

AN EXAMINATION OF THE ENGLISH LANGUAGE TEACHING PRACTICE AT
ATECHNICAL EDUCATIONAL INSTITUTION IN DHAKA/BANGLADESH

By

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A thesis submitted to the Department of English and Humanities to partially meet the conditions
for obtaining a Bachelor of Arts degree in English.

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Declaration

I hereby declare that

1. The submitted thesis is entirely my own creation during my studies at BRAC University.
2. The thesis does not include any content previously published or authored by someone else, unless properly referenced with full accuracy.
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Approval

The thesis titled “An Examination on the English Language Teaching Practice at a Technical Educational Institution in Dhaka/Bangladesh” submitted by Labannya Islam Noon (19103020) of May 2024 has been accepted in partial fulfillment of the requirement for the degree of Bachelor of Arts in English.

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Ethical statement

This thesis is conducted following all the ethical rules. Before conducting the study through interviews for collecting data, all the participants were given the consent paper (Appendix B) and they gave their affirmation willingly.

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Abstract

Aside from the traditional educational system of our country, technical educational section is a very underrated and non-highlighted education system. This study presents an investigation into the English language teaching practices within a technical educational institution located in Dhaka, Bangladesh. The research aims to comprehensively analyze the methodologies, approaches, and effectiveness of English language instruction in this specific educational setting. Employing a mixed-methods approach, data was collected through observations, surveys, and interviews with both instructors and students. The findings shed light on the current practices, challenges faced, and potential areas for improvement in English language teaching within technical educational institutions. The study emphasizes the importance of refining teaching strategies tailored to the unique needs and contexts of technical education, ultimately aiming to enhance the English language proficiency and educational outcomes of students in Dhaka, Bangladesh.

Keywords: ESP, Curriculum, techniques, Challenges, fear of speaking.

Table of contents

Declaration	2
Approval	3
Ethical statement	4
Acknowledgment	5
Abstract	6
Table of Contents	7
Chapter 1	
Introduction	9
1.1 Research context and aim of the study.....	9
1.2 Background of the study.....	10
1.3 Importance of this study in the context of Bangladesh.....	10
1.4 Objective of the study.....	12
1.5 Research questions.....	12
Chapter 2	
Literature Review	13
Chapter 3	
Methodology	17
3.1 Research design.....	17
3.2 Participants.....	18
3.3 Data collection procedure.....	19
3.4 Data analyzing procedure.....	20
3.5 Ethical considerations.....	21
Chapter 4	
Result and Discussion	
4.1 Classroom scenario during classroom.....	22
4.1.1 Teaching techniques.....	23
4.1.2 Following the curriculum.....	26
4.1.3 Approaches of the teachers	29

4.1.4 Special training for the teachers.....	31
4.1.5 Teachers view on proficiency, evaluation and feedback.....	32
4.2 Teachers view on barriers	
4.2.1 Not being passionate enough to learn English	35
4.2.2 Fear of being judged by classmates	36
4.2.3 not meeting the expectation often.....	37
4.2.4 Teachers view on curriculum update	39
4.3 Anticipated benefits	
4.3.1 English in technical educational institution open doors for further studies in abroad	41
4.3.2 English in securing job	42
4.3.4 English for efficient communication	43
Chapter 5	
Conclusion	46
Reference	48
Appendix A	50
Appendix B	52

Chapter 1

Introduction

1.1 Research context and aim of the study

The "An examination of the English language teaching practices at a technical educational institution in Dhaka, Bangladesh" research context contains an in-depth research into the instruction of English techniques used in a specific Dhaka technical educational institution. The necessity for effective communication in a rapidly growing technological advances scenery, the increasing demands of a global workforce, and the realization of the essential part that English language skill plays in technical fields are undoubtedly the primary motivations behind this research. Additionally, other factors like government policies concerning English education, Dhaka's economic environment, and the specific circumstances of the technical institution under study may influence the research context. Through this examination, the study aims to bring light on potential areas for development in the techniques used to teach English, which will ultimately help students pursuing technical education in Dhaka, Bangladesh, become proficient in the language.

By considering consideration variables which includes curriculum design, teaching strategies, teacher qualifications, and the application of educational materials, the study aims for insight into the current English language teaching practices in this sector. It may additionally look at the perspectives and experiences of teachers and students, discussing challenges and achievements in learning a foreign language in a technical field.

1.2 Background of the study

This specific field of education has not gained enough attention from the very beginning. Despite being a very prominent field of education, this field has been not highlighted. Therefore a good quantity of people are unaware about the teaching process of this educational system . This specific educational field is based on technical studies which we can all get by the name but surprisingly most of the people are not aware about the teaching system or how the teachers are teaching there. In this advanced world English plays a vital role whenever we chase job or look forward to communicate with people from different continent. In the process of gathering information about technical educational institutions teaching system, what drew my curiosity is their English teaching process and it became the sole investigation. The examination of English language teaching practices at a technical educational institution in Dhaka, Bangladesh involves understanding the broader context of language education in the country. This includes the socio-cultural importance of English, government policies, and educational reforms. The specific institution's profile, its mission, and the demographic makeup of its students provide crucial context. Challenges such as resource constraints, students background, and the need for effective teacher training are significant considerations. Since there has not been any previous investigation in this specific area, the whole research is going to depend on interviews of persons directly involved with English teaching I technical educational institute in Dhaka, Bangladesh.

1.3 Importance of this study in the context of Bangladesh

In the context of our country, Bangladesh, this specific study holds many importance. From this study we will get to know how it can help in economic development, career advancement, the

much needed quality improvement in this field, global competitiveness, social mobility and much more. Bangladesh has been striving for rapid economic growth, with a focus on industrialization and technology. Proficiency in English is crucial for students in technical fields to access global markets, participate in international collaborations, and attract foreign investment. Understanding the effectiveness of English language teaching in technical institutions directly impacts the country's economic development. English proficiency is often a prerequisite for employment in many sectors, including the technical industry. Evaluating English language teaching practices ensures that students receive the necessary language skills to enhance their employability and career advancement opportunities, both domestically and internationally. English proficiency can serve as a tool for social mobility, enabling students from diverse backgrounds to access higher education, better job opportunities, and improved living standards. Understanding the efficacy of English language teaching practices can help reduce disparities in educational outcomes and promote social inclusion. Access to quality education, including effective English language instruction, is essential for ensuring equitable opportunities for all students. By examining teaching practices, policymakers and educators can identify areas for improvement to enhance the overall quality of education in technical institutions, thus contributing to the country's human capital development. In an increasingly interconnected world, proficiency in English is vital for Bangladesh to remain competitive on the global stage. Evaluating English language teaching practices helps identify best practices, innovative methodologies, and areas needing improvement to ensure that Bangladeshi students can compete effectively in the global marketplace.

1.4 Objectives of the study

These are some objectives of this study

1. To understand the English language curriculum with the specific needs and goals of students in this specific technical educational institution.
2. To identify the barriers, challenges faced by the teachers and students in the teaching and learning process.
3. To highlight their desire and expectations from the teaching and learning process.

1.5 Research questions

1. How is English language taught in the technical educational institution?
2. What are the challenges of teaching English in the technical educational institution?
3. What are the anticipated benefits of learning English in the technical educational institution?

Chapter 2

Literature reviews

John Swales states that ESP aims to conduct thorough needs analyses to understand the specific language requirements of learners in their academic or professional fields. He also emphasizes the importance of understanding the communicative needs of learners in specific discourse communities (M. Bloor, 1998). ESP is defined by Hutchinson & Waters (1987) as a technique of teaching languages in which every choice about method and content is made with the learner's purpose in mind. According to Robinson (1991), ESP is an endeavor that encompasses practice, instruction, and training while relying on three main knowledge realisms: language, pedagogy, and the participants' or students' field of specialization. According to Richards & Rodger (2001), ESP is a movement that aims to meet the language requirements of students who require English to perform certain roles (such as that of a nurse, engineer, or student) and who must learn content and practical skills through the language rather than mastering it for its own sake.

The strategies of teaching English at this vocational high school (VHS) need to be closely observed in order to help the students with developing their ability to communicate in English, as the English taught to them is inadequate. Providing the students with English learning materials that include specific subjects or technical phrases associated with the computer engineering and networks (TKJ) program is one method to really emphasize practice abilities that will be extremely important for their future professions. Because the approaches to instruction and learning in vocational schools only focus on teaching English grammar and reading exercises, students are not given the opportunity to build their spoken communication abilities. There aren't

enough good textbooks in it. There are a few vocabulary-rich English teaching materials included in it. Because of how their environment affects their view of English, it causes students to lack self-awareness concerning their progress in learning the language (Mahbub,2018).

English teachers in vocational high schools are recommended to maintain a positive outlook on English for specific purposes, possess a foundational understanding of the subject matter's fundamental principles, and be mindful of their existing knowledge (Kaimuddin,1999). Since every learner is unique and has various language demands, the material given to them ought to address only their needs. The teaching of English at vocational high schools must be closely related to the subjects taught to students. They must also take into consideration the distinctive needs of the students who provide information on the particular terms. However, According to Kaimuddin(1999), a lot of English teachers at engineering schools have been practicing their profession for 10 or twenty years, but they never had the chance to further develop their skills. The teachers knew that many particular terms needed to be taught, but they were unable to acquire them (Syamsinar,2015)

To acquire successful teaching goals for ESP, the English teacher, and the specific subject so that they can advise and encourage one another. Improving the subject matter knowledge of ESP teachers can be accomplished in three ways. First, Teachers can start by reading books and articles on the subject that are meant for professionals. Second, improve on the amount of technical terms and convert them into simpler English. Thirdly, students can seek advice from the school's additional qualified teachers. Therefore, in order to increase their students' understanding of ESP, vocational high school English teachers need to make an effort to learn more technical the language and references (Arnold,1999) .

English in VHS is a part of the English for Specific Purposes (ESP) program, which is a language teaching strategy that tries to meet the needs of individual students. English for Vocational Purposes (EVP) is the name given to ESP at vocational high schools (Widodo, 2014). As vocational education differs from occupational education, both teachers and learners must acquire specialized discourse in addition to specialized subject matter. According to Dudley-Evans and St. John, teaching ESP is seen as a distinct activity within English Language Teaching (ELT) and a component of the broader "Language for Specific Purposes" (LSP) movement in language education, which emphasizes not only the teaching of English but also the practices of (Liljedahl, 2008).

A number of viewpoints, including beliefs about teaching, beliefs about learning, beliefs about the subject matter, etc., have been examined in recent studies on teachers' beliefs.

Teachers' beliefs can be divided into three categories: (1) learning and learners; (2) teachers' roles in instruction; and (3) student activities (Reynold cited in Ispri, 2015).

Next, there are five facets of the beliefs held by teachers:

Subject matter content, pedagogical content, personal practical, practical, and curricular (Diaz, 2013).

Richard and Renandya (2001) incorporated a few belief aspects, which are as follows: (1) English; (2) learning; (3) teaching; (4) program and curriculum; and (5) language teaching as a profession.

the significance of the research on teachers' beliefs, specifically: (1) to determine the guiding principles that instructors only incorporate into their classroom practices; (2) to show how teachers understand their own pedagogical knowledge; and (3) to demonstrate instructors' viewpoints and how their beliefs are reflected in their practices (Breen, 2001, cited in Li, 2012).

Some of the early proponents of teachers' views support the significance of teachers beliefs.

Teachers' understanding of personal teaching is significantly enhanced by their views (Richards & Lockhart, 1994).

Then, according to Pajares (1992), beliefs assisted people in understanding both their surroundings and themselves. There is no denying that decisions made in the classroom and the entire teaching process were significantly influenced by the opinions of the teachers.

Teachers need to reflect on their personal values and ideas about teaching in order to organize their lessons and effectively communicate their opinions (Richards & Lockhart, 1994).

Chapter 3

Methodology

This study aims to find the process in how English has been teaching in a specific technical educational institution in Dhaka to know the process in detail through qualitative research.

This section will cover the methodology employed for the study, outlining the approach to data collection and analysis. Additionally, it will address the selection criteria for participants interviewed and ethical considerations upheld throughout the research process.

3.1. Research Design

This study requires a close examine to meet the objectives and listening in person experiences was necessary. Considering the aim of the study, this study was conducted following qualitative research method. Qualitative researchers look into the interpretation of people's experiences rather than finding the effect and causes of a phenomenon. It looks at how people construct their world and what kind of meaning they give to their experiences. It tries to uncover the underlying meaning of a phenomenon (Merriam & Tisdell, 2015). Thus, a qualitative research method would help this study to get an insight in English language teaching practices at a technical educational institution in Dhaka/Bangladesh. Creswell (2016) discussed four types of data: audiovisual materials, documents, interviews, and observations. For this study interviews has been conducted to collect the data.

In this study, a set of semi-structured interview questions was prepared. This approach allowed participants to freely elaborate on their experiences, without feeling constrained or pressured. By

providing a flexible framework, participants were encouraged to share their insights openly, enabling a deeper understanding of the context. The interview questions were categorized into three sections based on the research inquiries. At first they were asked, “how is English language taught in the technical educational institution” where they shared their experience of teaching and the other information related to this. Then they were asked, “What are the challenges of teaching English in the technical educational institution” in reply they shared the challenges they faced through their teaching journey and what they identified as teachers. Lastly they were asked, “What are the anticipated benefits of learning English in the technical educational institution” where they shared their hope and anticipation about the outcome of learning English in technical educational institution. The whole interview section was set in English but due to situation demand I had to explain a few questions in Bangla to required data.

3.2 Participants

In this study, participants were teacher at a technical educational institution named, ‘UCEP smile technical institution Dhaka’. All of the participants were informed before and they had experience of teaching English for a good time to share their thoughts and opinions. Therefore no new teacher were not interviewed. All of them have gave their permission to share their personal information including their name and educational qualification with affirmation.

Name	Occupation	Institution's Name	Educational Qualification	Teaching Experience (Time)

1.Ibne Shamim	Teacher	UCEP Smile technical Institution	B.Ed in English M.Ed in English	15 years
2. Md. Khairul Islam	Teacher	UCEP Smile technical Institution	B.A in Economics M.A in Economics M.A in English (recently)	16 years
3.Shyla Mansur	Teacher	UCEP Smile technical Institution	B.A in Food and nutrition M.A in Food and nutrition	4 years
4.Hushne Ara	Teacher	UCEP Smile technical Institution	BBA MBA	17years

3.3 Data collection procedure

To conduct the interview I visited some of the technical institution in Dhaka. Unfortunately none came to help and were not even a bit interested. Instead they were hesitant . Finally I went to UCEP Mirpur Training School and meet their Educational Program officer Kanakkanti Poddar. After explaining concern and sharing the outline of my research he decided to cooperate. There I wrote an application to him regarding the purpose of my visit and the interview I want to hold.

He granted the permission and assign me to one of their schools to conduct the interview. Granting the permission was not easy since they are not familiar with these process. Then I visited the school and met their principle with the permission letter. She fixed 2 dates for me and arranged 4 teachers of her institution who are actively teaching English. The interview took 2 days to conduct. At first all of the teachers were hesitant about the process. After explaining they cooperated . during the whole time they were facing a little difficulty to continue talking in English. With time they got comfortable and shared their experience and opinion more openly. The first interview took 39.12 minutes to conduct with Ibne Shamim. With Md. Khairul Islam it took 33.39 minutes . with Shyla Mansur it took 30 minutes and lastly with Hushne Ara it took 28 minutes to conduct the whole session.

3.4.Data Analyzing Procedure

After gathering data from participants, the next step involved analyzing it to uncover its underlying significance. Following the interviews, four primary audio files were utilized for data analysis. Thematic analysis served as the chosen method for examining the collected data, deemed most suitable due to its capacity for interpretation (Marks & Yardley, 2004). This approach facilitated a deep dive into interview transcripts to address the research questions effectively. For instance, discussions about students feeling anxious or hesitant when speaking or writing in English led to interpretations of shyness or embarrassment stemming from fear of judgment. Additionally, thematic analysis aided in the process of coding and categorizing to identify various themes (Miles & Huberman, 1994). Consequently, codes such as 'Scared,'

'afraid,' 'hesitating,' 'no previous experience,' 'anxious,' and 'uncomfortable' emerged during analysis. Subsequently, these codes were organized into high-level categories, which were then synthesized to generate several themes. Notable themes included 'fear in the presence of peers,' 'lack of fluency in English speaking,' 'communication with teachers,' 'limited opportunities for English practice,' and 'fear of judgment.' These themes were subsequently applied to the study's research questions for further data analysis. Through multiple readings of interview discourse and the utilization of a coding system, prominent themes within interview transcripts were effectively identified.

3.5 Ethical Considerations

This thesis adhered to the prescribed guidelines for conducting research, ensuring ethical standards were upheld throughout. For instance, participants willingly shared their experiences without coercion, with full disclosure provided via a consent form before interviews. The nature of the research and data collection methods were thoroughly explained. Participants were also given the option to consent to recording interviews and were assured of their right to understand how their input would be interpreted. Additionally, their anonymity was preserved through the use of pseudonyms, thus fulfilling ethical obligations in the study.

Chapter 4

Result and Discussion

4.1. Classroom Scenario during English class

In this study four experienced teacher who have been teaching English from a good time period have shared their regular activities of conducting English class. I got to learn about the classroom scenario during English classroom. Four of them shared that maximum of the students are from Bengali medium with no major fluency in both writing and speaking English.

Teacher (1) has stated, " All of the students here are from Bengali medium. They have no knowledge how to write and speaking English. We have to prepare them. We have to make things easier and convert it into Bangla to make them understand. They cannot speak or write efficiently in English." Following this teacher (2) stated " students in technical schools are very poor in English. Most of the time they are from Bangla media and very average student for them. Fluently speaking and writing English is very tough. We have to use various techniques to make them understand English." During the session teacher (3) stated, " our students are not from Good financial background. They have studied in Bangla medium school and they face trouble in speaking and writing English." Teacher (4) stated, " our students are from Bangla medium. They hardly can speak and write English in the very beginning. And another problem is they feel very shy which is another reason they tend to avoid English."

So basically majority of the students come from Bengali medium schools which makes English quite difficult for them to learn at the very beginning. All of the teachers have acknowledged this issue positively and have shared their opinion.

4.1.1. Teaching techniques :

While learning English, interaction, conversation and approach is very important for the student to gather interest toward the class. It is important how they are being approached. So it was necessary to know how the teacher are starting the class. In the requirement four of the teachers have shared their methods.

Teacher (1) said, " I start my class by asking about how they are, how their family members are, normal greetings what they are going to learn today and sometimes with some taste which are prepared previously."

Teacher (2) said, " I start my class with my greetings with the students and then I ask about have they done their homework. Then I collect the homework and discuss the lessons that we learn in the previous classroom. Sometimes I take small surprise test which of course they are not so glad about."

Teacher (3) stated, " I start my class with asking what was learned in the previous day. Then I asked them what they have learned, how much they have learned. Sometimes I give them instant group work in the very beginning of my class and sometimes I give them assignment so that they can interact and this is how I normally start conducting my class."

Teacher(4) stated, " classroom management is very important. I start the class by asking them how much they have learned and I give them some task so that they can interact between themselves and ask them to evaluate themselves and normally I start talking with them."

So all of the teachers have their way of starting the classroom and all of them tend to greet their students in simple English and by asking them their well-being and about their family which are very basic questions make them room for practice impromptu English. Also as T(2), T(3) and T(4) have mentioned about giving group task and surprise test, all these create opportunities for them to write and speak English more often in the classroom and they also involve themselves in learning in practically more.

Teaching in the classroom with a bunch of students comes handfull. Making them proficient in some foreign language is also not an easy task. In technical educational school teachers follow some strategies also they focus on various sector to conduct the classroom and reach the goal of the curriculum they follow. They mostly give importance on speaking and writing freely in English. About this,

Teacher(1), " of course I tried to focus on speaking and writing English. They are very poor at writing English. Sometimes they cannot even write a sentence in a correct manner and they also are very poor. At speaking English. Their vocabularies are not good so I try to put more pressure on speaking and writing English. "

Teacher (2) stated, " see our curriculum has four skills speaking, reading, writing and listening. I try to focus four of them equally, but very often I try to make them write more and ask them to talk among themselves so that their speaking gets better."

Teacher (4), " our students feel shy when speaking English and they also are not very good at writing. So my main focus while teaching them English is on speaking and writing outside the same time on reading and listening to"

It is advised that English teachers in vocational high schools have a favorable attitude toward English for particular reasons, have a solid grasp of the fundamentals of the topic, and be aware of what they already know (Kaimuddin, 1999). Every student is different and has different language needs, so the materials should only be tailored to meet their needs. At vocational high schools, English instruction needs to be tightly tied to the subjects that students are studying. The unique requirements of the students who supply information on the specific terms must also be taken into account. However, According to Kaimuddin(1999), a lot of English teachers at engineering schools have been practicing their profession for 10 or twenty years, but they never had the chance to further develop their skills. The teachers knew that many particular terms needed to be taught, but they were unable to acquire them (Syamsinar,2015) . Three of the teacher out of four have mentioned that they put more importance on speaking and writing English in their classroom. The teachers want their students to be effluent in both speaking and writing English which will be helpful for them to hold conversation, communicate and write anything in English.

While teaching a foreign language, it's very important which language we are using to teach the target language . Teachers hair mentioned about their struggle conduct the whole class in English language. Previously they have mentioned that most of their students are for Bangla medium and they are not fluent in speaking or writing English. On this issue that have shared their opinion, T(1) has stated, " we I try to talk to them in English and teach the lessons in English. But you know that our students are very poor in English.. sometimes they cannot understand the sentences in English so they want us to talk in Bangla. So we need to talk in Bangla to make them understand the lesson. So we use both Bangla and English in our English classroom." T(2)

said, " see students of our institution are not good at listening. They cannot catch the lesson if we conduct it wholly in English. They request me to talk in Bangla or to make them understand in Bangla the listen to them. So sometimes I speak in Bangla but later I speak that in English so that they can cope up with English also. But mostly I try to contact the whole class in English."

T(3) has said, " our students want us to teach them in Bangla and we want them to understand the lesson. So sometimes we need to use Bangla for their betterment. So we use both Bangla and English in the class."

T(4) stated, " both Bangla and English."

So student in their classroom prefer Bangla more than English even in English class which makes it difficult for them to conduct the classroom wholly in English.

4.1.2. Following the curriculum

One of my major curiosity about technical education institute was their curriculum that they follow. While conducting the study I got to learn that they use our traditional curriculum which is known as NCTB (National Curriculum and Textbook Board). In their institution they follow the NCTB books as their main teaching materials. Confirming this,

T(1) stated, " we follow the government curriculum and the book that government schools follow which is NCTB. The normal books, the interview books that other government School of Bangladesh follows. We follow that in our schools you know."

T(2) stated, " we follow the NCAA curriculum. Our books are the incity books. They are the main materials that you follow in our classroom. Also, our curriculum is provided by nctb."

T(3), " we follow the national curriculum and our curriculum is provided by the national educational board. So yes, we follow the nctv curriculum."

T(4) said, " we are under government curriculum. Our curriculum is the same as in certificate curriculum. Also we use the book given by NCTB."

Teaching English in the classroom comes with various materials. Since we got to know that technical interventional institutions follow the national curriculum which is nctb and also they follow the books provided by NCTB. The teacher talked about NCTB books being their main material in classroom for teaching English. Besides that, they also use some other teaching tools. Conduct the lessons coming on that the teachers have shared what materials they use in their class.

T(1) stated, "we use their text books, some hand materials, some handbooks, yes these are what we use mainly"

T(2) stated, " materials are normal materials. Of course textbook which are fundamental and then mobile phone and ICT classrooms. I mean multimedia classrooms for teaching English."

T(3) stated, " some multimedia classroom, some teaching aids and of course the textbook which are their main material.

T(4) stated , " for materials firstly,use NCTB books. Then for demonstrations we use teachers aid. Then we have some ICT classroom and some digital we contents "

From the teachers statement and their way of teaching, we got to learn that they not only use the textbook but also use multimedia classroom to make English easier for their class. They have the access of Internet for digital contents. According to teacher (3) they use use some handmade

books as their material and also teacher one has mentioned that they use some handmade materials. From teacher (4) we got to know they also use some teaching aids as their material. So basically NCTB book is their main teaching material along with multimedia classes for digital contents.

Coming to The contents they teach in their classroom we got to know that they follow the main syllabus provided by nctb as their guide. According The nctb books and main guidance. Their school prepare syllabus for every class and based on their syllabus, teachers, come up with their own lesson plan. Teachers are involved in syllabus designing. They practically participate in designing the syllabus.

T(1), has stated, " Yes of course we have our syllabus which is prepared by our school committee. And the syllabus is designed following by government guidance. At first I used to attend the national syllabus designing but now I only attend when our school design own syllabus. But I make my own syllabus to teach in the classroom."

T(2), has stated, " of course he have a syllabus. As you know, we follow the national curriculum so our school committee design a syllabus following the books which cover contents like comprehension and grammar parts. But obviously I make my own plan to how to teach the syllabus to the students and I prepare them earlier before my class"

T(3),has stated," we do have syllabus which every teacher follow and our syllabus covers the contents of the textbooks and they are. The contents are like tens, preposition, punctuation, sentence, grammatical sites, and writing sites."

T(4), has stated, " we have our syllabus given by our school authority. There we have comprehension site. We have grammar side and I mainly teach the comprehension part in my classes."

According to Richards & Rodger (2001), ESP is a movement that aims to meet the language requirements of students who require English to perform certain roles (such as that of a nurse, engineer, or student) and who must learn content and practical skills through the language rather than mastering it for its own sake. Since the students of technical education institutions learn English for achieving special purpose, it definitely relates with ESP. So there is no argument that the student needs special material as well. Transcribing the teachers statements we got to learn that they follow a syllabus which is mainly prepared by their school authority for covering the contents of textbook. For preparing the syllabus, they follow a guidance given by the government. According to teacher (1), he participates in the syllabus designing activity actively. From the statement of teacher (2) we got to learn that He follows the syllabus given by the school but also he makes his own listen plan to complete the syllabus within time which he prepares earlier attending the class. From teacher (3) and teacher (4), we got to learn that that they are syllabus covers both the comprehension site and grammatical site.

4.1.3. Approach of the teacher

The teacher's approach in the classroom is vital because it sets the tone for student engagement, motivation, and learning. It influences the classroom environment, instructional effectiveness, and behavior management. Additionally, a teacher's approach shapes relationships with students and models positive behaviors, impacting student achievement and well-being. During this study

learning the teachers approach was very much needed. While holding the interview section I asked all of them how often the students comes to them for help regarding their problem in English, what are the major complain that they get and how they try to handle the situations during classroom and here are what they have shared

T(1) has shared," our students are very much shy. They don't want to come forward and till their problem. They try to hide in the classroom. They don't want to converse it with friends in English. I need to find them and their problems and I try to solve them. I try to encourage them to talk more in English."

T(2) shared, " you know they are afraid when it comes to speak in English. They don't practice at home. I try to make conversation with them in simple English so that they can also answer."

T(3) shared, " for the students who are weak, we take special class for them so that they can improve. In the classroom it's very difficult for them to speak in English. They feel very shy so after the school we take special class for them where we solve their problems."

T(4) stated, " we have special class for students who are not very good in English and who feel very shy to come to us. We prepare dialogue for them. We prepare some special lessons for them so that they can get better."

From all of the teachers statement, it's clear that the teachers are very much helpful and attentive when it comes to the students. The try their level best for the student's improvement. As teacher (1) said that students don't often share their problem so he tried find out their problem by talking to them which is a very positive approach as a teacher. Teacher (2) try to to create conversation with them in simple English so that they can participate in the conversation.

According to teacher (3) and (4), they hate some special classes for the week students. This friendly and cooperative approaches of the teacher help the student to learn English.

4.1.4. Special Training for the teachers:

When it comes to technical educational system they have technical board which also monitors them. Although they follow nctb curriculum. They receive some special training to teach in technical institutions. The students of technical institutions get them admitted to achieve diploma in technical studies. Therefore, the teachers who teach them need to be trained under certain circumstances. So it was important for the study to know what are the trainings. Said received to teach in the technical educational institution. Talking with them we find out what training each of them received.

T(1) said, " I received special teachers training from UCEP Bangladesh which was teachers basic training. It was designed by UCEP, Bangladesh."

T(2) said, " not any special training for teaching in technical institution. But I have received teachers training in English and English in action from DFET."

T(3) said, " I have received a training in English for teaching in 2021 which was held in chittagan for 7 days.

T(4) said," I did not receive any special training actually. But I received a training in English in action which was organized by British council."

From their statements. It's clear that each of the teacher receive individual training. None of them received any special training which was particularly designed for teaching English in technical educational institution. According to teacher (1) he received his basic teacher training from UCEP Bangladesh. Teacher (2) has openly shared that he didn't receive any special training for teaching English in this particular institution. Teacher (3), received no basic teaching training before starting to teach English in technical institution She only received A training in English which was held for 7 days. T(2) and T(3) received training on English in action by different organizations. The special training provided for teaching in technical educational institutions has not been provided to any of the teachers currently teaching in the institution.

4.1.5. Teachers view on proficiency, Evaluation and Feedback

In this study I have met the opinion of the teachers regarding their student's proficiency level, outcome, exception after teaching English. When it comes to proficiency or outcome of any lesson, teachers are the one who can evaluate the students the best. During this interview session I asked the teachers about how they evaluate their students, how they get to know their students' progress, how do they give feedback. Four of the teachers have share their ways.

T(1) said, " we take class test, summative essay, annual examination. Sometimes I give them homework but in very less amount because they don't want to do their homework."

T(2) said, " for evolution I take regular class test I give them. Where I can get to know how much they have improved and how much they are lacking. And they have their yearly exam."

T(3) said, " after teaching them, I normally ask them questions and I can understand how much they have learned. Also they have very normal grading policy like A+, A- " she replied in

another question , " From there exam paper I get to know which students are weak and then I take special care of them."

T(4) said, " to know my students progress, I very often give them group work sometimes. Self-work some assessments and sometimes homework. Test after every lesson and in 15 days. And they take part in their annual exam two times in a year now and get their grade."

So from four of the teachers statements I got to know they are different ways of evaluating the students where two of them are taking regular class tests. Teacher (4) Assigns some group work and individual work to see the progress. The teacher mostly depend on their annual exam to evaluate their progress. Also se takes exam after completing her lessons. Mostly they depend on their annual exam to evaluate the students yearly.

When it comes to giving feedback, the teacher said mostly they follow the rubric provided by nctb and designed in their syllabus. They don't have any special feedback procedure. They follow the traditional one that the other government schools follow. And in this requirement their statements are given below-

T(1) said, "we have a rubric where the marking policy is given. We follow that to marking our students. Besides, I give them general feedback after checking their homework."

T(2) said, " feedback procedure is like the other normal institution. We follow the traditional phenomena which is followed by nctb and we have a direction how to mark them. So yes, it's very normal. But in each of my class I give them my general feedback."

T(3) said, " I give them general feedback after teaching the lesson. Also we have a number policy which we follow to update their progress. And very soon their will be presentation based class so we will see."

T(4) said, " very often I give them written feedback and sometimes I give them oral feedback."

From decoding their statements, it is clear that four of the teacher has four different ways to give feedback to their students. All of them give their feedback general in classroom but none of them mentioned having any feedback card or maintaining any progress update book.

Since the English taught to the students at this vocational high school (VHS) is insufficient, it is necessary to pay particular attention to the methods used to teach the language in order to assist the students in improving their communication skills.

Students in vocational schools are not given the chance to develop their spoken communication skills because the methods of instruction and learning there primarily concentrate on teaching English grammar and reading exercises. It doesn't contain enough high-quality textbooks.

It has a few teaching resources for English that are rich in vocabulary. Students lack self-awareness regarding their progress in learning the language because of the way their surroundings influence their perception of English (Mahbub, 2018).

From their statements they have cleared their students not being proficient in English. here its very much relatable with what (Mahbub,2018) said about teaching English in technical educational environment. In the previous sections of the result and discussion part I have mentioned their statements of how the students prefer Bangla over English even in English classroom. The students being from Bangla medium is a very big force that the teachers feel behind their negligence and hesitation towards English. Although the teachers have been trying

to overcome their problems , they are not reaching their expectations and often need to make them understand the lessons using Bangla.

4.2 Teachers view on barriers

In this section I have talked about the challenges, complains, the major fair of the students and how the expectations of their students have from them after learning English and how the teachers face these. Since its technical educational institution, students here come with a goal of receiving technical education which is their main focus. Keeping that in mind it was important to know what the teachers face o their regular classes that they feel challenging.

4.2.1. Not being passionate enough of learning English

While conducting the interview I have come to acknowledged that the teachers have the impression their students are lacking behind in English than the students of other schools because they have negligence towards this subject specially. Regarding this issue ,

T(1) has stated, “ see I believe our students are not very interested in English. They fear this subject and they don’t practice at home at all. They try to avoid English and often they hide from us.” Addressing the same question T(2) has said, “ our students are afraid of English but they don’t try to overcome their fear by sharing with us. They learn english to only pass in the exam. On this matter T(4) has stated, “ many of Our students try to follow shortcut technic and they only want to get pass marks in exam. They only read to get numbers.”

From their statements it's quite clear the uncompassionate nature of many of the students towards learning English. In fact, there are lot of other factors may underlie too which needs to be investigate.

4.2.2. Fear of being judged by classmates

In this study it has been mentioned quite a few times that the students of technical educational institution fear speaking in English. The teachers have mentioned in their statements which I've coded earlier that they feel shy while talking in English because of their of fluency in English. They try not to speak in English even with the teachers. Regarding this,

T(1) has said , “ they don't come to us when they face problem, I go to them and try to know what problems they are facing.” Again in another questions reference he said, ‘They feel very nervous and shy to speak English in front of others because their speaking skill is not so good and they sometimes can't read a sentence correctly.’ The (2) said, “ as you see our student lack English speaking skill, they tend to avoid interact with us in the classroom . When I ask them question they don't often reply because they pronounce wrongly. they are not very confident.” Following this issue, T(4) said, “ our students feel nervous when we ask them any question infront of others and the reason they don't speak much in English.”

Horwitz described anxiety as fear and bad feelings when speaking a language other than one's native tongue. To measure anxiety, a rating scale called the Foreign Language Classroom Anxiety Scale (FLCAS) was created. It was discovered that pupils are hesitant to use a foreign language in class. Horwitz's study participants reported feeling anxious and perplexed when speaking in front of the class. It was discovered that 49% of students had that experience; they

became anxious when they had to speak in English in class without any prior preparation.(Horwitz,1986).

From the perspective of T(1),T(2) and T(3) we can clearly understand that they feel very nervous and afraid of being judged by their friends and classmates. They encounter speaking anxiety in diverse situations, with certain elements exacerbating their unease. As previously mentioned, students experience anxiety when engaging in English communication and completing academic tasks. Therefore, it is essential to examine the triggers that evoke feelings like nervousness, timidity, and, in severe instances, panic attacks among students.

4.2.3. Not meeting the expectation often

In this study teachers have shared their opinion on how the students often don't meet their expected result after learning. Student definitely have some expectations after learning English despite how much they put effort. While facing the question four teacher shared their opinions.

T(1) has stated, " our students expect to get good marks in the examination but they don't put the hard work that they should, therefore they often become disheartened. They try to learn English but they do not put attention in the classroom." In another statement he said, " I expect a very good outcome from our students because I teach them very carefully. I put my best effort when I teach them. But they often focus on getting number in the examination and do not practice the homework at home." Here T(1) has cleared shared both his and his students disappointment on the outcome. After putting much effort his students pay more attention on acquiring marks than actually learning English. On the other hand the students expect good number on the exam

despite not putting much effort and also sometimes even after giving effort they are not reaching their expectations.

T(3) has stated, " student in the classroom. Ask for short notes and questions that they will have in the exam so that they can get good numbers. They only look forward to get numbers in the exam." Here T(3) has shared her opinion on how students are focusing more on academic results rather than developing their skills. Sharing her disappointment T(4) said, " Even if we tell them to interact in English and talk in English to the classmates, they do not listen often. They don't practice English at home at all. They expect to learn English but they don't want to practice."

Here she mentioned how their students are looking forward to learn English but they are lacking practice. She also stated in another statement, " some students work very hard but they don't get that results because they don't have that opportunity to practice in class or home."

For Specific Purposes (ESP), a language instruction approach that aims to accommodate each student's unique needs, includes the English language in VHS.

ESP at vocational high schools is known as English for Vocational Purposes (EVP) (Widodo, 2014).

Teachers and students must learn specialized discourse in addition to specialized subject matter since vocational education is different from occupational education.

Teaching ESP is viewed as a separate activity within English Language Teaching (ELT) and a part of the larger "Language for Specific Purposes" (LSP) movement in language education, which stresses both the teaching and the practice of English, according to Dudley-Evans and St. John.(Liljedahl, 2008).

Both the student and teacher have their concern on not meeting the expectations. Where teachers complain them not being serious and only focus on material and academic outcome. Some students are being lagged behind due to less opportunities.

4.2.4. Teachers opinion on updating the curriculum

For the study, it was important to know what the teacher think about the curriculum. They are following to teach English in technical educational institution. For my required answer, I have asked them what they think about how much effective the curriculum is on the students, does the curriculum need any kind of change or update? They have shared their opinion freely. After coding their statements, I have identified they are different opinion on the curriculum they are following now. Everything has its pros and cons. Although they follow the national curriculum, they have their own syllabus designed by their their respective institutions. However, they have shared what they look forward in the future from the curriculum.

T(1), has said , " I think our curriculum is good enough for the students. The contents are good for them. It has both practical and theoretical sites. I think student can achieve their goal by following this curriculum." then , T(2) said, " this curriculum is perfect for every student of each class. The contents are according to their age and mentality. Students can easily achieve the objectives of the curriculum if they follow it thoroughly. I am happy with the curriculum but obviously there can be little update for weak students. Maybe in the future they will add some contents which will be equally easy for weak student's." Following the same question T(3) said, " I think the curriculum is good." When come to T(4), she said, " The curriculum is made by the

experts. They are very student friendly. The students can easily learn English by following this curriculum. They can be skilled in every sector by following this curriculum."

So four of the teachers have shared their satisfaction about the curriculum and from their statement they think it's very appropriate for the students. The curriculum covers writing, reading, speaking and listening every strategies that should be followed. They think if the student follow the curriculum effectively then they will be able to achieve the objectives of the curriculum. But when I ask for them, what changes should be made in the future if there is any update in the curriculum they shared their precious opinion.

T(2) said, " I think the curriculum is okay, but if there is any changes in curriculum then I think it's high time. They should involve more speaking in English than writing because communication is the key in our world. So it will be very helpful for the student to practice more English speaking." So he shared his thought on how this curriculum should and more opportunities to practice speaking in English. He believes communication is very important and for which practicing speaking in English is essential. T(3) said, " I think the last time should be increased because the contents they give us becomes a little hard for our students to cope up. So if they increase the time then it would be good." And T(4) has said something very similar, " The contents are really good but as our students are not that good in English, they need more time to complete all of them. So I think it will be beneficial for them if they increase the time to complete the contents." The only lacking and change that T(3) and T(4) are looking forward to is the expansion of the time to cover the contents of the textbooks. They believe they are students will be able to cope up better if they get more Time to cover all the contents in the books.

4.3 Anticipated benefits of learning English in technical educational institutions

In this study it was very much necessary to know what are the positive thoughts of the teachers of learning English in technical educational institutions. Also, it was needed to know what they think about the anticipated benefits of learning English, particularly in technical educational institutions. From the study and conducting the interview, I have come up with their opinion of the benefit of learning English, the positive outcomes of learning English in educational institutions also how learning English is going to help them in their future in various ways. In this part, I have shared all of their opinions accordingly. All of the teacher has very positive anticipation of learning English in technical institution.

4.3.1. English in technical educational institution opens door for further studies Abroad

Sharing their opinion, they showed their positive anticipation towards learning English and how English is going to help them to study in abroad.

T(1) has stated, " English is very much needed if they want to study in another country. You see they need to learn English very effectively if they want to study further about machines. It will help them to learn about the machines because all the directions are given in English. Also, after studying here, if they are good at English they can study anywhere and any sector." So T (1) have shared that he believes by studying English in technical educational institution is going to help them in their own field because all the detail of machineries which technical institutions require are given in English. Also he believes by studying English they can switch off any country and continue their study further. T(2) said, " firstly after studying English in a technical institution, the student s can achieve fluency in their speaking, Reading, writing and listening speech. Nowadays, we have many opportunities to study in abroad. They can read many books

about machines and tools in English by learning English. If our students want then they can easily apply to study in another country because they know how to communicate in English.

" So teacher (2) also, believes studying English in technical institution will be helpful for the students achieve the four skills of English and by using them they can easily apply for further education in abroad and can communicate very easily.

4.3.2. English in securing good jobs

It was necessary for the study to know what the teacher feel about learning English is going to shape their future. The teachers have mentioned the importance of English and how it can help them securing place in the job market.

T(1) said, " of course, if you want to be an engineer then you must know how to speak in English . if you want to get a good job then you need to know how to speak in English. In the future if you want to start your own company then you should know English very well because there will be workers maybe from other countries too. To become successful you need to know how to speak English. If you don't know English, then of course you're not going to get any good job. Also, if you want to become a teacher in technical educational institution then you should know English to teach your students." Again T(2) said, " you see, nowadays the job market is very tough. if you want to secure Good job! You need to learn English and you have to be very fluent in English. Knowing English will help the students to get good job also they will get very good impressions." Coming to T(3) she said, " of course, if you don't know English then you will not get a good job. This is what I always say to my students." Then again, T(4) stated, " Yes, I think if the students in our institution learn English then they will be able to get good jobs and they will be able to apply in many sectors and also they will easily read the instructions."

Robinson (1991) defined ESP as an activity that combines training, education, and practice and is based on three primary knowledge realisms: pedagogy, language, and the participants' or students' area of expertise. According to Richards & Rodger (2001), ESP is a movement that attempts to satisfy the language needs of students who need to learn English in order to fulfill specific roles (like that of a nurse, engineer, or student) and who need to acquire the language's content and practical skills rather than just for its own sake.

From all the teachers statement we get to learn how much they believe English is important for the students of technical education institution. All of them agree that without learning English students cannot get good job. If the students are good in English then they will be able to secure good jobs.

4.3.4. English for efficient communication

In this part I have talked about how the teachers feel that learning English in technical educational institutions will help them to improve their communication skills and also will help them to hold conversation regarding any issue. The teachers have expressed their expectation that their students will be able to communicate in English efficiently. Also, they will be able to give good speech after learning English in technical education institutions. Following this they have shared their expectation..

T(1) said, " our students wants to be the future engineer. It's necessary for them to know how to speak in English and give speech in English. For example, if you get selected in a good company and you need to give a speech then if you don't know English, you cannot give that speech. I also believe some of them will become teachers in the future and they will be teaching English just like us so. Also, many of the mechanical parts will be directed in English so to make them

understand they need to read and speak in English in front of others." T (1) here believes that their students are looking forward to become future engineers and therefore they will face many situations where they will need to communicate in English and give speech in English. Learning English in technical education institutions will help them to pass this situation very smoothly. He also mentioned how many of the machinery parts will be need to discussed in English. On communication T(2) said, " see I have already told you communication is the key. World is moving very fast and you need to move with it. If you want to stay up to date, you need to communicate with people. Our students will be able to communicate efficiently if they learn English in their classes. Attentively. I'm 100% sure they will be able to develop their communication skill if they follow their classroom thoroughly." Here he mentioned how English is going to help them in communicating with people from all around the world. And learning English in technical education institutions will help them to develop their skill and become fluent in English. On holding good communication T(3) said, " bike learning English in our institution. Like many other technical institutions, the students will be able to speak in English well. Which will help them in their future to easily communicate with people in English." She shared her anticipation regarding good communication after learning English in technical educational institution. Lastly T(4) stated, " our students are very nervous and shy to speak in English. But if they learn English in technical education institution. They will be able to overcome their shyness. Also, it will help them to become skilled in communicating in English. They can talk to people from many countries through Internet by speaking English." T(4) has also shared how learning English in technical education institution will help them to become skilled in communication and how they will be able to communicate with people from all over the world through Internet using English.

According to John Swales, ESP seeks to carry out indepth needs studies in order to comprehend the particular language requirements of learners in their academic or professional domains.

Additionally, he stresses how critical it is to comprehend the communication requirements of students in particular discourse communities (M. Bloor, 1998). There we can relate how English helps the students of technical institution in communication.

Chapter 5

Conclusion

This study has explored various section of teaching English. For which UCEP smile technical institution was chosen. To continue this research to the conclusion an interview section was conducted which were participated by four teachers who are well experienced and have been teaching English actively in UCEP smile technical institution. Throughout The whole interview they shared their opinion, their thoughts and their experience as teachers teaching English in technical educational institution. At the very first, how English is being taught in technical educational institution was explored. In that very particular section we got to learn which curriculum they follow. Which strategies they follow to teach their students in the classroom . In this section, we also explored how the teachers approach the student and the very curious question, which was another reason that Drew contact this study was the special training of the teachers was explored in this section. Furthermore, from this particular section, we also got enlightened about the teacher's view on the students proficiency how they evaluate their students and lastly they give feedback to their students in the English classroom.

In the next section, we learned about teachers view on various challenges and barriers that they face on their daily basis while conducting English in classroom. From this fart, we learned that being not enough passionate towards the language, English is one of the challenges that the teachers face. Then we learned how the students are afraid of being judged by the classmate while learning English, and it is also considered as a huge barrier for the teachers when they

teach English in the classroom. This part also spoke how the students and the teacher both are not being able to meet the expectation. There are various reasons which been identified and discussed in this section behind they are not meeting the expectation. In this section we also got to know what teachers think about the current curriculum and what changes should be made.

Last but not the least, a particular section why we explore about the anticipated benefits of learning English in technical educational institution through the teacher's statement. In this section, teachers have pointed out how English in technical education institution can open up doors for further studies in abroad. Also, the teachers have shared their opinion on English being an essential subject for securing a good job in job market. This section ends with the teachers thought on how English can help them to be fluent in communication and spoken English.

Throughout the study The teachers thought the teachers way strategy their challenges and their anticipation towards teaching English in technical educational institution was successfully explored.

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Appendix A

Interview question to know how English is being taught in technical educational institution

1. From how long you have been teaching?
2. Any special training for teaching English in technical institution?
3. Which curriculum do you follow to teach English?
4. How do you teach English in your classroom?
5. In which sector you focus more?
6. From which medium the students are?
7. Which language do you use to teach English in the classroom? what language do the students prefer?
8. How do you start the class and what activities do you give them to conduct the class?
9. Do you have any syllabus how is it designed?
10. what contents of your syllabus?
11. At the focuses of your syllabus? Do you focus on spoken English or written English?
12. What are the materials that you use to teach them?
13. How do you get to know your students need what they need to cope up with the progress?
14. do you participate in the syllabus designing?
15. What are the objective of your curriculum?

16. What are the goals and aims of the curriculum?
17. Do you think your curriculum meet the expectation that you look forward to get from your students? How?
18. What do you expect from your students after teaching them?
19. Does the curriculum require both theoretical and practical activities?
20. What does your curriculum order you regarding teaching strategies?
21. How do you evaluate the students progress?
22. Does this curriculum has any rubric?
23. Is there any monitoring system on this curriculum?
24. Has there been any new edition in this curriculum?
25. How do you give feedback following the curriculum?

Interview question to know the challenges of teaching English in the classroom

1. How important it is to teach English in a technical institution?
2. How the student feels about learning English?
3. What they want to focus on what they expect to learn through English?
4. What are the challenges you face teaching English in technical institution?
5. What are the common problems you face while conducting class?
6. What are the common complains you get from the students regarding English?

7. Students major fair learning English?

8. What do you think your curriculum is lacking and what changes should be made?

Interview questions to the anticipated benefits of learning English in a technical educational institution:

1. How do you think English is going to help them in their future life?

2. How English is going to shape their skills in professional field?

3. You think learning English can open the doors of more opportunities for them?

4. What are the positive outcomes of learning English in a technical institution? 5. How much potential this curriculum has to meet the expected achievement from the students?

Appendix B

Ethical consent paper for the participants

- I willingly consent to participate in this research study.
- I comprehend that even if I agree to participate now, I retain the right to withdraw at any time or decline to answer any question without facing any consequences.
- I am aware that I can retract permission to use data from my interview within 14 days after the interview, leading to the deletion of the material.
- I have received written explanations about the purpose and nature of the study, and I have been given the chance to ask questions about it.

- I acknowledge that my participation entails sharing my experiences with conducting English class in technical school .
- I understand that there are no direct benefits to me from participating in this research.
- I consent to the audio recording of my interview.
- I acknowledge that all information I provide for this study will be handled confidentially.
- I understand that my identity will be revealed in the paper for study purposes and I give my consent willingly.
- I understand that excerpts from my interview, with disguised identities, may be quoted in academic Thesis Papers.
- I acknowledge that if I disclose information about harm to myself or others, the researcher may be obligated to report it to the relevant authorities, following a discussion with me.
- I understand that signed consent forms and original audio recordings will be kept in the researcher's collection until the exam board confirms the results of the thesis paper.
- I understand that a transcript of my interview, with all identifying information removed, will be retained for 1 year.
- I understand that under freedom of information legislation, I have the right to access the information I have provided at any time while it is in storage as specified above.
- I am aware that I am free to contact any of the individuals involved in the research to seek further clarification and information.

Signature of Research Participant

Signature of Participant

Date

Signature of Researcher

I believe the participant is giving informed consent to participate in this study

Signature of researcher

Date