primary level teachers. Also, the government should provide technological advancement and required classroom resources and materials such as digital learning equipment to the primary schools and teachers so that they can properly utilize the CLT method and fulfill students' learning perceptions and needs by motivating them (Khan et al, 2020).

EFL learning and teaching has become a prime concern especially in rural school context compared to urban schools. Due to the lack of an appropriate education policy, language learning and teaching limitations and obstacles in poorly equipped classrooms, language teachers and training deficiency are the root causes in the drawbacks in L2 learning in rural primary schools (Faisal & Ali, 2021). Researchers found that the output of the learners are very poor because most of the learners do not understand teachers' instructions clearly. Also, learners are very uncomfortable because of the classroom setup. One of the significant issues in the classroom was the authoritative approach which makes young learners threatened and stressed rather than feeling comfortable with the teachers. For enriching EFL learning in the rural atmosphere, these are the significant issues that the government should acknowledge and solve such as reconstructing primary schools with colorful and motivating atmosphere, sufficient furniture and required resources, learning needs to shifted from authoritative approach to learners centered approach and establishing a communicative and friendly relationship between teachers and learners for meaningful L2 acquisition (Faisal & Ali, 2021).

Sufian and Rahman (2024) found that, due to the economic and social crisis, most of the parents cannot send their children to the school because it is difficult for those families to afford additional materials to teach their children. Researchers also found that teachers are not motivated enough to utilize updated teaching techniques and materials to teach students. As a result, 56.7% of students claimed that teachers do not conduct tasks such as group work or peer work for L2 acquisition. Also, 70% of the students claimed that, in an EFL class, most of the time teachers dominate the class where students do not have enough accessibility to ask or participate in any issue other than listening to the teachers only (Sufian & Rahman, 2024). Finally, frequent natural

disasters in rural coastal areas are limiting and conflicting their economic stabilities. As a result, most of the learners are being dropped from school and cannot continue their academic progress at all. To reduce these challenges, researchers suggested that the very first thing that the government should do is take steps to reduce the impact of natural disasters on rural areas and its impact on those families. Also, along with the primary books, it is required that the government should also provide external materials, such as paper, pen, pencil to make sure that the learners from economically vulnerable families can continue their education. Finally, both MoE and NCTB should initiate the necessary steps to motivate teachers in rural areas and train them with modern teaching techniques and materials. So that these teachers can improve the overall learning environment by enhancing their teaching skills and ability as per the context.

2.4 Research gap

Existing literature focusing on primary schools EFL teaching characteristics has explored some of the EFL teaching practices in different geographic areas of Bangladesh. Previous research data also depicted some of the fundamental challenges that contribute to the drawbacks of EFL teaching in Bangladeshi primary schools in rural areas. However, it was never been addressed that why and how these limitations and challenges are emerging and what are the internal perhaps root causes of these continuous of problems. Additionally, particularly rural areas in Gopalganj, there is almost no such research conducted until now which is a significant gap and lacks the current status of EFL. Also, this research wants to identify that after multiple reformation of EFL curriculum in Bangladesh and frequent changes, what is the current progress or overall condition of primary EFL education atmosphere in rural areas. As a result, to fill the research gap on current EFL teaching trends and challenges in Gopalganj, this research is certainly important to identify various significant issues that are interrupting EFL teaching and learning performance, along with solutions for enhancing the overall EFL teaching and learning atmosphere in Gopalganj.

Chapter 3: Research Methodology

This chapter portrays different stages of methodology that has been conducted to procure required data from the field and its analysis for this particular research. The total process has been divided into seven sections: Research design, Data Sampling, Participant of the study, Data collection procedure, Data analysis procedure, Ethical consideration, and Researcher's positionality.

3.1 Research design

This research aims to investigate the current EFL teaching trends, practices and techniques that are being utilized in four different government primary schools located in Kashani Upazila in Gopalganj district of Southern part of Bangladesh, along with the challenges and possible solutions to overcome. As this research aims to understand the current teaching characteristics and challenges in rural primary schools without pre-selecting any particular steps for maintaining procured data flexibility, and it has followed the qualitative research design to identify and understand an in-depth and diverse scenario of the issue (Dornyei, 2007, p. 37). Interview questions have also been structured following qualitative data collection tools ensuring that the participants are permitted to answer the following questions without delivering any preconceived hypothesis (Cresswell, 2012, p. 205). To understand the central phenomenon of this research agenda, the participants and sites for the semi-structured interview and observation have been selected following the Purposeful Sampling tool to understand the authentic scenario of the targeted agenda (Patton, 1990, p. 169).

3.2 Data sampling

To procure authentic and practical data on current teaching practices and techniques that are being used in rural primary schools, multiple observations were conducted following Jack C. Richards's classroom observation tool on different groups of students who are currently studying in class IV in four individual primary schools located in Kashani, Gopalganj. Individual EFL classrooms were observed for three days. Purposeful Sampling tools were approached as the researcher intentionally selected a few particular sites and people to understand different issues and possible solutions on a particular agenda.

3.3 Participant of the study

As participants, six individual primary school teachers were requested for an in-person interview session as per their convenience and administrative permission. All the selected participants are currently in service in different primary schools at Gopalganj as EFL teachers. Hence, these are the participants who were considered as ideal individuals for answering all the open-ended questions that have been designed for this specific research. All the participants have various educational qualifications, and received various teachers and multiple curriculum training. Maximum variation sampling has been approached to ensure a diverse range of data regarding different teaching practices and challenges in the targeted area. Participants have experiences teaching at different levels and scenarios also varied in terms of gender as well. The following represented the entire sample of teachers surveyed: (See Table 1):

Table 1: Participant Samples (Teachers):

Teachers Participants	Gender	Education (Last Degree)	Trainings Training	Year of Professional Teaching	Current Position
TP-1	Female	M.A in Commerce	DPed, TMTE	9 Years	Head Madam/EFL Teacher
TP-2	Male	M.A in English	DPed	1.5 Years	EFL Teacher
TP-3	Male	M.A in History	DPed	1.5 Years	EFL Teacher
TP-4	Female	M.A in Political Scien	DPed, TMTE	8 Years	EFL Teacher
TP-5	Female	M.A in Bangla	DPed, CBL	12 Years	EFL Teacher
TP-6	Female	M.A in English	DPed, C.P.Ed	28 Years	EFL Teacher

DPed: Diploma in Primary Education, TMTE: Training of Master Trainers in English, C.P.Ed: Certificate in Physical Education, CBL: Content Based Learning

3.4 Data collection procedure

The data collection has proceeded following the Purposeful Sampling tool for both participants' interview and classroom observations. The data collection process followed Qualitative Data collection design as the researcher has intentionally selected six interview participants (EFL teachers) from different schools and four individual sites (primary schools) to understand the central issue and phenomenon. Note taking, audio recording digital tools were utilized to collect interviews and classroom observation data. Pertinent interviews were conducted following a semi-structured process ensuring participant flexibility and data fluidity. Interview-questionnaires were designed followed by open-ended question design and emerging question design ensuring a complete freedom and flexibility on participants' answers and suggestions. To collect data from different EFL classrooms, Jack c Richards's classroom observation tool was followed to understand a group of teachers teaching practices and techniques in four different schools in targeted area. Additionally, Maximum Variation Sampling was followed by selecting four different teachers with different education backgrounds and training and experience to identify and understand individual teachers' teaching strategies.

3.5 Data analysis procedure

A Qualitative data analysis method has been approached to analyze the collected data from participants interviewed as audio format, field notes and classroom observations. The interviewed audio recorded files have been encoded as text data using the Qualitative Transcription method. Using NVivo 14 windows coding software, a Deductive Coding and Labeling approach was conducted along with the initial coding approach and line by line coding approach to characterize and specify the core variables of the original data extracts and to specify diverse information into different sub-categories and themes. All the coded data has been organized as per thematic sampling order.

3.6 Ethical Consideration

Prioritizing the ethical principles and privacy of the participants, a week prior to the interview session and classroom observation, all the different school participants (teachers) were informed. Additionally, using digital communication tools, such as mobile phones, the researcher has explicitly described the objective of the research and its aim that the study is inclined to

achieve. Every single school's EFL classroom was observed for three days a week with the full permission and cooperation of the principals and the dedicated EFL teachers by maintaining their comfort zone. Before recording the interview audio and notes, every participant was made aware of the data collection process.

3.7 Researcher's positionality

Fahim Ibrahim Chowdhury is a Bangladeshi citizen and currently one of the students of the University of Liberal Arts Bangladesh, pursuing his B.A. in the Department of English and Humanities. As a major, he is concentrating on Applied Linguistics (TESOL) and is currently performing his thesis for contributing a sustainable, futuristic, and effective English language acquisition atmosphere precisely in rural areas and enriching global communication and relationships between Bangladesh and foreign affairs.

Chowdhury, was brought-up individual in an English culture in an urban area. However, he spent two years of his school life in Gopalganj, classes 7 and 8, which was a Bangla medium environment, and had problems and difficulties communicating in the rural atmosphere in 2008 and 2009 as both learners and teachers in rural areas are reluctant to speak in English other than Bangla. As a result, this experience has brought the researcher to conduct his undergraduate thesis research in the particular location not from the biased and predetermined point of view of accusing or criticizing the rural schools but with an anticipation of how far the EFL education has developed within these years.

This research tends to understand the current atmosphere of EFL teaching and learning in Gopalganj along with the sustainable solution from an eclectic mindset and experience for developing a sustainable English as a foreign teaching and learning environment in Gopalganj.

Chapter 4: Findings and analysis

This particular section has fragmented and depicted the key issues that were obtained through multiple surveys and interviewed data collection. Every participant was selected with unmatched education background, teaching experience, and training experience, ensuring diversity and fluidity in the procured data. Apart from questionnaire-based interviews, detailed discussion was conducted to understand some of the issues beyond the formal atmosphere. Since the central purpose of this research is to answer the research questions. The findings of the study were synthesized using thematic sampling order.

4.1 Current EFL teaching practices through interview and classroom observation

To understand the agenda of the targeted issues, four government primary schools EFL classrooms were investigated for twelve days. Each EFL classroom with individual teachers' teaching practices was observed for three days for stabilizing comfort zone and cooperation between teachers and researchers for generating authentic information. Through classroom observations, discussion and participants' interviews, this study revealed that the primary school teachers who are currently in-service in the Gopalganj are living in a paradoxical situation caused by the unclear, frequently changing curriculum and TG instructions.

According to the statement of six interviewed teacher participants TP, all had completed their post-graduation degree and each teacher had a degree in a different department such as (See Table 1), which represents that all the teachers are apparently educated and efficient for teaching English to the primary level student. Additionally, among these six interviewed teachers, four have different teaching training.

Through the interview session, teachers mentioned that, as per the NCTB's instruction and developed lesson plan, teachers are following "Skill Based Education Curriculum" under the Communicative Language Teaching (CLT) and Total Physical Response (TPR). However, teachers mentioned that they have only received three days of "Skill Based Education Curriculum" training for class one to five which is certainly not enough for teaching EFL in rural contexts, also impossible for a teacher learning all this information and teaching techniques within three days. During the interview, teachers mentioned that they are following some of the general teaching characteristics under the CLT curriculum for effective EFL teaching such as greeting students

before starting the class, sharing each other's thoughts about family, society, physical and mental health to establish a comfort zone for taking students out of the traditional teaching atmosphere which was observed during classroom observation. All four investigated schools initiated greetings and general communication prior academic progress.

4.1.1 Utilizing Lesson Plan and Teachers Guide (TG) from 2023 in 2024

During the investigation it was found that the teachers are following the lesson plan to teach EFL learners in government primary school. However, as per the statements and administrative documents provided by the head teachers of different schools, it was found that all the investigated rural primary schools are following teachers guide TG and lesson plan from 2023 because the developed lesson plan and TG for 2024 was by NCTB and MoE was not sent to the rural primary schools at Gopalganj until 18th of June, 2024. As a result, from January 2024 to July 2024, teachers had to follow backdated lesson plans to teach students which is now conflicting with the 2024 lesson plan and teachers guide and interrupting the overall classroom teaching and learning atmosphere. Both teachers and students are going through uncertainty with the new lesson plan and teachers guide as they received in the middle of the. All government primary schools located at Gopalganj are going through the exact same issue. During the interview TP-3 mentioned,

We are in a very problematic situation. We stays occupied and stressed with adopting the frequent non-contextual curriculum changes rather than concentrating on students learning efficiency and betterment which seriously disrupting our performance, time and patience.

The head teachers also mentioned that they have not been provided the teacher's guide (TG) and 2024 lesson plan to teach their students till July 2024 which is supposed to be provided in January 2024. During the interview and classroom observations it was revealed that the EFL teacher was using the 2023 (TG) and lesson plan to teach students from the 2024 batch.

4.1.2 Minimal use of technology and audio-visual learning materials

According to the new curriculum directed by NCTB, audio-visual learning has become mandatory for young learners in the era of digitalization. During the training period, teachers were highly encouraged by teachers' trainers to facilitate digital learning for encouraging and motivating learners for effective EFL learning. However, in practical context, teachers can not initiate digital learning in the institutions because they do not have enough internet, proper devices, and expertise for initiating digital learning. Teachers mentioned that,

The devices that NCTB has provided to the rural primary schools are low quality products with technical faults and some of the products are out of order to be utilized and perform.

However, teachers are so passionate and sincere that they pre-download some of the digital materials on their own mobile device and initiate one single class in a week even though that is not sufficient for promoting and maintaining the new curriculum 2024 because mobile devices are very small to see pictures or watch videos from behind of the class. During the digital audio-visual learning class using mobile devices, this problem was very transparent which significantly interrupted learners' participation and made the overall classroom noisy and increased learners stress and anxiety level.

4.1.3 Bangla as primary MOI in an EFL classroom

All six participating teachers emphasize on the importance of encouraging students to interact in the EFL classroom as they believe, through interaction young learners can learn English faster and better. During the classroom observation, all four schools EFL teachers initiated simultaneous interaction with the students. However, one of the concerning facts that questions the effectiveness of this interaction is that the teachers continuously initiated Bangla as a medium of instruction MOI to teach English in an EFL classroom (Class 4) which certainly emerged a question of how the use of complete Bangla as MOI can help students learning English as foreign language. During the discussion period interviewed teachers mentioned,

We do have significant EFL efficiency gap which do limit us using English as MOI. As a result, we do conduct Bangla majority of the time. Also, due to the reduced practice of English in our daily life in rural context, apparently, we have lost somehow its regular fluency.

Teachers pronounced certain English words as lesson repetitively to make sure students learn those pronounced words through remember which additionally recalled the traditional teaching method GTM other than CLT. Unfortunately, the majority of the participants' English pronunciation was not up to the marks. Some of the teachers' pronunciation was assuredly wrong. As a result, students also pronounce words with the wrong phonological sound and syntactic pattern which is alarming.

4.1.4 Absence of CLT activity in the real world of EFL classroom

Prioritizing learners' cognitive development and active interaction in L2, CLT refers an authentic and activity-based content output and input strategies such as, role-play, group or peer-based activities and tasks, teaching using songs, pictures and playing different task-based games which initiate communication in targeted language (Freeman & Anderson, 2011, p 115-127). During the interview, out of six teachers' participants, TP1, TP2, TP3, TP4 and TP5 stated that they practice different activity and task-based learning techniques because the current teaching material developed and suggested different activities following CLT teaching method. However, during the class observation, there was no noticeable task or activity-based learning in any of the classes other than typical peer and group based general conversation. On the other hand, TP6 was struggling with recognizing the specific tasks and activity-based learning due to the lack of concrete training and teaching knowledge. When TP6 was requested to specify some of the teaching techniques that she generally conducts in an EFL class, she was unable to specify any particular task other than reading aloud multiple times and writing. Sometimes teachers also dictate the specific lesson when students encounter difficulties with reading the lesson. Additionally, TP1 and TP2 states that, because their schools are located in an absolute remote and delta area, most of the students belong to illiterate and low socioeconomic families.

4.1.5 Use of traditional assessment policy from GTM in CLT curriculum

In an EFL class, assessment policy is one of the vital aspects to understand learners' acquisition progress, learnability, challenges they are facing and possible solutions for further effective teaching which are absent as per the interview and classroom observation data. Assessment is one of the vital issues through which teachers can understand learners' level of ability, can distinguish strong and weak performance, understand learners' current stand in a learning domain, can change and influence decision making and finally can identify learners' readiness for the next input (Papp, 2019, p 394-395). During the interview session, teachers were found inefficient and did not have enough knowledge about CLT assessment policy or daily performance-based evaluation for evaluating an EFL learner implemented by NCTB. Teachers only focus if the learner can remember and pronounce the vocabulary and write it on the paper which strongly indicates the GTM assessment policy or teacher centered assessment strategy. Teachers do not assess students' pronunciation, ability of using the vocabulary to communicate or their learning ability. Most of the teachers only underlined students' mistakes by giving feedback only about the spelling mistakes by writing the correct spelling. Teachers also do not revisit the lesson that students made and do not conduct any extra class for learners to better understand the lesson because the Teacher's Guide TG and Lesson Plan LP provided by NCTB do not allow teachers to take an extra class on the same lesson due to its pre-structured day to day lesson plan. No pronunciation test, acquisition progress and communication ability were checked or conducted students' self-assessment strategy because teachers themselves had no clear idea about the assessment policy the CLT offers or the daily performance-based evaluation policy by NCTB. Many of the teachers accused authority as they received no training or provided any instruction about modern assessment policy to evaluate EFL learners.

4.2. Challenges in teaching English as a foreign language

Challenges in teaching English in a non-native country such as Bangladesh is not surprising. However, in the past 53 years of the Emergence of Bangladesh until 2024, only 12% of 173 million the total population can speak in English and majority of this 12% belongs to the urban area. In contrast, learners from rural areas are always impacted with some uncanny and unrivaled challenges that always remain unsolved. Previous researchers have talked about some fundamental challenges such as ineffective teaching, limitations in logistics and many other vital

aspects in teaching EFL in rural contexts. However, there are many significant gaps that have never been investigated and perhaps remained uncovered. This section has revealed some of the dogmatic principles in rural primary schools that has become a legacy to conduct unethical practices following the ideology of dynastic succession of power holding individuals. It has also explored some of the key reluctance and failure in administrative level that has a great negative impact both teachers and students mental and learning and teaching performance.

4.2.1 Ineffective teachers training and readiness

Teaching EFL to the students, especially to the non-native learners, two of the most significant aspects that need to be ensured are effective in-service and pre-service curriculum training and teachers teaching readiness (Sullivan & Week, 2019; Rich, 2019). In Bangladeshi primary schools, teaching English to the young learners, a proper curriculum training and teaching readiness are fundamentals, more specifically in rural contexts due to the diverse cultural and economic setting. To ensure learning through communication and a student-centered learning atmosphere, in 2023, NCTB has completely reformed the primary school curriculum and reprinted all the EFL books in CLT teaching strategy. Also, teachers guide (TG) and lesson plans have been reformed according to the curriculum implemented by the Ministry of Primary and Mass Education. However, during the interview, it was found that out of six, only four EFL teachers have received pre- and in-service teachers training, such as CLT, TMTE, and others, while the other two teachers did not receive any training other than the basic DPED, trainings for joining a primary school. Teachers also mentioned that they have received “Skill Based Education Curriculum” training under in-service training in 2023, which was conducted for three days only in Gopalganj. All six interviewed teachers mentioned that they have not received any significant knowledge and learned anything specific that they can contribute in an EFL classroom due to the unsatisfactory and short training period. Teachers mentioned that,

We were trained the whole SBEC curriculum from class one to five within three days which remained absolutely ineffective as both trainers and training processes were unclear, one-sided and impossible to adopt and understand due to the lack of training time and the absence of practical practice sessions.

Due to the gap of transparent and complete knowledge of the previous CLT and SBEC curriculum, almost every teacher has been struggling with the new curriculum principles and policies in 2023 which made the English teaching and learning environment extremely difficult and challenging even more. Additionally, teachers also stated that NCTB is partially responsible for the ineffective and uncertain EFL education in Gopalganj because of their frequent curriculum reformation without our concern and feedback. Teachers claimed that in 2023 more than three times NCTB has changed and reformed the grading plan, syllabus and TG of the primary education curriculum. While an EFL teacher tries to adapt with the reformed curriculum, without any pre-notice, NCTB instructs to follow another curriculum which negatively impacts teachers psychological state and unnecessarily interrupt their overall performance and teaching strategy. Teachers claimed that due to the frequent changes in curriculum multiple times in a year without teachers' concern, current EFL teachers are even forgetting with their own teaching techniques and confused with which particular teaching trend that they should follow.

4.2.2 Mismanagement in the administration

One of the prominent aspects that simultaneously interrupts the overall EFL teaching in rural areas is the lack of administrative focus. During a discussion, teachers stated that the authorities NCTB, MoE has less focus on the rural primary schools, particularly in the remote areas. Responsible ATEO's and TEO's carry a hostile behavior to the schools' head madams and teachers and do not visit schools for any discussion or listen to the teachers' difficulties at all other than harassing by unnecessarily issuing show-cause penalties on the teachers by deducting their basic salary and holidays. Administration does not reply to any emails, calls or messages of any school authorities or head madams regarding any academic, administrative or logistical support in emergency situations which has developed an uncertainty on only in EFL teaching but the overall education performance as well. Interviewed teachers also complained that, since January, 2024

until July, 2024 they are using teachers guide (TG), and lesson plans from previous year 2023 because they did not receive the updated 2024 (TG and lesson plan until July, 2024 which are some of the vital issues that continuously challenging teachers' everyday performance. Apparently, this backdated lesson plan conflicts with the 2024 published books because of different years. As a result, some of the schools have developed their own lesson plan to rescue these conflicts as much as possible. Teachers also discouraged the daily students' performance evaluation policy other than half and yearly evaluation process through mid and final examination. Teachers mentioned that they are not prepared for individual evaluation policy because they have not received any training from NCTB or MoE about the strategy, structure, process and rules of this grading system. Also, the daily evaluation process is an impossible process to conduct in a rural context because a forty minutes class time is not enough for conducting the process without technological devices. Because, the individual daily evaluation process takes a lengthy period of time to write down on the hard paper and consumes a large amount of time in the class.

4.2.3 Lack of societal and financial motivation

Especially since the last five years, the Ministry of Education and NCTB remain occupied with reformation of the primary education curriculum and overall improvement of educational atmosphere. However, there was no discussion or initiative taken by the government organizations that talked about the importance of increasing the basic salary of primary school teachers along with additional facilities. According to the government-run primary school pay scale statistics, primary school teachers' salary is between 11,000 bdt and 26,590 bdt under the 13th grade pay scale, which is insufficient for a teacher who has a family to take care of. A newly joined teacher's salary starts at 11,000 bdt who has completed his/her graduation and post-graduation from public or private universities. During the interview session, teachers stated that,

I feel so helpless and suffocated working as a school teacher because the low pay scale always reminded me that I am not well treated and respected as a teacher and surely my passion is not well prioritized or understood by the society. Here people are reluctant to respect as much I deserve.

Two of the interviewed teachers from the list, TP-2 and TP-3 were appointed as EFL primary school teachers in 2023 with a very poor pay scale of 16,562 bdt. They have completed their honors and masters degrees from one of the prominent public universities in Bangladesh with a first-class academic achievement. However, they will soon leave their jobs because of the low pay scale, which is apparently not sufficient for living by fulfilling their basic needs. Teachers also mentioned that the government has also stopped the primary school teacher's promotion system with no legitimate reason. It seems like the government is reluctant about discussing primary-level teachers' voices of needs and problems. In 2023, a total of 182 primary school teachers were appointed in Gopalganj. However, from the newly appointed teachers, 162 have abdicated after a few months or close to a year of their service due to the poor pay scale and doubtful future as a primary school teacher. From newly recruited teachers in 2023, only 20 teachers are currently in-service in Gopalganj. As a result, there is an extreme crisis of EFL teachers, which is affecting the EFL teaching and learning efficiency.

Another problematic issue that causes unwillingness in efficient teachers working in remote areas is the lack of the acknowledgement of their identity. During the interview teachers mentioned that in the village area they do not receive enough respect because the majority of the village people believe that these teachers are not efficient and unable to receive jobs in any other places. As a result, teachers join as primary school teachers because it does not require much of an education. With this irrational belief of teachers' inefficiency, the majority of the village people disrespect them by calling them “bhai,” or “apa” other than sir or madam. Due to this unfriendly behavior, many of the effective teachers departed and resigned as they do not receive the basic courtesy in rural areas. During the class observation, it was also observed that the village people entered the class without teacher's permission or greeting them and complaining about their children's poor result and other issues by calling teachers as “tumi” other than “apni” which seriously questioned their identity also, interrupted both teachers' self-respect and classroom overall teaching atmosphere, especially in front of a guest who is observing the classroom.

4.2.4 Conflicts between modern techniques and religion ideology

Bangladesh is a religiously shaped country where 91% of the total population of Bangladesh is Muslim and 9% of the population are holding other religions such as Hindu, Buddhist and Christian according to the, “2022 Report on International Religious Freedom: Bangladesh” report published by the U.S Department of State. As a result, the majority of the people in Bangladesh follow the lifestyle framed by the religion ideology, particularly in rural areas such as Gopalganj. During the interview session, teachers mentioned difficulties of implementing modern teaching techniques because the recent modern curriculum and teaching techniques violate their religious morality and become threatening for their children, especially girls. Teachers mentioned that the learners' parents do not prefer task-based learning such as, singing, dancing, group work or peer-based learning because during these activities both girl and boys do interact which surely is a threat for their child and adulthood. Village people believe that these modern techniques are influencing both boys and girls to think and initiate different inappropriate stages in their childhood and adulthood as these teaching techniques are reducing the gender gap in terms of children's physical and psychological safety. Also, the “Skill Based Education Curriculum” such as, learning through dancing, cooking, singing, and other activities is violating the religious perspective and ideology in village areas. In 2023 in Gopalganj, the overall gender-based dropout rate is 15.5%, where more than 16.51% are boys and 13.42% are girls (Bangladesh Ministry of Primary and Mass Education, 2023). Teachers believe, this dropout rate is highly influenced by the religion ideology just after the economic instability in rural areas. During the investigation and survey, it was found that the majority of the primary school dropout students are currently studying in different Madrasa institutions under the Qawmi Madrasah's education curriculum to avoid free mixing and maintaining the legacy of religious ideology. Interviewed teachers believe that the modern curriculum is perhaps effective for urban areas, but it is partially conflicting in the rural context.

4.2.5 Interconnection between political influence and logistical limitation

In rural primary schools, limitation in and logistics, such as table, chair and students seating benches in the classroom is a common scenario. These limitations of educational components and materials simultaneously disrupt the overall learning progress not only in EFL classrooms but the overall education efficiency as well. In the interview session, head teachers of different schools mentioned that, every time the government allocates funds for the school's infrastructure development, purchasing necessary equipment, such as teachers table, chairs, library shelf, students study benches, board, students field playground equipment and other materials. A govt. primary schools can purchase all these equipment by announcing a purchasing tender notice under the procurement section. It has been years that these tender processes are being controlled by the local politicians and leaders who illegally take the purchase order from different schools. Head teachers of individual schools complained that, after getting the procurement tender, these people did not fulfill the necessary requirements of the schools. Instead of purchasing all the listed order items, they only provided a few low-quality items from the market and embezzled the tender money by forcing the school head teacher.

Because of the unethical tender procurement system, every time huge amount of money is being steal from many of the schools in our area. We cannot stay anything. They have got political muscle. Fighting with them is life threatening.

This irrational process has become a curse for almost every school in Gopalganj, particularly in Kashani union. During the investigation, it was found that all four schools are suffering from insufficient logistics and materials, such as teachers seating chairs and tables, lack of students' classroom benches and study tables, and there were not enough lights and ceiling fans in the classroom. As a result, both teachers and learners were suffering because of high heat and lack of visibility as well. Event paints on the walls of each classroom are slowly falling off which takes both learners and teachers in a gloomy atmosphere. Teachers believe, these limited flexibilities and politically influenced atmosphere is directly interrupting the overall EFL learning in rural context along with disrupting the overall primary school administrative atmosphere.

4.2.6. Climate, Socio Economic Limitation and Impact of Village Installment

Socio Economic limitations is one of the common issues in Bangladesh, particularly in rural areas near the riverine areas such as Gopalganj due to the regular natural disaster. In Gopalganj, more than 54.12% of the population are dependent on agriculture and fisheries and 38.26 % of the population are dependent on other services such as auto rickshaw or van driver and more than 70% of the total population are below the low-income level (Statistics and Informatics Division Ministry of Planning, 2022). However, due to the natural disaster, and low fertile soil, both agriculture and fisheries productions are impacted. As a result, majority of the parents are reluctant to send their children to school as they cannot afford books, pencils, pens and other educational material for education. However, school teachers are continuously trying to convince learned parents by discussing the importance of education, and also providing a certain amount of to those parents from their personal fund. So that parents can bring education material to their children. During the school investigation it was found that, in the morning shift, almost in every class, more than 3 to 5 students did not have their breakfast before coming to the class. Teachers have been seen sharing their breakfasts with students so that no students sit in the classroom on an empty stomach. Teachers also mentioned that, many of the learners are sent to the school by their parents so that students can eat nutritious and healthy food such as meat, chicken and fishes as most of the teachers share their foods with the students who are from working class. In these circumstances, EFL teaching has become more problematic, perhaps impossible where teachers are already struggling with stabilizing the overall education atmosphere due to the economic limitations. In Gopalganj, many of the low-income households are being affected by the local bank loan “kisti.” Due to the interrupted natural river flow of Madhumati River located in Gopalganj, a vast number of farmers and fisheries are being affected due to the lack of sufficient river water and alluvial soil which is extremely important for natural agricultural and fisheries production. As a result, they have switched their occupation from agriculture to auto van driver. However, due to the increased loan interest, many working class families' land and properties were taken over by the bank and migrated to different places as they could not pay the installments including the loan interest. Participated teachers believe that the socioeconomic limitations and crisis has a deep impact not only in EFL learning but the overall primary education system as well. In this case, before expecting the EFL efficiency in rural areas of Bangladesh, the government needs to stabilize the economic condition as well.

Chapter 5: Discussion and Conclusion

This particular chapter discusses the insights and anticipations that have been achieved from the collected data throughout the research process. Additionally, it interlinks all the data followed by the research questions with the key facts and delivered an interpretation that urged and drawn a line by addressing the major conflicts that interrupting the overall EFL learning in Gopalganj, also what the immediate actions that can be taken to stabilize a sustainable EFL learning atmosphere along with an all-inclusive primary education environment.

5.1 Discussion and suggestions

According to the findings, the current EFL teaching practices in Gopalganj is in an unstable condition. As per the previous research on this agenda, it was noticed that the majority of the research found primary school's teacher ineffective, inefficient and are the primary cause of the drawbacks of EFL learning in rural areas. However, in this research the findings apparently showed a different scenario and mostly found administrative instability, untrained teachers, low pay scale and teachers identity crisis, unwanted political intervention and economic crisis as one of the major causes that negatively impacted English acquisition in Bangladesh.

One of the very first things that is important to enhance English acquisition not particularly in Gopalganj but in every rural scenario in Bangladesh is to create a cooperative relationship and mindset of acceptances between primary policy makers and school teachers' policy makers by abdicating the hostile behavior of the administration toward EFL teachers. Administrations such as NCTB and MoE must maintain a dependable relationship where both of the parties must discuss and listen to each other before making any decisions regarding the educational, societal and economical challenges that both teachers and students are going through. This relationship surely helps the administration and policymakers to reshape Bangladeshi EFL curriculum as per the context. According to the findings, it was explicit that the policies that the government made, the curriculum that the government modified, and the decisions that the ministry took had no connection with the actual teaching context, location, culture and teachers' needs. It seems like a dogmatic attitude of policy makers toward Bangladeshi primary level curriculum which seriously lacks its authenticity. As a result, teachers found difficulties adopting the frequent reformation of curriculum, grading policy and teachers guides. This is the specific situation that has been caused because both MoE and NCTB never acknowledged teachers'

feedback or even tried to understand what they had to say. It is certainly important that the administration must discuss with teachers from every place around Bangladesh before revising and reforming the curriculum. So that the developed curriculum can be authentic, culturally associated, have the eligibility of adaptation in different religions and geographic locations and also become recognizable for EFL teachers (López-Gopar, 2019; Weinstein et al., 2004). Additionally, all the materials must need to be delivered on time in every primary school. So that both teachers and students stay updated according to the recent teaching and learning techniques.

For ensuring an optimal teaching environment, it is important to ensure that the EFL teachers are efficient in terms of efficient teaching knowledge and have practical experience and training to adapt with the learners and culture as per its context requires and deliver an optimum performance (Rich, 2019). However, as per the research data, the majority of the EFL teachers are not efficient and lack a certain practical knowledge about modern teaching techniques and curriculum. As a result, they continuously fail to adapt the modern curriculum that is implemented by the administration, and also cannot adjust with the frequent changes as well. However, according to the findings, it was identified that, due to the inappropriate, short-time, limited teachers training given by the administration, teachers were unable to understand modern teaching strategies and techniques. In this situation, both MoE and NCTB need to be diligent in enhancing the teachers' pre-service and in-service training by extending the training timeline and ensuring the practical level of practice before they are going to apply in an ESL classroom. Along with that, it is important to make sure that the trainers are efficient enough and have enough knowledge about techniques and methodologies. It does not concern if they are teaching in a primary school or university. Every school teacher must have an idea of differentiated instructions such as, CLT, Desuggestopedia, TPR, CBS/CBL for teaching EFL. DI will provide a diverse range of teaching techniques and strategies that they will be able to apply according to the context (Sullivan and Weeks, 2019; Nunan, 1988; Er, 2013; Freeman and Anderson, 2011).

Low pay scale is one of the most primary reasons that MoE and NCTB cannot afford particularly in rural areas. Due to the limited and extremely low pay scale teachers who are more efficient, trained and advanced educated, are not inclined or encouraged to work in a remote area because they have plenty of better opportunities in urban locations. Also, in rural areas, there is a myth that teachers who join government primary schools are ineffective, inefficient and do not

have any other place to go which also questions teachers' identity. Enhancing the EFL acquisition, it is mandatory to recruit advanced and experienced teachers in rural areas. However, to do that, the government must ensure two things, one: increasing primary school teachers' salary as per their previous experiences, education and training accomplishment, and two: government needs to present and clear the myth regarding teachers' qualifications in a rural atmosphere.

Political intervention is one of the root causes that is currently interrupting educational institutions in Bangladesh, and the most affected places are the rural primary schools such as in Gopalganj. Because rural primary schools are not as explicit as urban schools. As a result, political affiliation and individuals can significantly take control over educational affiliations, particularly aspects associated with the fund or money. Investigated data and statements of principals and teachers prove that the political individuals or leaders have a strong interference in taking illegal control over tenders and purchasing orders that are being called by the primary schools. From the allocated money for logistics and educational equipment, around 70% - 90% of the funds are being embezzled or looted by the parties forcefully. This irrational interference of these unethical orders has become a legacy that simultaneously creates limitations in logistics and educational materials in Gopalganj. As a result, the crisis and limitations of equipment in government primary schools always remain the same which has a continuous impact on both EFL and general education learning. In this case, one of the fundamental aspects that the government needs to ensure is to identify the direct or indirect interferences of these affiliations related to funding, purchasing order and tender processing along with dismissing their license as a participant. These steps can surely reduce the inherent limitation and logistic crisis in government rural primary schools. Also, will reduce the overall mental stress of administrative bodies in school and gradually create a vibrant and effective EFL teaching and learning atmosphere in rural areas.

The socioeconomic crisis has become a curse for the people of Gopalganj, and one of the major reasons is the unsustainable economic fluidity and resources due to the frequent climate disaster. Majority of the people depended on agriculture and fisheries, which precisely depended on river water sources. However, due to the lack of water level in the Madhumati River, farmers and fisheries are not able to produce enough. As a result, the middle- and working-class community is involved in taking loans with high interest, which they are unable to pay, and losing their livelihood and inherited land as well. Because of the financial crisis and sustainable livelihood,

people cannot serve their basic needs of life, such as food, medicine, and fabrics. As a result, they cannot think of their children's basic education where EFL is beyond context. In these circumstances, one of the first initiatives that the government can take is to stabilize people's livelihoods as a first priority. Which means the government should take initiatives that will create a sustainable livelihood according to the context, for instance, initiating alternative water reservation and sourcing processes. Secondly, the government must initiate different training and financial support that can help the community. So that they can utilize the financial support to stabilize their financial crisis by doing local business or farming and also reduce the damage that occurs by the climate disaster. Different private and non-profit organizations can be involved for more effective impacts from different regions of Bangladesh. In this case, the Ministry of Environment, Forest and Climate Change has a big role to perform. Additionally, the administration must take steps along with the district commissioner to identify unethical loan giving policies in rural areas. These initial steps surely will ease the overall likelihood of the community people. Only after taking these steps by stabilizing their livelihood, gradually the overall education and effective EFL acquisition will be possible. Because, after fulfilling the basic needs of local people and their sustainability, both parents and students will be able to afford the education and will feel motivated to learn and acquire.

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Appendices

Appendices 1: Consent form

Research consent form for participants (Teachers)

Research title: *Investigating the Practices and Prospects of English Language Acquisition in Bangladeshi Rural Schools*

Researcher: Fahim Ibrahim Chowdhury

Introduction: Dear, **Sir/Madam**, I would like to perform my thesis/dissertation research under the supervision of Al Mahmud Rumman, senior lecturer (DEH) and the authority of (ULAB) certainly your participation is voluntary. Hence, you may relinquish yourself and your affaires from the research anytime perhaps any stage of the research. I am cordially requesting you to read the form and feel free to ask me any question if you are inclined to participate.

Purpose of the study: This research aims to investigate the current EFL teaching and learning atmosphere in rural context in Gopalganj, Bangladesh. It aims to identify the current teaching and learning strategies that teachers are using in pastoral areas along with the challenges that the teachers are facing due to limitation and associate difficulties. Your participation will contribute valuable insights and guidelines to conduct this rigorous journey.

Procedure: If you decided to participate, you will be requested to:

- Allow the research to conduct interviews and class observations at your school.
- Share your ideas and feedbacks about the agenda that the researcher will ask you about.
- Cooperate the researcher with any off the record question if the research requires to.
- Allow the research to take notes, and recode audio file during the interview.

Possible risk factors: Participating in this research will bring no minimal harm or risk.

Voluntary Participation: You can refuse to participate or withdraw your consent at stage of the research, since your participation is voluntary.

Confidentiality: Your conveyed information and identification will be kept confidential. Additionally, the given information will be used for research and publication, public speaking only. Pseudonyms will be applied on the data sources.

Consent: I have read and understood the aim and the purpose of this research. Having all the opportunity to receiving transparency and satisfactory answers from the researcher, I would like voluntarily participate in this research. I am not under the influenced or forced by any individual or external affiliations.

Participant's Name:

Participant's Signature:

Date:

Appendix 2: Questionnaire for teacher's interview:

Part A (Personal Information)

1. Name of the Teacher: Input:
2. Gender: Input
3. Education (Last degree received): Input:
- 4: Any pre-service training: Input:
- 5: Year of Professional Teaching: Input:

Part B: (Current Practices of Teaching L2 and Challenges)

Do you prefer an initial student-teacher interaction before starting the EFL lesson?

Before the following class, do you prepare the lesson you are going to teach your learners?

What is your preference on allocating multiple lessons in a single class for L2 learning?

What type of activity do you instruct them to do? Could you kindly mention some of the activities that you conduct?

Do activities provided by you encourage them to interact, discuss the material or understand the lesson?

For reading, writing, listening and speaking purposes, do you prefer group activities, pair activities or individual activities in your class? If you do, kindly mention a few reasons behind it.

Do you conduct any specific approach to control your learner's behavior or to motivate them to learn a specific material?

Have you received any specific pre-service training such as, (DPed), (PPE), or CELT-S to teach EFL to the young learners?

Have you received any methodological or teaching techniques related to training to teach English students?

If yes, what are the methodologies that you have been trained during the training period?

Do you use any specific EFL teaching methodology or techniques to teach learners? If yes, what teaching technique do you prefer or conduct?

If not, what is the technique that you use to teach your learners?

What language do you use as MOI to teach EFL learners in your classroom?

Do you teach English for academic purposes or to make them communicate using English?

How do you provide feedback to the mistakes that learners make?

Questions for teacher's statement and feedback on current primary education condition:

Are you happy with the overall teaching and learning environment at your school?

Do you face any challenges or difficulties during teaching EFL students at your school?

Do you think that the rural schools lack sufficient resources, technological advancement to conduct the current teaching curriculum CLT?

Do you feel the needs of modern teaching techniques such as contextual teaching strategy as per the learners need?