

English Language Teaching Practices in Secondary Schools in Bangladesh: A
Comparison Between Urban and Rural Areas

By

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ID: 20203011

A thesis submitted to the Department of English and Humanities in partial fulfilment of the
requirements for the degree of

Bachelor of Arts in English

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Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing a degree at BRAC University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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In this paper, I will not use ideas from other sources without paraphrasing and referencing the source. I will not copy and paste from other sources. I will write in my own words and cite the references. Also, I will only use information from credible sources. I understand that noncompliance with the above instructions may lead to disciplinary actions that I will accept without any objection. I acknowledge that I may be suspended or expelled from BRAC University if I am found to have engaged in any academically unethical behavior.

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Abstract:

This study explores the current teaching practices of secondary level English language learning in rural and urban areas and compares the differences of teaching methods in both urban and rural settings. The specific focus of the study is on the disparities of the teaching practices, quality, methods, availability of resources and particularly the book selection procedure in both urban and rural schools. In Bangladesh, English is seen as a communication tool with other language people and the English language is an essential part in academic and professional advancement. However, in rural schools, English language learning is facing significant challenges such as traditional teaching practices with limited teaching materials, untrained teachers and their biases driven by commercial benefits make the rural area students less proficient in English than the urban areas' students. This study investigates the corrupt practices of book selection particularly in MPO-registered rural schools by taking incentives from the publishers that hamper effective English language learning. This study is investigating the different teaching practices of English language learning and teaching in urban and rural schools and providing insights for policymakers to take proper steps for improving English teaching practices and reducing the gap between urban and rural students' English language proficiency. A qualitative method was used, involving semi-structured interviews with 10 participants from various urban and rural schools to gather real experiences and insights where thematic analysis was done to show different teaching practices and classroom realities. The major findings of this paper are the differences in English language teaching practices in urban and rural areas where rural schools have lack of resources and proper classroom management, corruption in material selection, low implementation of CLT and the impact of corruption in material selection in English language teaching, especially in rural areas' schools.

Keywords: Urban vs rural schools, Material selection, ELT, Corruption, Teaching Methodology, CLT.

Dedication

To my family for letting me study my desired subject and for their support in letting me complete University. To all the friends and faculties whom I have met during my time at university. It was through the support of my close friends Shawon, Abidul, Mugdha, Aronno, Sulaiman Tonmoy, Saad Amin and others that I could finish my research paper. Thank you all for your support and patience.

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Chapter 1

Introduction

1.1.1 Background of the Study:

Language is the most important and useful tool that human beings use to communicate with each other. Nowadays, English is the official language with 1.5 billion speakers, and it is the lingua franca of business, travel, and international relations. English is the lingua franca of the modern era, and it is the popular medium of instruction in most of the higher educational institutions (Smit, 2010). English can help to overcome cultural communication obstacles, seeing substantial shifts in global communication dynamics where the English language is the most important component of this new world of communication.

Without being proficient in the English language, competing in this advanced world is not easy. In Bangladesh, over 24 million children learn English at the primary and secondary level as a second language, and it is used as a crucial subject from Grade 1 to Grade 12. (Hamid & Baldauf, 2008). The English language is not only a core subject in secondary school in Bangladesh but also a vital medium for accessing higher education and getting global acceptance. Lord Macaulay was the first man who introduced the necessity of teaching English in the South Asian subcontinent in his book named "Minute on Education," where he showed the importance of English as a second language to gain knowledge. But in this 21st century, Bangladesh's teaching practices stand in the past, and old traditions are where the new curriculum and syllabus for English language learning can't make any good approach to primary and secondary grades. Teaching-learning strategies or practices of ELT in Bangladesh lack actual exposure to the target language because of exam-oriented teaching, large classroom settings, teachers' workload, communication gap with teachers and students of rural schools, and improper implication of CLT (Communicative Language Teaching) in rural classrooms that make the rural school students less proficient in English language (Yazhou et al., 2023b). This reference says that secondary school students in rural areas don't get the proper guidelines for developing their English language skills compared to school students in urban areas. The reason behind this study is to compare the English language teaching

practices in secondary schools in rural and urban areas of Bangladesh because the rural school students are less proficient than the renowned urban school students and find out the actual reason behind this difference.

1.1.2 Bangladesh Education System:

Bangladesh's national curriculum board has been designed to focus on four skills: reading, writing, listening, and speaking of ELT so that students can properly use it in their higher education and real-life situations. English is not a knowledge-based subject but rather a skill-based subject that is mentioned in the objectives of the EC (English Curriculum) for the secondary level (Nuby et al., 2019).

Bangladeshi formal schooling system consists of two sectors; one is primary education which lasts five years and the second is secondary level which also has 5 five-year durations from class 6 to 10. The secondary-level education is divided into lower and higher levels where public examination is held after every schooling level. The English language is being taught at every level of schooling and is considered a vital subject in Bangladesh. The National Curriculum Board (NCTB) designs the curriculum for primary, secondary, and higher secondary levels. The books are given free in primary and secondary schools designed by NCTB. Subjects like Bangla, English, mathematics, social science, general science, and religious studies are all part of the curriculum. Bangladesh's education is overseen by the Ministry of Education, which is the highest numerical organization and managing body whereas The Ministry of Education (MoE) takes care of planning, policy formulation, monitoring and evaluation, and implementation of plans and programs related to secondary educational management and administration.

1.1.3 Bangladesh Schooling System: Public and Private Schools in Urban and Rural Areas.

The education system of Bangladesh comprises primary, secondary, and higher education with public and private schools intended to cater to different needs. Public schooling ranging from preschool and kindergarten through to high and higher education constitutes the backbone of the system. According to the Bangladesh Bureau of Educational Information and Statistics, the number of secondary educational institutions in Bangladesh, from secondary schools to

universities, stood at 35,429 in 2011. There are 1,017 public and 34,411 private schools, with 18,54,799 and 1,19,40,063 students enrolled, respectively, and in 2023, 2,198 government and 37,590 private secondary education institutions were established which have almost 1,49,52,058 and 42,64,203 students respectively (*Education System Reels Under Privatisation*, 2024). In every Zila, there are two public or Government boys' and girls' schools. Also, upazila and Union have one or two govt boys and girls combined secondary schools including many MPO (Monthly Pay Order) affiliated schools. This MPO-affiliated school falls under private schools run by that specific school committee. MPO - Monthly Payment Order - is an order given by the government to disperse the basic pay and benefits of non-government educational institutions, teachers and other employees in Bangladesh. Of teachers, 90% of their wages were paid through monthly pay orders (MPO) while the remaining 10% came from the schools. As such, the government governs much over who must be hired as the teachers for private schools. There is a vast system of primary education in Bangladesh. Registered non-government and government schools, among other things, are 25 types. The annual Primary School Census covers 1,33,901 schools run by 25 providers. There is no secondary education requirement in Bangladesh where 7.46% of secondary schools are government-run, while the rest (92.54%) are privately run. (Mousumi & Kusakabe, 2021). Most of the private MPO schools are situated in the rural area of Bangladesh whereas most of the renowned private schools are in Urban areas, especially in Dhaka.

1.1.4 Differences in English Teaching Methods between Urban and Rural Schools:

There are notable differences in teaching methods and outcomes between rural and urban school teaching. Here students may achieve greater English proficiency because urban schools, especially the well-known ones, frequently have better resources and more qualified teachers who follow the CLT methods properly. In 1997, CLT replaced the long-standing GTM in the national curriculum of Bangladesh, and in 2001, it was implemented at the higher secondary level for students between the ages of 16 and 17 (Nur & Islam, 2018). However, some teachers claim that most of the teachers from rural schools at the secondary level use the old traditional model of memorization of grammar rules to pass the exam leaving those students less proficient than the students at urban schools. Teaching practices of the English language at the secondary level in Bangladesh between rural and urban areas have differences despite having the same curriculum.

1.1.5 Research Problem:

The primary research problem of this study is to highlight the major issue of book business and corruption in both rural and urban school English language teaching practices with a particular focus on MPO-registered and non-government rural schools. Previous research stated the problem where lacking resources, relying on obsolete teaching practices, and employing underqualified instructors in their classrooms, rural schools are unable to formulate the same student performance gaps as their urban counterparts, which benefit from wider money, better-qualified instructors, and more recent types of teaching practices. Urban schools may frequently enjoy the advantages of trained teachers, and participatory approaches, allowing students to attain higher competency. Past research has documented the poor implications of CLT, teachers-student relations, and learning material that make the difference between urban and rural teaching practices. This research will try to evaluate book corruption in teaching practices especially in rural areas. Some govt and private school committees in Bangladesh undermine the quality of English language teaching through book corruption in selecting textbooks and educational materials. Some school committees collude with distributors or publishers to peddle bad or substandard textbooks for money or other benefits. Teachers are compelled to use textbooks that do not adhere to the national curriculum or the fundamentals of communicative language teaching (CLT). These substandard materials might have bad content with badly trained teachers who are reluctant to implement new methods because they are under pressure to use traditional textbooks. Successful methods such as CLT which promote critical thinking and communication skills would be hard to put into practice or grammatical errors that block students' understanding instead of advancing their skills (Nuby et al., 2020).

This study may help the policymakers of the Bangladesh education board to be more aware of teaching practices that affect English language education quality for expanding the teaching and learning gap between urban and rural schools.

1.2. Research Objectives

The central objective of this research is to compare the teaching practices of urban and rural areas' secondary school English language teaching. Along with this, specific research objectives are:

1. To explore the differences in reading materials in the secondary schools of urban and rural areas.
2. To identify the students' perceptions regarding the effect of corruption in the secondary school committee, particularly in the rural MPO- registered schools and to examine how this corruption influences the selection of reading materials for English language learning.
3. To investigate the low implementation of CLT (Communicative Language Teaching) and its reasons in both urban and rural school settings.
4. To show the differences in reading materials used by urban and rural school' teachers in ELT (English Language Teaching) and the accountability of teachers in both urban and rural areas schools
5. To find the impact of corruption in material selection especially in rural secondary schools.

1.3. Research Questions:

RO1: What are the differences in reading materials in the secondary schools of urban and rural areas?

RQ2: What are the students' perceptions regarding the effect of corruption in the secondary school committee, particularly in the rural MPO- registered schools and how does it affect the selection of the reading materials in English learning?

RQ3: What reasons underlie the low implementation rate of Communicative Language Teaching (CLT) within both urban and rural schools?

RQ4: How do book selection and lack of teachers' accountability make differences in English language teaching outcomes between urban and rural schools?

RQ5: What are the consequences of corruption in material selection?

Chapter 2

Literature Review

In this chapter, different types of teaching practices are discussed in coherence with how these teaching practices have made a difference in secondary school English language learning between urban and rural areas in Bangladesh. This chapter then reviews previous studies of current theories of effective teaching practices that are relevant to this paper's research questions. This chapter begins by showing the current teaching practices of urban and rural areas at the secondary level of English language learning, along with other existing literature researching Bangladesh's English language teaching methodology.

2.1 Teaching Methods of English Language in Bangladesh's Urban vs Rural Classrooms:

In Bangladesh, the teaching methodologies employed in English classrooms vary vastly depending on demographic aspects such as institution infrastructure, teacher qualifications, area, class size and time, resource access, etc. Secondary-level English teaching is often a very exam-focused subject, with memorization of boilerplate responses to exam questions taking precedence over effective communication techniques (Rahman & Pandian, 2018). Generally, urban areas are classified as where many residents are living in cities and rural areas are where people are predominantly living on farmland with a lower population than urban areas. Recent educational studies started examining attainment gaps between urban and rural settings where many educators, researchers, lawmakers, and members of the public believe that because of differences in teaching practices, students in rural schools generally receive a lower-quality education than students in urban schools. Moreover, it gets worse if the problem has to do with instruction or learning English as a second language (Hossain, 2016). The primary role of language learning is to express one's needs, requirements, emotions, opinions, and ideas with others. (Mahn & John-Steiner, 2012). According to Salahuddin (2013), many of the secondary school students are failing to learn skills like language that can be utilized well. In order to learn language comprehension strategies more explicitly it is important to discuss the individual interpretation of the text and must be added to the teaching practices where children need to learn a variety of reading strategies, such as scanning, skimming, and finding information throughout the text to solve various reading problems because not all teaching practices don't lead good learning experiences until reflection, correlations and

consolidations, and application further opportunities are created and done afterward (Salahuddin et al., 2013). Studies made by Vygotsky (1978) revealed the importance of language for learning where conducive learning experiences with shared interactions help students build their linguistic skills by way of cognition (Daniels, 1996). In Bangladesh, the teaching practices vary in urban and rural areas because the way they approach English language teaching in rural schools often stresses rote memorization of textbook content and grammar rules, rather than understanding or real-world application. This traditional approach is insufficient to engage the students and limits the impact of the teaching methods but in contrast, urban schools are employing a more participatory, resource-rich mode of teaching, reinforced by greater opportunities for students to interact with English beyond the classroom access to English newspapers, cable television, and cyber cafes helps these kids learn outside of the classroom. Moreover, some urban schools implement computer education, which broadens the teaching methods and introduces students to English vocabulary related to information and communication technology (ICT) which is mostly absent in rural secondary schools (Akbas, 2016). A study on Teaching English to Young Learners surveyed that teaching English in Bangladesh's urban and rural areas relies on very different methods of teaching while 33% of teachers in rural areas and 47% of teachers in urban areas frequently use special methods to teach students daily and no single teacher avoids them entirely. Moreover, only 13 percent of urban and rural teachers regularly use supplemental texts, compared to 67 percent of urban teachers and 54 percent of rural teachers where professional development is required because almost 93 % of rural teachers and 100 % of urban teachers agree with the fact that there is the need of specialized training which will improve their way of teaching and the involvement of school authorities or committees with book publishers who force them to buy the certain narrow set of guidebooks for financial motive that is a barrier of quality English teaching practice (Bhuiyan, 2015).

2.2. Socio-Economic Disparity in Urban and Rural Schools:

Socio- economic disparity plays a significant role for making differences in urban and rural schools' English language learning. Research on a comparative study on secondary students' English learning outcomes in rural and urban areas (2020) stated that many secondary students in rural Bangladesh are poor or disadvantaged, and their families cannot afford to invest in their education. These socioeconomic realities greatly affect children's academic success, and the

teachers don't show too much care for those students. So, the most vital factor among students for not being beneficial like urban school students might be the parents' income level (Khaled, Chowdhury, & Chowdhury, 2020). According to Islam (2018), parental education has a significant impact on children's foreign language learning because almost 74% of parents based in rural areas have below a formal education, as the majority work as carpenters, shop-keepers, farmers, fishermen, day laborers, and other local business owners, which limits their ability to support their kids' education. The money available for children's education is often based on the job of the parents (Richardson, 1986, as cited in Islam, 2018). In contrast, metropolitan or urban areas have a higher proportion of educated parents who actively engage with teachers and teaching methods to improve the English language learning of their children. (Islam, 2018).

Poverty and low socioeconomic status, parental degree, long-term vs transitory poverty, income, and parents' professional position"; income level has been reported as more potent indicators related to making differences in English teaching practices and low educational achievement compared to other high socio-economic areas in secondary school (Khaled, Chowdhury, & Chowdhury, 2020). If we compare the scenario of teaching practices with other countries like India which also have different teaching practices according to areas like lower-income and upper-income areas. A study on teaching the English language in India (2023) claimed that teaching practices vary due to several factors like large class size, rural background, lack of confidence and motivation, illiteracy, inability to read and write, and the inadequacy of a sound and practical curriculum, as well as a lack of participation and a lack of response with the most important being a shortage of qualified and trained teachers in lower income area (Kalia, 2023). Secondary-level English Language learners are known as "young learners" depending on age in other countries but in Bangladesh, it depends on the social status and financial condition of the learners' families that make differences in teaching practices in rural and urban areas (Nath & Chowdhury, 2009). So socioeconomic conditions might be a big factor in differentiating teaching practices in urban and rural areas, especially in rural area's schools. According to research on teaching English to young learners in urban and rural areas, learning English is a tough job, and it is a bit more difficult in Bangladesh because there is no suitable environment for language learning. In Bangladesh, English is a second language as well as a compulsory subject from class one in all government and non-government schools in every area including urban and rural. Still, rural school children are deprived of what metropolitan schoolchildren take for granted, as the gap between children from

urban and rural backgrounds is increasing by the day, and standard methods of teaching, according to students' interests and psychological characteristics, have not been applied in classrooms, so secondary-level English language teaching has not yet produced many benefits, especially in rural areas. Consequently, most of the problems also with teaching English can be solved by ensuring similar teaching practices in all secondary-level urban and rural public and private schools (Bhuiyan, 2016). So, these studies have shown that the differences in student outcomes and teaching practices between urban and rural schools are mostly driven by socioeconomic factors, including parental education levels and poverty. Urban and rural schools' socioeconomic differences have a big impact on teaching practices and student learning outcomes in BANGLADESH where in rural Bangladesh, many children come from low-income families who are unable to afford a quality education, which again affects their academic success and limits their ability to access English language learning (Khulel, 2021). It has also happened in other countries like Indonesia where Khulel (2021) has cited Church, Elliot, and Gable (2001), that low-income children tend to have lower academic success mostly in the rural areas and these rural students are often deprived of the competitiveness and opportunities present in metropolitan or urban schools. Bhuiyan (2015), stated The Financial Express (2011), reports that economic condition is the primary cause of school dropouts in Bangladesh and the image is all too familiar in rural Bangladesh. However, the economic condition looks different in urban areas, where going to school these days is expensive. School, coaching, private tuition, and self-study costs too much to continue or cope with the urban education system. As per an article by Bijoy Lal Basu (The Financial Express, April 3, 2011) the primary reason for the poor performance of children especially at the secondary level in rural areas, is parent's socioeconomic condition, lack of encouragement, lack of qualified teachers and inspiration from both their parents and teachers (Basu, 2011, as cited in Bhuiyan, 2015). So, it clarifies the idea that socioeconomic status is a critical factor in educational outcomes and quality teaching practices in both urban and rural areas.

2.3. Challenges of Teaching and Learning in Urban and Rural English Classroom: Resource Disparity.

The teaching of the English Language (EL) in Bangladesh has a colonial past and this has now become a crucial element of the education system because of the instrumental value of EL in globalization, economic growth, and employment. The other aim of the National Curriculum-2012

is to help the learners get communicative competence with the development of four fundamental skills like reading, writing, listening, and speaking. A lack of alignment between curriculum objectives and different classroom practices, mostly rote learning, teachers dominated, and examination-oriented teaching practices is the main challenge in making differences between urban and rural school students (Rouf & Mohamed, 2018). Bhuiyan (2015) stated that making similar teaching practices in all English language classrooms across urban and rural areas related to our curriculum is essential to standardizing English language teaching countrywide because most of the rural schools are following the traditional exam-oriented teaching culture. Hossain (2016) stated some vital differences in teaching practices between urban and rural areas where urban schools especially private ones, where classes are taught in English generally have better access to qualified teachers and new resources who can implement CLT however, these resources are often lacking in rural schools, leading to different standards of English language teaching resulting from this disparity, it is more difficult for students with rural origins to experience communicative teaching environments like urban schools. Another research conducted by Shan and Aziz (2022) stated that teaching practices in English language instruction are thought to be challenging and demanding for teachers, especially in the rural parts of the country where students tend to be first introduced to the language and don't get an engaging teaching platform in the classroom to the urban schools. Shan and Aziz (2022) observed in a lot of rural areas in Bangladesh where poor education facilities such as less light, damaged infrastructure, and bad environmental conditions act as one the big challenges to effective learning and teaching practices. Here the reason why this problem exists is because our teachers do not receive proper training, and we lack the money to afford the proper exposure that students need to have to learn the material. Supporting this, Paul and Kumari (2017) emphasized the significance of flipping favorable learning environments and student-friendly teaching practices in promoting students' overall well-being, and Musa et al. (2012) underlined the need for such environments to engage students (Shan & Aziz, 2022). Referring to Rouf and Mohamed (2018) where they have mentioned the lack of alignment between curriculum objectives and examination-focused teaching practices, and Shan and Aziz (2022) emphasize the importance of infrastructure including inadequate damaged classrooms, short class time period for a large scale of students in one class, insufficient lighting with poor ventilation are significant challenges faced by teachers and students of rural settings that make the disparity of teaching practices between urban and rural schools. One of the biggest issues

we face is the lack of certified English teachers in our rural schools compared to renowned urban schools and the students lag far behind among the regions of the world because their teachers often must teach subjects that they are unprepared to teach. The problem is worse with English as most teachers of the language never had the benefit of being trained on how to teach it. This scarcity is heightened in Bangladesh, where rural teachers are not trained and resourced to use different methods in their teaching (Shan & Aziz, 2022). Referring to another study by Izquierdo et al., (2021) at Shan and Aziz (2022) where this problem is also widespread in other nations like Mexico, for example, teachers with little English proficiency are compelled to teach English subjects (Izquierdo, 2021, as cited in Shan & Aziz, 2022). Likewise, the limited availability of qualified English teachers in Indonesia hampers effective teaching methods (Endriyati et al., 2019). Students in rural schools' regard English as a difficult and complex subject because their mother tongue is dominant and they are seldom provided an opportunity to speak and practice English. Ler (2012) has highlighted the study of Dasaradhi, Kumari, and Rajeswari (2016) and confirmed that, in rural areas, students have a foreign language attitude towards English and use their local language all the time. This aligns with their results, and it also explains the challenges of rural students having fewer opportunities to practice or use English compared to students in urban areas, which particularly affects their confidence to communicate in English both in and outside the classroom (Ler, 2012). Research conducted in Indonesia on teaching English as a foreign language, stated that the issues related to teaching English in Indonesian secondary schools are similar to those in Bangladesh, where problems like lack of trained teachers and inadequate training facilities are big challenges in teaching English in rural areas compared to renowned urban schools (Susanto, 2013). For instance, socioeconomic inequality and lack of qualified teachers and the favouritism, biasness on specific books from particular publishers that sometimes compromise quality of the books that can affect the teaching methods used in rural schools in Bangladesh creating challenges for teachers to teach the English language which limits students' access to quality education (Khaled, Chowdhury, & Chowdhury 2020). In this regard, Bhuiyan (2016) also mentions that the lack of standard techniques and resources especially in the rural areas is another great challenge in the English teaching-learning process in Bangladesh. At educational levels, teachers in both nations often do not receive the appropriate training to teach English effectively which is a big challenge for teaching. At the heart of every citizen is the right to equal opportunities in education where the Constitution of Bangladesh provides that education is a basic right of the people, and it is the duty

of the state to provide it to all citizens (Articles 15 and 17). This has also been stressed in the national education policy of 2010 (Ferdaush, 2011) despite the government initiatives the students of rural Bangladesh still face a challenge and there is inequality in education facilities between rural and urban segments. (Islam, 2019). A survey on learning English at JSC level in Bangladesh and challenges said that it is difficult in rural areas of Bangladesh to teach and learn something in English as no books, tools, or technologies are available and the survey found that students seldom owned English-language books or other resources helpful to learning that language, including dictionaries, grammar books and practice materials, English newspapers, and magazines. All urban families must own a television, and a computer connected to the internet so that the students can watch English content like news, films, and papers which even now a lot of rural homes still don't have these conveniences (Islam, 2018).

2.4: Teacher Quality and School Efficacy in Urban and Rural Settings:

Education plays a significant role in the development of cultural and social capital in all societies, and the socialization of norms. It is the school that mobilizes and accesses this social capital of the child, which may act as a buffer between the increasing “openness” of the child’s family and non-family networks and school is the one most closely connected with the child. (Bourdieu, 1991, p. 48). But there is a lack in the quality of teachers and school efficacy mostly in secondary rural schools. According to Hamib (2009), the students enrolled in government and private secondary schools in urban areas score well in the subject of English where there has been a failure among schools and madrasas in rural areas to implement the English curriculum and textbooks as the reasons for this are many and interlinked. Most of these government-run secondary schools in urban areas have better facilities, faculty, and physical infrastructure whereas urban private schools are the second best in education-having, lastly, rural madrasas and schools are being placed at fourth positions in infrastructure, results and other advantages (Hamid, 2009). The report says that the disparity in the quality of teachers and schools depends on their location and nature whereas nationwide, a small percentage of students mainly in urban areas can get decent education quality. The lack of school infrastructure, accountability and transparency of selecting quality books without considering students' need for quality teachers are the key factors behind the poor quality of English language teaching and learning in secondary schools in rural Bangladesh (Malik & Mohamed, 2014). Also because of the lack of accountability in book selection, the leakage of

questions before exams in Bangladesh, significantly hampering the quality of teaching where teachers' quality is playing an important role there that promotes exam-oriented teaching decreasing the overall quality of students' actual language learning (Mulcahy, 2015).

The school believes that making participation in extracurriculars mandatory will foster friendships and engagement where teachers play a vital role in the students to organize extra-curriculum activities. Hence, learners receive cultural and social capital not only from their schools but also from the people around them mostly from their teachers (Azaola, 2012). This teacher's role is absent in Bangladeshi secondary schools, especially in rural areas. Relationships between teachers and students and friendships are absent in rural schools, mostly due to the poor quality of teachers, their ignorance, traditional teaching practices and their lack of social and cultural capital but in contrast, students in urban schools often have close relationships with their teachers, who encourage such engagement. In interviews with headmasters of some rural secondary schools where they said that only one or two teachers in rural schools are sufficiently qualified to teach English, with many of the teachers at those schools not trained, and unaware of the latest developments in English language instruction (Islam, 2018; Mohammad, 2014).

2.5. CLT Practices in Urban and Rural Settings:

CLT (Communicative Language Teaching) is still one of the most common teaching practices adopted by many language teachers due to its focus on helping the students be able in communicate competence. CLT has been considered the best technique in English language education (ELT) because it provides communication fluency, which assists a better communication process. Communicative language teaching has the greatest influence on how English is taught effectively. So, this practice has become a part of ELT techniques of many educational and language institutes (Ansarey, 2012). According to Ansarey, (2012) the main purpose of Communicative Language Teaching (CLT) is that learners should be able to communicate fluently in the target language. Also, according to Larsen-Freeman (2000, as cited in Ansarey, 2012) CLT provides students with the five components of communicative competence like grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. A project named the English language teaching improvement project (ELTP) mentioned to promote CLT, the new ideologies of teaching, and the new objectives in the

curriculum in Bangladesh where new textbooks were required for developing CLT-based English textbooks for students in Grades 9–10 of secondary school and students in Grades 11–12 of higher secondary school for preparing and training teachers to teach communicative English and ELT model was implemented through teachers to shift away from the old methodology on grammar translation to CLT which they had been using throughout their career (Hamid & Baldauf, 2008). In the Bangladeshi context, Hamid and Baldauf (2008) Communicative Language Teaching (CLT) has been integrated into English language teaching (ELT), yet its impact on actual classroom practice is very limited, especially in rural schools. Rahman and Pandian (2018) have further added, that in rural schools, traditional grammar-based instruction is common due to both cultural and infrastructural constraints, while urban secondary schools have access to more resources and qualified trained teachers making it more probable that communicative teaching practices are utilized. Observation data showed diversity in both trained teachers' and untrained teachers' performance, yet the trained instructors tried to use the CLT approach more (Bangladesh Education Article, 2021)

To conclude, this literature review ends with highlighting differences in teaching practices between urban and rural secondary schools in Bangladesh based on CLT approaches, socioeconomic circumstances, resources, teacher quality, and teaching methods. These disparities describe the challenges rural students face in receiving effective English learning and achieving comparable outcomes to their urban counterparts.

Chapter 3

Methodology

Included in this part of the study are the key elements related to this qualitative research, such as the data-gathering procedure, data selection, and analytic methodology. Participants and sampling,

research tools, data collection methods, data analysis methods, and research design are all included in this chapter.

3.1. Qualitative Research:

Qualitative research was the method or process of understanding specific phenomena by collecting data from the perspective of those who evolved there. There were two types of research methods where the quantitative method relies on numerical data and statistical analysis. On the other hand, the qualitative research method was best suited to address research problems that a researcher might not know. This qualitative research method helped the researcher to identify the problem by reading literature and from participants through an exploration. A qualitative research study was needed to explore the specific phenomenon that the researcher wants to investigate from the perspective of distance education students. The main reason for choosing qualitative research for this study was to explore the problem and develop a detailed understanding of teaching practices in Bangladesh. This paper adopted a qualitative research methodology to explore the phenomenon of English language education in Bangladeshi secondary schools across urban and rural settings. A qualitative approach was particularly well suited for this research because it allowed for a rich understanding of the institutional, social, and contextual factors that shaped these practices. Exploring real-life learner experiences uncovered information that was often lost in quantitative research methods but could be covered in qualitative research. This study is moving forward with five research questions in mind.

RO 1: What are the differences in reading materials in the secondary schools of urban and rural areas?

RQ 2: What are the students' perceptions regarding the effect of corruption in the secondary school committee, particularly in the rural MPO- registered schools and how does it affect the selection of the reading materials in English learning?

RQ 3: What reasons underlie the low implementation rate of Communicative Language Teaching (CLT) within both urban and rural schools?

RQ 4: How do book selection and lack of teachers' accountability make differences in English language teaching outcomes between urban and rural schools?

RQ 5: What are the consequences of corruption in material selection?

3.2. Participants and Sampling:

Name	Age	class	Gender	School (Urban / Rural)
Participant 1	18	9	Male	Rural School
Participant 2	18	9	Male	Urban School
Participant 3	18	10	Male	Urban School
Participant 4	18	10	Male	Urban School
Participant 5	18	9	Male	Urban School

Participant 6	18	10	Male	Urban School
Participant 7	17	10	Male	Rural School
Participant 8	18	10	Male	Rural School
Participant 9	18	10	Male	Urban School
Participant 10	18	10	Male	Rural School

Table 1: List of students who gave data for the research

The participants for this study were the students from ten different schools (4 rural and 6 urban schools) where 10 students were being interviewed (1 student from each school) The participants were chosen for the thesis study and divided into two groups, each from a different learning environment. And for the focus group discussion, a total of two students from 2 different rural and urban schools were chosen and they were in one group discussion enhancing the interview more effectively that helped the research.

The purposive sampling technique was used for this study to choose individuals who can offer comprehensive and relevant knowledge regarding English teaching methods in Bangladeshi

secondary schools, both urban and rural. To carry out this sampling the students from class 9 to class 10 were selected because they were good enough to participate in the interview by understanding the research topic and research problem. And class 6 to class 8 students were not being included because they might not be mature enough for giving interviews for this study.

3.3. Research Instruments:

For this study, the instruments chosen were semi-structured interviews and focus groups. A qualitative strategy is used to obtain a comprehensive understanding of how classroom surroundings, resources, and teaching strategies affect students' learning. In-person respondents were given a written questionnaire and provided the link to a Google form. The questions were written in “Google Docs” so that they can easily read and understand the interview questions. They were asked some clarifying questions in both interviews in case they could not hear or comprehend the question. Data was recorded online using "The Zoom" program, and the in-person interview was conducted using a cell phone with a recording feature.

The focus groups were divided into two groups, each with three participants. At the beginning of the focus interviews, I asked some demographic questions to warm up the interview sections so that the participants felt comfortable giving the interview. These interview questions were taken from a small number of individuals so that the participants' views are obtained. Along with the focus group discussion topics, a few other questions were posed to make the interview more engaging. This allowed the participants to share their experiences and thoughts on the topic while learning the English language in the classroom.

3.4. Methods of Data Collection:

To collect data, live recorded interviews were conducted in person utilizing a mobile phone and online via Zoom for individuals who might be unable to be present. Mostly, interviews were conducted in English to understand the English language proficiency level of both urban and rural areas' secondary level students. Data were collected with the same interview questions, and the estimated time for each interview varied from 25 to 30 minutes. After gathering every piece of recorded data, it was transcribed. The virtual interviews had been conducted through “Zoom” only

due to their availability, and they lasted for 30 to 40 minutes. For data purposes, the conversations were recorded on Zoom.

3.5. Sampling Techniques:

For this study, the purposive sampling technique was used, which includes schools and participants that potentially cover the different educational settings in Bangladesh, and it might give useful information for the study. In purposive sampling in the qualitative method, researchers intentionally selected individuals and sites to learn or understand the central phenomenon. The sampling strategy, with a focus on urban and rural secondary schools, ensured a balanced representation of public and private schools within each of the categories. All identified schools were selected by their reputation, accessibility, and fit for the goals of the study. Students were selected from both urban and rural public and private schools. Rural schools were selected to signify establishments suffering from resource constraints, and urban schools to signify establishments with better resources and with a shown history of using communicative language teaching (CLT) strategies. To obtain rich data, purposeful sampling of participants was also used. The sampling strategy focused on secondary schools and ensured a balanced representation of public and private schools in each category in both urban and rural areas. More precisely, small-sized rural schools were selected to represent the challenges caused by resource limitations, whilst urban schools represented establishments with improved resources and a previous background in the application of communicative language teaching (CLT) methods.

As well as using a purposive sampling approach, the selected participants and schools offered important information on similarities and differences in urban and rural teaching practices.

3.6. Methods of Data Analysis:

For the analysis of data, the collected interviews were transcribed, and the data were placed under thematic analysis after being coded to identify themes. The coding of the data highlighted the important recurring factors regarding participants' experiences of their English language learning

and their perception of this language learning, which were later grouped under themes. In thematic analysis, the study showed patterns of variation between rural and urban students' classroom experiences, resource usage, and instructional methods.

Chapter 4

Findings and Discussions

This chapter focuses on the findings from the individual participants' interviews and focuses on group discussion. To understand the findings more clearly, this chapter has been divided into five themes that concentrate on the research questions that govern the differences in teaching and learning practices of the English language between urban and rural secondary-level schools.

4.1: Variety of English language learning in urban and rural schools.

4.1.1. Availability of resources.

To begin with, the availability of resources is one of the main factors that differentiate the urban and rural schools' English language learning. Resources like enough English books in the library help the teachers to teach the language more effectively. As well as it helps the students to understand the language by reading those English books. Here, individual participants from urban and rural schools reveal a significant disparity in the availability and the use of English language learning resources. There are many differences between urban and rural schools' teaching because of their availability of resources like English novels, history books, secondary standard journal articles, and newspapers. The library is the main source of these resources, where both teachers and students can find English novels, books, and newspapers for teaching and learning. Availability of resources like reading English Novels and English historical books can help the

students to learn English through culture. Students can learn the English language quickly by reading English novels, poems, and historical books because they can learn about the English culture and quickly grasp the context in which the English language is used to improve their overall language communication skills. (Isro'iyah & Herminingsih, 2023). The participants have mentioned their schools' availability of resources, where almost every participant said that they have a lack of reading resources and others have no access to those resources. The participant 3 is from a renowned ST. Joseph Higher Secondary school which is a private school in an urban area says that "We have a library with many English novels, poems, Historical books and Daily English newspapers which our teachers tell us to go to the library and read those books at least one day in a week and all students have free access to the library (Participant 3). In contrast another participant from Shornokoli High School Gopalganj, which is also an urban private school tells that "we have the type of English novels and English newspapers, but those are not enough for three thousand students in our school and our teachers encourage to read those resources but there is always a shortage of resources" (Participant 6). From this it can be said that the Urban school students have the resources and access to those in which they can learn the English language more effectively, which depends on school infrastructures, teacher's qualifications, and socio-economic status (Rahman & Pandian, 2018).

On the other hand, rural school participants have a scarcity of resources like English novels, poems, and daily English newspapers. "We have a school library with enough books, but we have no access to go there, " said participant 1 from a rural govt school. Another two rural participants have stated that "We have a small library with enough books, but no access and teachers don't encourage us to use them" (Participant 8, and 10). So here the rural schools have either no library or no access of students to the library. So, the availability of resources makes a huge difference between urban and rural English language learning because the rural school students generally receive a lower-quality education than the urban school (Hossain 2016). Here urban school students have faced the problem where they have enough English learning resources but those are not enough for all students. On the other hand, the rural school students have libraries with English learning resources, but they have no access to them. So, the availability of resources and its proper utilization or access make a variety of English language learning in urban and rural schools.

4.1.2: Usages of Digital tools and Online Resources.

There is a significant difference between using digital and online resources at the time of teaching in urban and rural areas. In terms of online resources, the rural schools have no computer, internet and projector whereas almost all urban schools have proper computer labs with internet and projector-based classrooms. The urban schools' teachers can teach English in multimedia classrooms by playing English topic related videos so that the students can enjoy the classroom and it helps the students to learn English effectively. On the other hand, the rural schools' teachers are following the same traditional teaching methods with no enjoyment and learning effectiveness. Some rural schools have computer labs and projectors in the classroom, but the students have no access to use the computer for learning and the teachers don't know how to operate the projector in the classroom.

The individual participants' interview and literature review have indicated that the urban schools have online resources and access to digital tools more than the rural schools. The urban schools have projector, online videos that help the teacher to teach dynamically incorporating both visually and auditory elements that make the language learning more engaging (Akbas, 2016). Participant 9 from Adventist Missionary School which is an urban English medium school say that “sometimes their teachers use a projector to play video, and teachers post relevant study materials from YouTube in the school private group but it's not very regular” (Participant 9). Here these urban schools' teachers have used digital tools like projector and YouTube videos as online resources to teach the students which make the language learning more effective. But not all urban schools are using the digital and online learning tools for example, “I would say the teachers and schools have digital and online learning tools but don't really use them. He or she just focuses on using the textbook as the focus and we just read stuff that is sent to us by him or her and we read it, come to class, and complete the task” (Participant 2). Here participant 2 is from an urban English medium school “Academia” in which they have digital learning tools, but their teachers follow the traditional way of teaching. So, the usages of these digital tools and online resources are inconsistent because most of the teachers choose the traditional learning method, where some of the urban schools are employing a resource - rich model of teaching through online tools that helps the students learn outside the classroom (Akbas, 2016).

But on the other hand, the rural school students have said that we don't have projectors or internet in class, no school private group in social media for sharing learning materials and our teachers don't use any digital and online learning tools (Participant 1, 7, and 8). Every rural school participant has mentioned no usages of digital and online learning tools. Most of the urban schools have those digital tools which they don't use whereas the rural schools have no digital and online learning tools to use. Hossain (2016) and Shan and Aziz (2022) mention that these rural schools' English language is being hampered and facing significant challenges due to the lack of technology usages like digital and online learning tools and interactive learning platform. The literature review and individual participants' interviews highlight the scenario of teaching practices of English language between urban and rural schools.

4.1.3: Quality of teaching and learning environment.

The quality of teaching and learning environment of Bangladeshi secondary level schools between urban and rural areas significantly impact on English language learning. The teaching quality of Bangladesh is not good and in rural schools it becomes worse because the teachers are not well enough trained to learn the English language effectively. From the interview, most of the rural students have mentioned about their classroom environment and the problems they have faced where the main concern is the boringness. The teachers take the class in a traditional way where there is only work to do the model questions and take suggestions for the exams. The teachers didn't get any proper training for making the English language classroom effective and enjoyable like urban schools' teachers. Most of the urban schools' English learning classes are student centric where the teachers make a learning environment that doesn't create boringness like rural schools. The teaching environment of all the rural schools is teacher centric where the students have no scope to learn reading and speaking over writing and listening. So, the overall quality of rural school's English language teaching and learning is not student friendly and may not increase students' English language proficiency like urban schools.

Many of the secondary school students are failing to learn English language that can be utilized well because learn language comprehension strategies must be more explicitly discussed and individual interpretation of the text must be added to the teaching practices where learners need to

learn a variety of reading strategies, such as scanning, skimming, and finding information throughout the text to solve various reading problems and it leads a good quality of teaching and learning environment (Salahuddin et al., 2013). Especially urban private schools try to employ qualified and trained teachers for learning English and arrange a good learning environment. For example, participants from renowned urban private schools say that their teacher tries to make the classroom more engaging, classes are very interesting and fun, and they sometimes do group work, role play with other classmates (Participant 2, 3 and 6). Here the classroom quality of teaching has improved which makes a funny and interesting language learning environment. A report by Vygotsky (1978) stated that, the importance of language for learning where conducive learning experiences with shared interactions help students build their linguistic skills by way of cognition and this quality teaching and good learning environment can help the students to learn English more quickly (Daniels, 1996).

In contrast the rural school scenario is totally different because the quality teaching and learning environment is absent in those schools. Most of the rural govt and MPO schools have no qualified teachers with no formal training of effective teaching and are unaware of the latest developments in English language instruction (Islam, 2018; Mohammad, 2014). Rural school participants have mentioned that their quality of teaching is traditional and there is a lack of interactive learning. Whereas the participants 7 & 8 also highlighted the absence of group or pair work where teachers-students relationship is limited and poor classroom condition. Poor infrastructure of rural schools and lack of quality teachers are hampering rural school students' language learning proficiency because rural teachers are not well trained and resourced to use different quality methods in their teaching (Shan & Aziz, 2022). The urban schools teaching and learning environment are more qualityful than the rural school which can be understood from the individual participants statements. For improving the quality of teaching and learning environment in rural schools, teachers training, good classroom infrastructure and students-centered learning environment must be established.

4.1.4: Planning for classroom teaching.

Good planning for classroom teaching is a vital role for the learners to learn the English language more effectively and it helps to keep concentration of the language learners. But the scenario of

planning for classroom teaching is not good in Bangladeshi secondary schools particularly in rural area schools. The interviews data have shown that the urban schools have more structured and well prepared monthly and yearly lesson plans by including many activities like role play, speaking tasks that create a proper classroom setting. Both urban schools' teachers and students are following a proper planned structure that fosters a good teaching and learning environment. But the rural schools have no proper planning for classroom teaching and the rural participants have highlighted that their classes are monotonous and teachers centered. The rural schools' teachers have no plan before taking the class, whereas they come and select one model question and order the students to solve that. Lack of proper classroom planning distracts the students from English language learning.

In Bangladesh there is notable differences between urban and rural schools classroom teaching plannings because in Bangladesh's urban and rural areas relies on very different methods of planning for classroom teaching while 33% of teachers in rural areas and 47% of teachers in urban areas frequently use special classroom teaching planning to teach students on a daily basis and no single teacher avoids them entirely and to 67 percent of urban teachers and 54 percent of rural teachers said that, proper development is required for almost 93 % of rural teachers and 100 % of urban teachers for an effective classroom teaching planning (Bhuiyan, 2015). This study shows the differences of urban and rural areas schools where rural areas schools have a low percentage of planning for classroom teaching. For example, participant 3 from St. Joseph Higher Secondary school stated that "teachers give us an entire classroom plan before every month in which what will be taught, and the upcoming activities are written there like role play or presentations topics with speaking and listening practices" (Participant 3). Participant 4 from Faridpur Zilla school says, "Our English teacher gives a proper year classroom teaching planning in January in which name of the books, topics teaching dates and some speaking test topics that are followed throughout the year" (Participant 4). It can be said that the urban schools are following classroom teaching planning that will help to organize lessons for both teachers and students which is an effective teaching practice.

But the quality of teaching practice especially in classroom teaching planning is very rare in rural schools. Rural schools' students have mentioned that they have no such things like yearly or monthly classroom teaching planning and even they have no idea what will be taught before

entering the classroom. (Participant 1,7,8 and 10). So, from the rural participants' statements and study by Shan and Aziz (2022) find the lack of proper classroom teaching practices particularly in rural areas secondary level school where the students don't get an engaging teaching platform in the classroom compared to the urban schools.

4.1.5: Teachers' Role.

Teachers play the main role in teaching English in the secondary level school because teachers' quality and effort make the language learning effective. Teacher's roles include a supportive learning environment, well-structured planning for teaching, motivating students, and employing effective teaching strategies. From the findings of the interview data, the teachers in urban schools in Bangladesh are adopting the students- centered teaching approaches to make the language class more interesting and effective. On the other hand, the rural schools' teachers are following the binary opposite method which is the teachers- centered approach and taking the traditional lecture-based class. The rural school students face difficulties in learning the English language due to the lack of teachers' support.

Urban school participants say that their teachers conduct classes very interestingly and in a fun way, sometimes they use role play or presentation but not all the time (Participant 2,3,5, and 9). The importance of teachers' role is to build an engaging innovative teaching method or strategy to foster the communicative competence of language learners (Hamid & Baldauf, 2008). So, the urban schools' teachers sometimes play an effective teaching role that might make the class engaging. In contrast, rural participants have mentioned teachers don't encourage us to speak much in class and no funny things happen instead the class is so boring (Participant 1, 7, 8, and 10). The data indicate that the urban schools' teachers try to make the class engaging sometimes where the rural schools' teachers take traditional classes. Ler (2012) and Shan and Aziz's (2022) study also demonstrated that the rural students have fewer opportunities for experiencing a good teaching experience compared to urban schools because supportive teachers' role is challenging to find in those rural schools.

4.2: Differences in Material Selections.

4.2.1. Profit dynamic between teachers and publishers.

Moving forward to the Bangladesh secondary level English language teaching practices where book corruption is one of the leading problems that hamper both urban and rural English language learning. Multiple participants from urban and rural Govt and private schools have shared their experience where teachers pressure them to buy a specific book from a particular bookshop. Corruption in material selection, specifically in book selection is one of the major issues in the Bangladeshi education system. The interview data highlighted that both urban and rural secondary schools are practicing unethical material selection where teachers and publishers are involved by sharing profit with each other. But in rural schools the scenario is much worse than the urban schools because the rural schools' teachers pressure students to buy the specific guidebooks from the specific book shop otherwise the students wouldn't pass the English exam. The data indicates that the urban schools' teachers select specific guidebooks for financial incentives without compromising the quality and objectivity of English language teaching materials whereas the rural schools' teachers compromise the material selection for financial profit.

Some participants from urban areas schools have disclosed some teachers telling us to buy guidebooks from specific publishers. One teacher always tells us to buy 'Nobodoot, Panjari, PC das English model question books because exam questions come from that book only (Participant, 2, 3,4,5, and 6). Similarly participants from all rural schools' specifically participants 1,7 and 10 have mentioned teachers always force us to buy their selected books from their selected book because they get profit from that publisher (Participant 1,7 and 10).The literature review supports the findings that favoritism and commercial interest on specific textbooks selection where teachers receive financial incentives and it makes the teaching commercial rather than quality of the books (Khaled, Chowdhury, & Chowdhury 2020). So, the profit dynamics between teachers and publishers are hampering quality teaching practices in both urban and rural secondary schools.

4.2.2: Involvement of school committee for financial motive.

Every urban and rural Govt, MPO and private schools have school committees who are also involved in book syndication for financial motive. The participants' data have revealed that the

school committees are actively involved in material selections for financial motive. The urban teachers often select specific textbooks based on the recommendation of the committee without compromising the students' needs. The rural schools' teachers select the books based on the committee recommendations creating a profit-sharing network between the publishers and school committee but most of the time the selected material does not fulfill the student's need and undermine the integrity of the proper English language learning in rural schools.

The participants' data highlighted that teachers select those books based on school committee decisions and sometimes these books are sponsored by publishers and share the profit between them and the school committee but here are better books, but we have no choice (Participants, 1, 4, and 5). Studies by Bhuiyan (2015) and Khaled, Chowdhury and Chowdhury (2020) highlight the involvement of school authorities or committees with book publishers who force them to buy that certain narrow set of guidebooks for financial motive that is a barrier of quality English teaching practice that participant 8 from a rural private school also mentions,

“I think the English teachers decide the books, but they have to follow the school committee’s recommendations, and we are forced to buy those books that benefit the teachers and school committee”.

Individual data and research are showing the same scenario of book syndication where the school committees are involved for financial profit and make a circle of certain guidebooks learning in rural and urban schools with no improvement of language proficiency. So, in book syndication there are no differences between urban and rural schools because both are following the same teaching practices.

4.2.3: Role of Socio-economic factors and biases in material selection:

The selection of guidebooks or supplementary books in both urban and rural areas significantly depend on socio economic conditions, and which make a noticeable difference in urban and rural areas English language learning. Socioeconomic factors have a big role in material selection both in urban and rural secondary schools because Bangladesh is a developing country where the quality of education depends on society and economic situation. The urban schools are providing good quality of teaching because the socio-economic conditions of urban areas are better than the rural

areas. The findings from rural school participants shows that most of the students are from lower middle-class families and the condition of schools are not that good. Most of the rural students belong to a farmer, day laborer or small businessman family so they can't provide that many facilities to their children's education like urban areas. Sometimes it becomes difficult to pay the school tuition fees and the findings highlight that the teachers show negligence to teach those students who are unable to pay tuition fees in time. So, the socio-economic factors differentiate the English language teaching quality in Bangladeshi secondary schools.

This socio-economic factor not only affects the quality of teaching but also in material selection. In the above-mentioned theme, both urban and rural schools have a connection of profit sharing with specific publishers for material selections where rural schools compromise the students' need for language learning over incentives. Here the socio-economic condition is directly related because the rural schools' teachers and committee don't care about the student's language proficiency. The main reason for this is their social position where the teachers think they might join their fathers' professions and that is why the school authority is not conscious about their actual English language learning. But the urban school authority is conscious about their students' language learning and material selection because most of the students come from a good family background. Also, most of the renowned urban schools' teachers not only focus on the selected books but also other supplementary books and the students can buy all those books which is often lacking in rural schools. So, these findings from participants' data reveal the role of socio-economic factors and biases in material selection.

Participant 3 from urban private school acknowledges:

“Teachers encourage us to buy and read English novels and other English supplementary books and also recommend buying specific guidebooks and we need to pay too much to buy those books because teachers sometimes bring those books and tell us to read.”

But on the other hand, the rural participants have mentioned that the teachers only tell us to buy as usual guidebooks from a specific shop where the price of the book is fixed and sometimes those are expensive for them (Participants 1,7,8, and 10). Here the urban private school students need to buy guidebooks selected by the teachers or school committee and other English supplementary books sometimes selected by the teachers only which are expensive because the socio- economic

condition of urban areas is better than rural areas. The urban school teachers suggest the English novel and other English books alongside guidebooks but the rural students only buy the guidebooks that are sometimes become expensive to them and the participants' data and other research have highlighted that the rural school teachers don't show too much care in selecting quality books because of incentives from the publishers or suggesting other books for improving language learning where socio-economic factors play a vital role (Khaled, Chowdhury, & Chowdhury, 2020). Income level of urban area makes the education quality better than the rural areas because 74% of parents based in rural areas have below a formal education, as the majority work as carpenters, shop-keepers, farmers, fishermen, day laborers, and other local business owners which limits their ability to invest and understand on buying quality full English supplementary books (Islam, 2018). Other literature highlighted that the rural school students focus on memorization from their teachers' selected outdated, less quality set of guidebooks whereas some urban school teachers teach and suggest buying extra supplementary books alongside the school committee selected books that enhance urban students' learning experiences that depends on the socio-economic factors hampering the quality of rural school language learning and making the differences of teaching practices in rural and urban areas (Nath & Chowdhury, 2009; Bhuiyan, 2015). So, the socio-economic factors of biases in book selection are a significant reason for the disparity of teaching practices between urban and rural secondary schools.

4.3: Low Priority of CLT (Communicative Language Teaching)

4.3.1: Focus on Grammar and Memorization.

Bangladeshi students of secondary level are facing challenges in learning English because of the low implementation of CLT where only memorization of grammars has highest priority. The practices of communicative language teaching are lower in rural schools compared to urban area schools. Most of the urban renowned private and public schools follow the CLT methods of role playing, language game, interactive task-based learning for speaking and listening whereas the rural school follows the traditional grammar-focused and exam-oriented teaching methods. The findings of participant data highlighted the minimum usages of CLT especially in rural schools

and focusing only on grammar and memorization hamper the rural secondary schools' students' language proficiency. Participant 1 from rural Govt. school said.

“Teachers mostly explain grammar and ask us to memorize the rules and answers from the guidebooks; speaking and listening practice is very rare, and we don’t have role play activities.”

CLT is being ignored in almost every Bangladeshi secondary level English language teaching whereas it has been considered the best technique in English language teaching (ELT) because it provides communication fluency assisting in a better communication process and the main purpose of it to make better communicative competence of the learners in the target language (2000, as cited in Ansarey, 2012). The practice of CLT is often undermined by the traditional learning strategy of grammar rules and memorization particularly in rural schools. Similarly, participant rural private schools mentioned “Their teachers tell them to memorize the answers from the guidebooks and grammar rules and not focus much on speaking or communication with other students” (Participant 8). From these statements it can be understood that both rural Govt and private school teachers emphasize on grammar rules and memorization over practicing real life speaking or developing real life communication skills. Participants' data and study shows that CLT has been integrated into English language teaching curriculum yet its actual impact on the classroom is very limited especially in rural schools. (Hamid and Baldauf, 2008).

On the other hand, participant 3 from urban private school said,

“Teachers sometimes use role play and give communicative tasks but still we spend most of the time memorizing grammar rules and model questions answers.” Whereas the other urban school participants have mentioned that they have no such activities like role play, speaking in English with classmates or any communicative task rather we memorize grammatical rules and focus on model questions solving” (Participant 3).

Here the urban Govt schools don’t use communicative teaching because the primary focus of the teachers is to teach only grammar rules memorization for exam preparation. But the participant's data from the urban private schools highlighted the communicative teaching practices with low percentages but still it happens in urban private schools where the urban Govt schools follow the traditional grammar focused teaching practices like the rural schools. Research by Rahman and

Pandian (2018) has disclosed that rural schools follow the traditional grammar-based instruction, which is common due to both cultural and infrastructural constraints, while urban secondary schools have access to more resources and qualified trained teachers making it more probable that communicative teaching practices are utilized. But the ground level participants' data proved that only some of the reputed private urban schools have followed communicative teaching practices sometimes without focusing more on grammar memorization whereas other Govt. Urban schools and rural schools' teachers have followed rote memorization-based teaching

4.3.2. Traditional Exam- Oriented Teaching Culture.

Traditional exam-oriented teaching practices in both secondary level urban and rural schools significantly impact on the communicative competence of the students. Both urban and rural schools in Bangladeshi secondary level follow the old traditional exam-oriented teaching culture. The participants' data highlight their teaching methods where teachers only care about how the students would get good marks in the examination. Especially in the rural schools, where teachers only focus on model questions solving while some of the urban schools attempt to adopt communicative language teaching over traditional exam -oriented teaching culture. Here there are pressures from guardians for high exam scores that lead the teachers to focus on the grammar memorization, however the urban schools' teachers use CLT for students' language proficiency.

“We sometimes do role play or group work but most of the time we focus on memorizing grammar to do well in exams because our guardians see the marks only” (Participant 3, urban private school).

So, here some of the urban private schools are using CLT for teaching English but in the end, they have shifted to the traditional grammar memorizing method because the guardians want a good exam to result from the students rather than a good language proficiency. But these urban private school students have minimal activity of practicing CLT that enhances their language skill than the students at rural schools because they have no practice of CLT. The teaching method is mostly traditional, focusing on grammar and memorizing answers for the exam (Participant 1, 7, 8, and 10, rural school).

This data indicates that the exam-oriented teaching approaches are almost the same in both urban and rural schools whereas the urban private schools sometimes follow CLT. The participants' data indicate the literature review where the Bangladeshi culture is discouraging the teachers from implementing CLT due to the practice of doing well in the exam, limiting students' effective language learning and urban schools especially private ones, where classes are taught in English generally have better access to qualified teachers who can implement CLT however, these practices are very minimal which often lacking in rural schools where rote memorization exam oriented culture is followed (Hossain 2016; Bhuiyan, 2015). That is why this traditional exam-oriented teaching culture is hampering secondary level English language learning affecting both urban and rural schools, but some urban private schools are prioritizing CLT over only exam-oriented teaching.

4.3.3: Limited time with large class size.

A limited class period in a large class size is another barrier for the implementation of CLT in a language learning classroom. Rural school students are facing the problem of limited time with large class sizes the most because the rural schools have no proper class infrastructure like most of the rural schools and there are many students in one class. The teachers also come late in the class and to control a class with many students would be difficult for the teachers which hampers the actual language teaching. However, the urban schools' classrooms are more structured than most of the rural schools where the students are divided into two or three class branches to minimize the students gathering. For this reason, the urban schools' teachers can take the class properly on the scheduled time which is lacking in rural schools. So, this classroom disparity is highlighting the different teaching practices of urban and rural schools.

“We have a class time of maximum 40 minutes and there are 60 students or more in one classroom” (Participant 7, rural school). Another participant from rural school has noted “We have so many students in one classroom with a short class period, so our teachers only read from the textbook and have no scope of practice speaking and listening properly” (Participant 8). Here both participants from rural schools are talking about the limited time for handling a large class which

is hampering the communicative practice for learning English. But Participant 3 from urban private school says,

“Yes, the allocated time for the class is enough for us because we do not have that many students in one classroom so teachers can focus on every student.”

The scenario of urban schools is totally different from the scenario of rural schools. Here the participants data from urban and rural schools support the literature where English classrooms vary vastly depending on demographic aspects such as institution infrastructure, teacher qualifications, area, class size and time period and the communicative teaching practices can be challenging especially in rural parts because of inadequate damaged classrooms, short class time period for a large scale of students in one class, insufficient lighting with poor ventilation challenges faced by teachers and students of rural settings that make the disparity of teaching practices between urban and rural schools (Shan & Aziz, 2022 ; Rahman & Pandian 2018).

This suggests that limited time and large class sizes with many students create a gap in CLT practices, particularly in rural schools compared to urban schools.

4.3.4: Teacher-dominated teaching culture.

After that, the teachers dominated, or teachers centric teaching culture is another barrier of students' language competence where students play the passive role in the classroom. Because the English language class is mostly lecture based focusing on rote memorization of grammars. The teachers -centered lecture-based classroom environment limits the student's active participation in English language learning especially in rural schools where the students have no opportunity for speaking and listening practice. In rural schools, the students are playing a passive role where the urban secondary schools' students can get a chance to interact with their teachers and other classmates for an active English language learning.

For example, participants from rural schools have mentioned that teachers mostly explain grammar rules and tell us to memorize. And we just sit quietly in class rows and don't engage in groups or pair work for topic discussion (Participant 1, and 8). On the other hand, the urban private school students highlighted that their teachers give lectures on grammar rules, that they memorize those and sometimes have limited communicative activities with teachers and other classmates”

(Participant 2, and 3, Urban Private school). According to Salahuddin et al, 2013, in language learning explicitly discussed where individual interpretations must be added such as scanning, skimming and finding information from the text and it happens with the correlations and consolidation between teachers and students. But the participants' data, especially from rural schools, indicates no correlation of teaching where students have no chance for communicative learning whereas the urban private school participants have at least some limited opportunities for interactive learning. So the teachers' centric teaching practices align with the literature that emphasizes favorable learning environments where students friendly learning practices can foster students' language proficiency but lacking of alignment between curriculum objectives and different classroom practices like mostly rote learning, teachers dominated teaching culture and examination-oriented teaching practices make differences between rural and urban students language proficiency (Paul & Kumari, 2017; Rouf & Mohamed, 2018). From the urban and rural participants' data it can be said that the rural school students are not active participants in language learning whereas the urban private school students have limited chances to interact with teachers and other classmates in the classroom.

4. 4: Role of Corruption in Material Selection.

4.4.1: Lack of Accountability and transparency in material selection:

Here the lack of teachers' accountability for selecting books makes a barrier for students to stick in one specific publisher's guidebooks without judging the quality of the book contents. Because the teachers and school committee decide the supplementary books without consulting students or thinking about their learning needs. The students' language learning is limited to only guidebooks which happens in all rural schools because there is no teachers' accountability to select books that fulfill students' proper language learning needs. On the other hand, the urban schools' teachers care about their students' language learning and the reputation of the school so that they select the books to fulfill students' language needs. The socio-economic factor works here as most of the students have educated parents who understand which books might be good for them, and teachers need to be aware of selecting the material. However, there are also biases in material selection in urban schools, but those materials fulfill the students' needs which are lacking in rural schools.

Since the majority of the students' parents are illiterate and don't know which books are good for their children, the teachers face no accountability from parents regarding material selection.

Participants from rural schools have mentioned that their teacher tell them to buy books like 'Panjeri, Nobodut, Lecture guides from specific bookshop because both teachers, committee members and book shops would be benefited by that specific publishers and we could not judge are those books ensure our need and language proficiency because there is no explanation from the teachers (Participant 1 ,7, 8, and 10). On the other hand, some urban school participants have noted that their teachers usually choose good books that are only used in their school and maybe there's bias, but they are helpful and fulfil their needs and if they complain about the books, their teachers change the books considering their learning outcomes (Participants 3, and 5)

The participants' data are referring to the literature where the disparity in the quality of teachers, the lack of school infrastructure, accountability and transparency of selecting quality books without considering students' need, are the key factors behind the poor quality of English language teaching and learning in secondary rural schools compared to urban areas schools (Malik & Mohamed, 2014). From the findings both urban and rural students are aware how their books are selected although the rural students are limited to one guidebook that doesn't fulfil their need for language learning where there is no accountability of the teachers. So, the lack of accountability and transparency in the book selection process particularly in rural schools significantly impacts on the teaching practices of English language learning between urban and rural schools.

4.5: Impact of book corruption in English language learning.

4.5.1: Impact on teaching and learning:

Book corruption is one of the biggest factors in Bangladesh secondary school which is hampering students' English language proficiency. Particularly, the book corruption destroys the quality of teaching in rural areas where socio-economic situations influence the selection of books. The economic factor makes corruption more and it shifts the teaching from students -centered learning environments that fulfill students' need to the method of rote memorization from the guidebooks.

According to participants 1 from rural school,

“We are forced to buy only the Nobodoot test paper” and I think it doesn't help much to learn English except getting marks in exams.”

Participants 7 from rural school stated that they need to memorize the answers from the books and teachers are not teaching them how to use English in real life because the teacher's intention is more about making money than teaching and we have no other resources to learn on our own. On the other hand, the urban participants added that the teachers make their own material along with the selected books and those materials are more helpful than guidebooks to understand and help us to learn English effectively (Participants 2, 3, 4 and 6). The participants data are related to Hossain (2016) and Bhuiyan (2015), where they said that the traditional exam-oriented methods focusing on memorization in both urban and rural school impact on the English teaching and learning but particularly the selection of low-quality books for commercial interest and limited resource availability especially in rural schools are the main reason that lack better outcomes from rural students compared to urban students. So, it can be said that book corruption has a significant impact on English language teaching and learning practices in both urban and rural areas where rural areas teaching and learning are more mostly hampered due to their socio-economic situations and limited resources.

4.5.2: Leakage of questions before exam:

One of the significant impacts of book corruption is the leakage of questions before the exam and it is seen in the rural areas' schools heavily. This issue is hampering teaching and learning practices of secondary level English language learning because students are focusing more on exams and memorization for getting good marks rather than actual language learning. Specially, the rural school students are facing the leakage of question papers mostly because of the lack of quality study materials and rely on the teachers' selected guidebooks.

Participant 2 from urban school has mentioned,

“The question pattern stays the same, but the questions themselves are different and sometimes they give suggestions and sometimes no it depends, and I don't trust the suggestions much. I read everything on my own.”

Here the urban students are not only dependent on the suggestions from the selected books rather they read what their teachers teach. On the other hand, rural participants 7 & 8 claimed that the questions are mostly direct from the guidebooks. No change from model questions or guidebooks that the teachers give us suggestions before exams and to be honest we read only the suggested topics because questions usually come from them.

These statements clarify the scenario of book corruption particularly in rural schools where the teachers are only making direct questions from the selected books which is like leakage of questions before exam. Here the participants' data are referring to the literature saying that lack of accountability in book selection makes the leakage of questions before exams in Bangladesh significantly hampering the quality of teaching where teachers' quality is playing an important role there that promotes exam-oriented teaching decreasing the overall quality of students' actual language learning (Mulcahy, 2015). In particular, the rural participants' statements are similar to the study referring to corruption as the main reason that hampers the learning environments from the lower socio- economic background, certainly in rural schools because of the lack of accountability of teachers and school committees (Khaled, Chowdhury, & Chowdhury, 2020). These data clarify that the rural school teaching practices are different from the urban schools reasoning the leakage of questions and it happens because of teachers' quality, biases on specific book publishers, memorization of answers from those books instead of actual teaching and learning practices.

4.5.3: Impact on interest in attending English classes:

The consequence of book corruption is losing interest in attending English language class. The main reason for not attending the class is the rote memorization from the selected guidebooks which doesn't increase students' interest in learning English. The secondary level English language learners learn English like a mechanical exercise particularly in rural school where same teaching practices are followed every day. Students from rural schools' have no interest in attending the class because the English class is taking in native language where the students may not learn anything about the English language. Whereas the urban schools' teachers use communicative language teaching like role play, language games to make the class attractive so that the students keep interest in attending the classes.

Participant 3 from urban school have mentioned,

“Well, I enjoy the English language class because many times our teachers give some interesting work in the class and those are very funny and help to learn English new words, so I don’t want to miss that, so I regularly present at the English class”.

Here the urban school students are not losing interest in joining the class because their teachers are using some funny teaching methods. These methods could be pair work, language games that help them to learn English in a fun way and increase their interest in attending regular English classes. According to rural participant,

“I really don’t want to join the English class as it is too boring for me because it is just sitting on the table and writing the grammar rules only” (Participant 7, rural school).

Both participants from urban and rural school statements are totally different where one is interested to join the class and other is not and the reason is the same teaching practices of rote memorization with no interaction with teachers and other classmates. The study of Mohammad (2014) is highlighted with the participants data particular the rural student where teachers and students relationship and friendships are absent in rural schools, mostly due to the poor quality of teachers, their ignorance, traditional teaching practices and their lack of social and cultural capital but in contrast, students in urban schools often have close relationships with their teachers, who encourage students engagement with them for better teaching and learning. Rural participant’s statements indicate the literature where communicative language teaching like role play, group or pair work and actual classroom practice is very limited, especially in rural schools because they are not shifting away from the old methodology on grammar translation (GTM) to CLT which they had been using throughout their career (Hamid and Baldauf 2008). So, it can be said that the urban schools’ teachers are making their English classes more interesting than the rural schools’ teachers through implementing CLT that motivates students to attend every English class.

4.6. Limitation:

4.6.1. Limited Data: The study is conducted with a small sample size which might not accurately reflect Bangladesh's secondary school teaching differences and institutional variances in both rural and urban areas.

4.6.2. Limited Time: Time is one of the biggest factors for the study because figuring out the total scenario of teaching practices between rural and urban schools might be difficult as there are lots of schools in Bangladesh. Insufficient time for gathering and evaluating data could limit the depth of research to find out the teaching practices of urban and rural schools.

4.6.3. Students' Fear and Social Barriers: While asking interview questions, the students will be afraid of talking about their teacher's teaching method. Students from rural areas are more conscious of the social norm not to tell bad opinions about their teachers. Rural students' interviews lack their true opinions about their teachers or the school's procedures for teaching English.

4.7: Implications of the Research:

4.7.1. Fill the gap in Efficient Learning Methodologies:

Teaching-learning Strategies or practices of EL (English Language) in Bangladesh lack actual learning where quality teachers and effective teaching methodologies should be applied. The teachers should teach the English language according to the objective of the curriculum by supplying adequate and aligned teaching-learning materials.

4.7.2. Using High-Quality Educational Resources:

Good reading materials or resources like books make the difference between rural and urban secondary school English language teaching in Bangladesh. Books that don't have proper quality control have to stop selling and make awareness, especially in the schools of rural areas—and implement centralized procedures for choosing and allocating materials for learning.

4.7.3. Showing how important it is to remain honest about the processes used to select books:

In Bangladesh book business is the biggest business where selling English language or grammar books is in the highest position. This creates a situation where the selection of books offered to schools, particularly in rural areas, can be driven by the potential for generating revenue rather than the quality of teaching. Books that likely have their agenda and may also not be the most informative or effective for teaching may be advanced by school committees or others to harm their institutes which have more profit.

4.7.4. Informing policymakers about the need for stricter regulations to prevent book corruption in rural school committees:

Research explores the extent of corruption in rural school committees and the book selection process, informing policymakers of the need to enforce stricter regulations. Policymakers may ensure that textbooks are selected for quality, not profit, by implementing more clear policies and teachers' accountability mechanisms.

Chapter 5

Conclusion

This is the concluding section of the chapter summarizing the findings of the research coherently and concisely. Here the link between the findings is addressed with an addition of the implications of those findings behind this research about the different teaching practices of English languages in urban and rural secondary schools and the limitations of the research.

This research is setting out to find the different teaching practices of English language teaching in secondary schools both in urban and rural schools, as well as making a comparison between these urban and rural area schools' teaching practices. This research is aimed to compare and explore the teaching practices of English language in secondary level schools across urban and rural area schools based on the individual participant's interviews and observations by relating supported literature. And these research results have demonstrated a significant disparity in the quality of teaching and learning between urban and rural school contexts.

Firstly, the discussion found from the participant's interview is the relatively better infrastructure, qualityful trained teachers, good and updated teaching strategies and availability of English learning resources are seen in urban schools. Also, the urban schools' teachers, particularly the private school teachers, often have more formal training on CLT, more qualifications and better training on how to make the class more engaging and student friendly. From the participants' data it is clear to see that the urban schools' teachers are occasionally following structured classroom planning with modern and effective teaching practices that foster students' interest in learning English effectively.

Secondly, this research finds out that in rural settings, the students are facing problems in English language learning. The rural school students' English language proficiency is very less than the urban school students despite having libraries and other learning resources, and it makes fear among the students that English language is hard. Here the main reason is to have them no access to the library and the resources. The lack of digital tools, access to the internet or any other multimedia tools, bad infrastructures, depending on guidebooks only and traditional grammar translation method of teaching. The rural school participants' statements highlight the poor classroom environment where both teachers and students must deal with a large class in limited instructional time that affects their actual teaching. As well as in rural settings, the teachers are not that qualityful and often have limited training on teaching and so the classrooms are boring, and teachers centered. For this reason, the rural schools' students are losing their interest and find no motivation for attending the English language class.

Finally, the book corruption is the main finding of this research which is the crucial reason for making different teaching practices in urban and rural schools. The issue of book corruption not only affects the rural school but also the urban school. But the percentage of school committees and teachers involved in book corruption is more than in urban school settings. Almost all the rural school participants clarify the book selection process by their teachers and school committee for only taking incentives from specific publishers. The urban school committee and teachers also suggest specific books for incentives but there is teachers' accountability for maintaining the quality of the books that fulfill students' interest. On the other hand, there is no accountability of teachers in book selection in rural settings without considering the students' need for learning English. This method leads to a narrow teaching practice focusing only on rote memorization from

only one guidebook without developing actual language proficiency. The book corruption and lack of teachers' accountability is more in rural schools due to the socio-economic situations of rural people, bad infrastructure for the schools and the lack of alternative resources like English newspapers, novels, language game tools and not enough computers for reading different English E-books or pdf. So, these are the different teaching practices of secondary level English language classes followed by urban and rural schools in Bangladesh. And these findings of different teaching practices help to make a comparison between urban and rural setting schools where urban schools are modernizing English language teaching compared to rural schools who still remain in traditional and non-effective teaching practices.

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Appendix

Participant 1

Interviewer: What is the name of your school?

Participant 1: My school's name is S.M. Model Govt.High School.

Interviewer: What grade are you in?

Participant: I am in class 9.

Interviewer :Is your school in a rural or urban area?

Participant 1: Basically,it is a Zila boys school. You can call it almost a rural school.

Interviewer: Is your school a Govt school or a private school?

Participant 1 : It is a Govt. school.

Interviewer: Do you like English Language Learning?

Participant 1: Yes, I like learning English because it is an important skill for my future

Interviewer: From your perspective, is English language learning important? Why?

Participant 1: Yes, English is very important because it helps in higher education, job opportunities and understanding technology and the internet without English we struggle to access many global opportunities and other resources etc.

Interviewer: Do you enjoy your English language learning classes? Why or why not?

Participant 1: Sometimes but mostly I don't

because lessons are not interactive

We do not get opportunities to practice speaking and the focus is mainly on memorizing grammar and textbook answers for the exam.

Interviewer: Okay, it is a very good answer. Then let's jump to the next question

So, what kind of materials do your teachers use while teaching?

Participant 1: Teachers primarily use the government issued English textbook; they also provide handwritten notes, but they rarely use videos, audio recording or any other digital material that could make learning more engaging.

Interviewer: Okay, so do they use any specific textbooks while teaching?

Participant 1: Yes, we use the English for today textbook prescribed by the government

some teachers also suggest additional guidebooks from the private publishers

Interviewer 1: So do they use any kind of support materials besides texts and notes?

Participant 1: No teachers mostly stick to the textbook and written notes. We do not have access to English newspapers, novels or other digital tools that could improve our learning experience.

Interviewer: Okay, then does your school and teacher have enough study materials

like books, videos or online tools to help you learn English in a fun way?

Participant 1: No, we do not have a school library with enough English books

and we do not use technology like video serve, language apps in class and our learning is limited to textbook and written exercises so there is no way of fun learning.

Interviewer: Okay, then what kind of English textbooks and supplementary materials are used in your school? Are they the same as those used in other schools you know of?

Participant 1: We use government textbooks, but I know that private schools use more advanced books and additional material which gives the student a better learning experience.

Interviewer: Okay, then does your school have other reading materials like English novels and English newspapers? If yes, do your teachers use them or encourage you to use them for better English language learning?

Participant 1: No, we do not have English novel or newspaper in school

Teachers do not encourage us to read beyond the textbook.

Interviewer: Then do you find your school's English reading materials interesting and helpful for learning English?

Participant 1: Not really because the textbook content is outdated and does not include real life conversation or practical exercise.

Interviewer: Okay, then the next question, do you think the study materials in your school are updated regularly to improve English learning? Or do they stay the same for years?

Participant 1: They stay the same for many years which makes learning less effective.

Interviewer: Then how are the English textbooks selected by your teachers to conduct English classes?

Participant 1: The government provides the textbook, but the teachers recommend additional guidebooks that students must buy separately.

Interviewer: Okay, then how do your teachers recommend your U for study materials for English classes?

Participant 1: Some teachers suggest specific guidebooks and sometimes even tell us where to buy them.

Interviewer: Then does the teacher force you to collect the materials selected by your teachers or the school committee?

Participant 1: Yeah, they sometimes pressure us to buy specific books as questions in exams are often taken directly from those materials.

Interviewer: Then what do you think who decides English textbooks and study materials are used in your schools?

Participant 1: The government decides the main textbook, but teachers influence the selection of additional materials.

Interviewer: Okay, then have you ever heard of or noticed favoritism or bias in selecting English textbooks or study materials? If so, then can you share some examples?

Participant 1: Yes, some teachers promote guidebooks from specific publishers who may be influenced by personal benefits. Like one of our English teachers always tells us to buy "NoboDood" English model question book and he reads model questions only from that book.

Interviewer: Then do you think the English textbooks used in your school are selected based on their quality or are there other reasons behind their selection?

Participant 1: I think the selection is not always based on quality but sometimes on financial benefits of teachers or school authorities.

Interviewer: Then have you ever been encouraged or pressured to buy specific books from a certain bookshop? If yes, do you think this benefits students or someone else?

Participant 1: Yes, I am pressured to buy a specific book from a specific bookshop recommended by my teachers, and I think it is beneficial for the teachers and those bookshops.

Interviewer: Okay, then the next question is do you think there are much better books for learning English than the books selected by the teachers? If yes, then how do you know that?

Participant 1: Yes, definitely I think in many well-known private schools like Notre Dame, Milestone suggests better books and I know that from my other friends who study there.

Interviewer: Then the next question is are the English textbooks used in your school different from those used in other schools?

If you know then why?

Participant 1: Yes, it is different, and I think the main reason is teachers and as well as the school committee take the profit from that specific book publishers.

Basically, it is about the profit that teachers get from that publisher.

Interviewer: Then the next question is can you share your experience of how English teachers usually conduct English classes, lessons and teaching practices they use?

Participant 1: Teachers mostly explain grammar and ask us to memorize answers, speaking and listening practice are very rare.

Interviewer: Then do your teachers give communicative tasks in the classroom?

Participant 1: No, most tasks involve writing and grammar exercises, not speaking or communication.

Interviewer: Then do your teachers ask you to do group or pair or while teaching?

Participant 1: No, group work is not common in our English classes.

Interviewer: Okay, then do your teachers use question answering methods while teaching English in the classroom?

Participant 1: Yes, but not much and mostly from the model questions of the guide book, no outside questions that help to understand the Grammar topic easily.

21. Interviewer: Next question is how do your teachers teach in the classroom? Do they focus on grammar and rules or communication and interaction between students while teaching?

Participant 1: They mostly focus on grammar and memorization.

Interviewer: Then do you practice listening and speaking skills in the classroom if yes then how?

Participant 1: No, we don't have the listening practice.

Interviewer: Then have you been given any tasks that encourage you to speak English in class? Why or why not?

Participant 1: Really sometimes we are asked to read aloud but not real speaking tasks.

Interviewer: Okay, then does your teacher prioritize grammar writing and memorization over speaking and communication in class?

Participant 1: Yes, grammar and memorization are most important.

Interviewer: Then do your teachers follow any teaching technique in the classroom to teach the English language? Like role play, picture presentation or language games?

Participant 1: No, we don't do those activities.

Interviewer: Okay, so you have no activities like that.

Participant 1: Not at all.

Interviewer: Next question is, does your teacher give you any tasks that cover all four skills of reading, writing, speaking and listening?

Participant 1: No, mostly reading and writing.

Interviewer: They don't focus on speaking and listening, right?

Participant 1: Yes,

Interviewer: Then do you have any activities like a presentation or reading out some English literary texts in the classroom and discussing in English about the texts with the classmates?

Participant 1: No, we don't do presentations but sometimes we read aloud.

Interviewer: But sometimes, right?

Participant 1: Yes, very rare in the classroom.

Interviewer: Do your teachers take speaking texts or ask for group work like writing a short story in a group? If yes, then does it help your writing and speaking skills?

Participant 1: No, there is no speaking text or other stuff like that.

Interviewer: And then it does not help your writing and speaking skills, right?

Participant: Yes, yes.

Interviewer: Then do you think communicating or interactive language-based learning is followed in your English language class?

Participant 1: No, because we only memorize and write answers.

Interviewer: So, most of the things are memorization, right?

Participant 1: Yes.

Interviewer: Then do you think how English is taught helps you use the language in real life communication? Why or why not?

Participant 1: No, the way English is taught in our school does not help us. We focus mostly on grammar, reading and writing, but we do not get the opportunity to practice speaking or listening. Without regular speaking practice, it becomes difficult to communicate in English outside the classroom.

Interviewer: Okay, it is a very nice answer. Then jump to the next question. Does your teacher use any notes while taking classes?

Participant 1: Yes, our teacher often uses handwritten notes which they read out to us. Sometimes they dictate the notes for us to write down, but they do not explain the concept in an interactive way.

Interviewer: Then did your teacher come into the classroom at the exact class period?

Participant 1: Most of the time teachers arrived late and sometimes they are leaving early. This reduced our learning time and making it difficult to cover all topics properly. There is a time limitation.

Interviewer: Then do you think the allocated time for the class is enough to understand the topics that are being taught by your teacher?

Participant 1: No, the class time is often not enough because the teacher has to rush. Through the lesson, since students do not get enough time to ask questions or clarify doubts, we often do not fully understand topics.

Interviewer: Then how do you practice grammatical items in your classroom?

Participant 1: When mostly practicing grammar through written exercise and work sheets, teachers give us a list of rules and ask us to memorize them.

But we do not apply grammar in speaking or creative writing.

Interviewer: Then do you teach us these grammatical items by writing a short story or essay using specific grammatical rules? If yes, then does it help you to learn the English language?

Participant 1: No, we usually do not learn grammar through storytelling or creative writing. Instead, we learn through repetitive exercises and memorization, which does not help in real life uses.

Interviewer: Then do you memorize some selected items from the selected books that your teacher suggests to you?

Yes, or no?

Participant 1: Yes, memorization is a major part of our learning courses. Teachers often give us specific paragraphs or answers to memorize for exams.

We focus more on reproducing those answers rather than understanding the language.

Interviewer: Then the next question is, do you English teachers check if the students understand the topic or not? If yes, then how?

Participant 1: Teachers rarely check if we understand the topic properly.

Sometimes they ask a few questions, but they mostly move on with the syllabus without making sure every student understands the lesson.

Interviewer: Okay. This is a very nice answer. Then do your teachers give regular homework and check if it is proper and do your teachers give extra time if any students have a problem understanding any topic?

Participant 1: Teachers do assign homework, but they do not always check it properly. If students have difficulty understanding something, they do not, there is not much extra time given for the explanation. There is also a time limitation.

Interviewer: Then does your teacher evaluate your progress? If yes, then how frequently do they do that?

Participant 1: Teachers evaluate mainly through the written exams, but they do not assess our speaking or communication skill. Progress is measured only by test courses, not by how well we can actually use English in real life.

Interviewer: Okay. Understand. Then go back to the next question. Do your teachers ask questions directly from the book they give or are there any changes in the questions or not?

Participant 1: Yes, most of the questions in our exam come directly from the textbooks. Teachers rarely make changes to the questions, and they often tell us to follow the Nobodood model test books for the exam. This means we are mostly prepared by memorizing answers instead of learning how to use English effectively.

Interviewer: Exactly. It is a very good answer. Then do you read only those suggested topics for the exam?

Participant 1: Yes, we mostly study only the topics that teachers suggest for the exam. Since exams focus on a few selected questions, we do not explore the entire book or practice other important skills like speaking or creative writing.

Interviewer: Understand. Then do teachers in your school review the topics they taught before the exam?

Participant 1: Yes, sometimes teachers review the topics before the exam but it is usually a quick revision instead of exploring the concept again they mainly give us solutions on what we memorize for the exam.

Interviewer: Understand. Then do your teachers evaluate your performance in English through exams, or do they also assess participation, presentation and assignments?

Participant 1: Our performance is mostly evaluated through written exams. Teachers do not assess participation, presentation or assignment in a structured way which limits our ability to develop real life English communication skills.

Interviewer: Then there are two questions I will ask. So do you think the four English language skills are being taught through your school assessment method or exam method?

Participant 1: No, our assessment method mainly focuses on reading and writing. While listening and speaking are often ignored, exams are based on memorizing textbook content and answering those written questions.

So, we do not get enough practice in speaking or listening which are essential for real life communication.

Interviewer: Okay. Then my last question is do you think the assessment methods in your school help you develop real life English communication skills? Why or why not?

Participant 1: No, the current assessment method does not prepare us for real-life English communication.

The exams focus on grammar, rules, translation and memorizing them. We do not get the opportunity to develop fluency in speaking or practice listening skills, which are necessary for effective communication in real-life situations.

Interviewer: Okay. Thank you for your valuable time.

Participant 1: Welcome.

Participant 2

Interviewer: So, hello, my name is Galib. Let's start the interview.

Participant 2: Hello.

Interviewer: What is the name of your school?

Participant 2: So, the name of my school is Academia.

Interviewer: Then, what grade are you in?

Participant 2: I am in Grade 9.

Interviewer: Okay. Is your school in a rural or urban area?

Participant 2: My school is in an urban area.

Interviewer: Like, it's a city school, right?

Participant 2: Yes, it's in the middle of Dhaka, the capital. So, it's right near Lalmatia.

Interviewer: Is your school a government school or a private school?

Participant 2: It's a private school. So, that's why most of our courses, or just the entire structure of teaching, was based on the English language. We are considered English medium students, and the school itself is an English medium school. Since private schools are completely, you know, different from the government schools. Government schools are considered mostly English or Bangla versions.

Interviewer: Do you like English language teaching or learning? Do you like the English language?

Participant 2: Yeah, I think I really like the language itself because it's more convenient to speak in and it's a language that I have learned better than my own mother tongue. So, I would say

learning and teaching, or whatever you can categorize the English language to be—it's quite entertaining.

Interviewer: From your perspective, is English language learning important? And why?

Participant 2: From my perspective, definitely. Since if you consider that most of the global powers are countries with English as their mother tongue, we need to learn English because it's a really powerful language. It's a tool that you can use to communicate with other people. You know, maximum people know how to speak in English because of how much variety it has, or I should say, how much diversity it has in most countries. If you consider that you want to study abroad, which I'm planning to, I needed to take the IELTS, which is an English language test. And the fact that I have to take something that shows my English language proficiency just shows that the dominance of the language has taken deep roots in the world. So, learning English is not just a skill, but also part of your life.

Interviewer: Then, do you enjoy your English language learning classes? Why or why not?

Participant 2: I don't think I like my learning classes as much. You know, in the classroom, you learn editing, grammar, past participles and all that stuff, but those are things you'll never remember. I still don't get the concept. At this point in Class 9, we're just writing stories or letters or whatever—we're just writing stuff. We're not focusing on "this grammar is this," or just leaving clear outlines for the grammar. We don't learn that stuff. And I think it just takes away the joy of learning another language. While learning the language is cool, in school it doesn't really feel like I'm learning it there. I'm learning it at home

through watching movies or just, you know, talking with friends who also speak in English. Maybe sometimes I just hop online and talk with random strangers on social media. So, I think learning English in the classes is less enjoyable than outside of it.

Interviewer: Okay, this is a good answer. Then let's go to another question. What kind of materials do your teachers use while teaching?

Participant 2: While teaching, they don't really use any materials. Since we're in Grade 9, they mostly expect us to be proficient in the language. All the materials they used previously in classes like 7 or 8, they would use props to show how the language and words connect and make meaning. But in Grade 9, we're just told to take up a dictionary and learn from it. That's it—no props. That's why learning English is not fun for me. The teacher themselves gave up—the teacher doesn't know how to teach the language. They're not enjoying the process or trying to show us that meaning can be learned through different forms or gestures. They don't do that. We have to learn it on our own. So, the teacher is actually non-present, if that's a word.

Interviewer: Do they use any kind of support materials besides texts and notes?

Participant 2: I would say they don't really use any support materials. They completely rely on the textbook because whatever the book says, you just go by it. They ask us to read the book and there's nothing but nonsense—that's what it appears to me. They just expect us to read something and comprehend what it means. I think any average person can do that since we already know the language, and the way that we are taught doesn't actually feel like we're being taught. We are just learning on our own and the

teacher is just standing as a puppet or a guide. So mostly, we rely on our own intuition and learning strategies.

Interviewer: Does your schools' teacher have enough study materials like books, videos, or online tools to help you learn English in a fun way?

Participant 2: I would say the teacher has those materials but doesn't really use them. He or she just focuses on using the textbook as the main focus. We just read stuff that is sent to us by him or her and we read it, come to class, and complete the task. But we don't actually watch any videos or do anything fun with the language. We don't discuss or take action or think creatively. We just achieve the given task and that's it.

Interviewer: What kind of English textbooks and supplementary materials are used in your school? Are they the same as those used in other schools you know of?

Participant 2: If we're considering English medium schools, then I would say some textbooks are similar. For example, we're learning from Edexcel books published by Pearson or sometimes Cambridge books depending on the curriculum. Since mine is an Edexcel-based curriculum, we rely on Edexcel books, and these books are always used by other English medium schools that follow Edexcel. So, we end up using the same materials. But there are times when the school doesn't show everything and the teacher doesn't teach anything, so we have to rely on coaching and tuition. In those situations, the teacher from the same school makes you buy his materials—his books, his guide—and you study from them. Those guides are nothing but copied from other people's work, and they expect us to buy them and come to class and learn from them. So,

it's kind of a biased situation when you consider in-school and outside-school planning.

Interviewer: Does your school have other reading materials like English novels and English newspapers? If yes, do your teachers use them or encourage you to use them for better English language learning?

Participant 2: Yeah, definitely. The teachers encourage us to read newspapers every morning and novels, you know, to develop the habit of reading in stillness and keep the language around us 24/7. But it's not going to work like that if we're not interested. So, they definitely try to encourage us, but we don't actually prefer that way. Maybe some students, but not me.

Interviewer: Do you find your school's English reading materials interesting and helpful for learning English?

Participant 2: I would say... maybe. No, no, I take that back. The materials that the school provides are not actually fun to read or engaging, because most of the time what we read is very boring, very dull, and very old. The writing itself is so complicated that it doesn't really make any sense to learn from that stuff. You can just read online, anything you want, and learn so much in simpler, easier language. So why would you read something that's pretty much nonsense and doesn't help you in any way? I would say the materials are very old and outdated. The school should actually upgrade their learning materials to something that could help us enjoy the course itself—unlike the dull way we're being taught.

Interviewer: Do you think the study materials in your school are updated regularly to improve English learning, or do they stay the same for years?

Participant 2: I think it stays the same for years. From a very young age, what we do is we learn, and as we get to the next grade, the senior students pass on their books to us. If you know someone, they just give you their books because they don't need them anymore. And we see we're using the same thing they used. So, it just keeps repeating in a cycle. The school itself doesn't care about the materials—as long as the students are following the curriculum. The books stay the same, everything stays the same. So, the students go from one grade to another and end up with recycled books.

Interviewer: How are English textbooks selected by your teachers to conduct English classes?

Participant 2: I don't really know how the teacher selects the textbooks. I think it's based on our curriculum. But in the Edexcel curriculum, we don't really have any preference for specific books. You just have to read any kind of comprehension, understand the whole language. When you have that understanding, you take the exam. The exam will give you new passages that don't exist in any textbook, and they'll give you topics that don't exist in any essay book. So, you have to learn the language in a way that you master it—not based on memorization.

Interviewer: How do teachers recommend study materials for English classes?

Participant 2: They don't recommend that much. But if you go to the teacher after class, they might say "Here's your weak point, you can study this." It depends on the teacher, actually. Some teachers care whether you learn or not, but mostly only if you go to their tuition center. If you go to their coaching, they'll help you a lot. They'll suggest a book and that book will help you

improve your English. That's how I think teachers support students—but it depends on whether you go to their coaching or not. In the classroom, they won't give much guidance.

Interviewer: Does the teacher force you to collect the materials selected by your teachers or the school committee?

Participant 2: Absolutely. We have been forced. The teacher wants to sell his materials—he wants to earn. Materialistic teachers are mostly found in Bangladeshi classrooms, and it doesn't matter whether it's English medium or English version. Every time, everywhere, I've seen that the teacher will make his own materials and make the students buy them because he wants the money. If there are 40 students in his classroom and 40 in his coaching center, and 80 students buy a book worth 300 to 500 taka—that's profit. So, the teacher is actually forcing us to buy it, and he won't teach in any other way. If you don't learn from it, you can't take the board exams like O Levels. It's a locked situation. We don't have anywhere else to go, so we have to buy it.

Interviewer: What do you think—who decides which English textbooks and study materials are used in your school? Is it the school committee, the teacher, or someone else?

Participant 2: I think it's the school committee. The teacher—I don't think they're capable enough to select books for students. In my eyes, the teachers are unqualified. So, the committee selects the books and gives them to the teachers, and they just go through the materials, make notes, and teach them to the students.

Interviewer: Have you ever heard of or noticed favoritism or bias in selecting English textbooks or study materials?

Participant 2: If you consider English medium schools, then yes, there would be bias. Some books are written by the teachers themselves. There's a huge comprehension book a teacher might publish with short paragraphs that he has taken from others—just printed it in a book with his name. He would make us buy it so he could make money. So yes, there is a level of bias in the materials that we are made to use.

Interviewer: Do you think the English books used in your school are selected based on their quality, or are there other reasons behind their selection?

Participant 2: I would say it's not based on quality. There are other reasons. I can't pinpoint everything, but the main reason would be that it's a profitable business. You write a book and sell it to your students—you don't have to look for readers. They're the source of income. And I think that's how it's done in Bangladesh—doesn't matter the medium.

Interviewer: Have you ever been encouraged or pressured to buy specific books from a certain bookshop? If yes, do you think this benefits students or someone else?

Participant 2: Absolutely someone else. During coaching, we have to buy a book. The bookshop is inside the center. The school itself turns into a coaching center in the evening, and there's a bookshop there. That bookstore sells the books of the teachers who provide them. So, we're being forced to buy from those bookstores specifically, and those bookstores only sell their products. There is definitely bias—you have to buy it from there, or you won't get it anywhere else. Nobody buys those books outside of that school. Those books are only useful for their coaching—not for actual learning. So, you know, we are being forced to buy from these

bookstores specifically and these bookstores only sell their products.

So, there is a level of biasness. So, nobody knows that these books are needed for learning, but that's not the case. You can learn from anywhere, just these books are needed for their coaching center.

Interviewer: Okay, it is a very specific answer for the question. So, do you think there are better books for learning English than the books selected by the teachers? If yes, then how do you know that?

Participant 2: I think there are better materials outside of the teacher's books because, you know, there is a wide variety of language learning products available online, and those things are quite free. You don't have to buy them. So, when I actually try to learn something that I don't know, I choose to learn on my own and I Google it. It teaches me, which is much better than buying a 300-taka book that's basically worthless and just profits no one but the bookstore and the teacher, who has no care for anyone or his students. So yeah, I think that's why there are better books out there.

Interviewer: Are the English textbooks used in your school different from those used in other years? And why?

Participant 2: I think they are different. If you consider the textbook being used at our school to be the one selected by the

school committee, then each school has a different committee. So, the committee selects the books that should be used, and each different community is supported by different bookstores. So, it's up to them to choose which books will be read and learned from.

Interviewer: Can you share your experience of how your English teachers usually conduct classes? What teaching practices do they use?

Participant 2: I think mostly they just give us a task. They tell us to open our books, select a certain page number, read the comprehension, and then answer a few questions in our own way. That's it. The teacher is not there to guide us. He just becomes a point of contact. I'd say the classroom is more focused on students than on the teacher. We are basically taught by ourselves or our peers, not the teacher.

Interviewer: Do your teachers give communicative tasks in the classroom?

Participant 2: Not really. There are no communicative tasks that make us speak. If you consider speaking, we don't get any such tasks. For writing, we don't communicate with classmates either. We just write answers, the teacher reads them and gives feedback. That's the only communication.

Interviewer: Do your teachers ask you to do group or pair work while teaching?

Participant 2: Very rarely. If the teacher feels like it or wants to change things up, then maybe he'll give us a group task. But even then, the group task ends up being an individual task. We might read the passage or questions together, but in the end, we write our own answers.

Interviewer: Do your teachers use a question-answering method while teaching English?

Participant 2: I don't know. I don't think so. They rarely answer any questions we have.

Interviewer: In the classroom, do your teachers focus more on grammar and rules or on communication and interaction?

Participant 2: At my level, I think the teacher focuses more on communication because we already know the basics of grammar. So, we focus more on using the language in a natural way, rather than memorizing rules.

Interviewer: Do you practice listening and speaking skills in the classroom? If yes, how?

Participant 2: No, not really. We don't have any listening or speaking practice in the classroom. We don't speak in English in class. We just write. Speaking practice happens with friends, and listening is mostly through movies, which I watch at home.

Interviewer: Have you been given any tasks that encourage you to speak English in class? Why or why not?

Participant 2: Maybe once or twice. Sometimes the teacher points to a student and asks them to stand and describe something, but that feels more like a punishment than a learning task. It's emotionally hard for some students and doesn't feel like a useful learning method.

Interviewer: Does your teacher prioritize grammar, writing, and memorization over speaking and communication skills?

Participant 2: Yes, definitely. Communication isn't the main focus. Everything is about writing. Even the final exams are based only on reading and writing.

Interviewer: Do your teachers use any techniques in the classroom like role play, picture presentation, or language games?

Participant 2: No, nothing like that. We just use the textbook.

Interviewer: Does your teacher give you any tasks that cover all four skills: reading, writing, speaking, and listening?

Participant 2: No. Only reading and writing are focused on. Listening and speaking are not part of the curriculum. We have to work on those ourselves outside of class.

Interviewer: Do you have any activities like presentations or reading out English literary texts in the classroom?

Participant 2: We had that in class seven, but after that, English literature was removed from the syllabus. Now it's only the English language. Sometimes we read out passages, but silently and without discussion.

Interviewer: Do your teachers take speaking tests or ask for group work like writing a short story in a group?

Participant 2: No. The teacher doesn't do anything like that. Teaching the language seems more about finishing the class and directing students to private coaching. It feels like a business.

Interviewer: Do you think communicative or interactive language-based learning is followed in your English class?

Participant 2: No, not really. It's mostly reading and writing. Nothing new is learned. The same tasks are repeated again and again.

Interviewer: Do you think the way English is taught helps you use the language in real-life communication?

Participant 2: It depends. I've learned English well enough to use it in real life, like with friends or even with foreigners. But the class doesn't help with that. I learned it more for fun, outside of school.

Interviewer: Do your teachers use any notes while taking classes?

Participant 2: No, the teacher doesn't use any notes.

Interviewer: Do your teachers come to the classroom on time?

Participant 2: Yes, they come on time and leave when the class ends.

Interviewer: Do you think the allocated time for the class is enough to understand the topic being taught?

Participant 2: I think learning outside the classroom is more important. The time inside isn't enough to really understand everything.

Interviewer: How do you practice grammatical items in your classroom?

Participant 2: We don't really practice grammar. We've memorized the rules from earlier grades. Now we just write, and if there's a mistake, we correct it ourselves.

Interviewer: Do your teachers teach grammatical items through story writing or essays?

Participant 2: No, nothing like that. We might write stories, but the teacher doesn't teach grammar through them. We just fix mistakes ourselves.

Interviewer: Do you memorize selected items from the books your teacher suggests?

Participant 2: No, I don't.

Interviewer: So, when your teacher gives selected topics from the book, do you only memorize those or read more?

Participant 2: I focus only on those topics. If I read more, that's for myself, not for the class.

Interviewer: Do your English teachers check whether students understand the topic during class?

Participant 2: No, they don't check in class. Maybe later when they check our copies, but not during the lesson.

Interviewer: Do your teachers give regular homework and check it properly? Do they give extra time if someone doesn't understand?

Participant 2: It depends. Some teachers don't care and just get angry if homework isn't done. Others are more understanding and help the students.

Interviewer: Do your teachers evaluate your progress? If yes, how frequently?

Participant 2: Very rarely. They check our work after some time, and even then, they sometimes make mistakes or grade unfairly. We often have to correct our own work.

Interviewer: What kind of questions are asked in exams? Are they related to what your teachers teach?

Participant 2: Yes, they are related. Exams are mostly about reading and writing. We get a passage to read and questions to answer, or a topic to write an essay on.

Interviewer: Do your teachers ask directly from the book or change the questions?

Participant 2: The question pattern stays the same, but the questions themselves are different.

Interviewer: Do your teachers give suggestions before exams?

Participant 2: Sometimes yes, sometimes no.

Interviewer: Do you read only the suggested topics for the exam?

Participant 2: No, I don't trust the suggestions much. I read everything on my own.

Interviewer: Do your teachers review the topics before exams?

Participant 2: No, they just repeat the same thing. It's very repetitive.

Interviewer: How are English exams conducted in your school? Are they written, oral, or both?

Participant 2: Only written.

Interviewer: Do your teachers evaluate your performance through exams only, or also through participation, presentations, and assignments?

Participant 2: Only exams. Maybe they check attendance, but that's it.

Interviewer: Do you think the four English language skills are being taught through your school's assessment methods?

Participant 2: No, not at all. Only reading and writing are assessed.

Interviewer: Do you think the assessment methods in your school help you develop real-life English communication skills? Why or why not?

Participant 2: No, not really. The assessments don't help with communication skills. I developed those outside of school, just by using the language in real life. Since the communication it's not basically the communication itself the language is being focused on for achieving a task for reading and writing so the assessment method is focused on reading testing or its writing skills so it's not really that much practical for real world you know real world problem so unless writing is an essential part of the real problems.

Yes, but we are mostly speaking to communicate. Writing is just the part of you know if you're going to work then writing could be a main part of that now as a student as real world in real context these writing and reading really does not come in handy.

Interviewer: Thank you for your valuable time and the answers.

Participant 2: Welcome.

Participant 3

Interviewer: What is the name of your school?

Participant 3: My school's name is St. Joseph Higher Secondary School.

Interviewer: What grade are you in?

Participant 3: I am in 10th grade.

Interviewer: Is your school in a rural or urban area?

Participant 3: My school is in an urban area, which is central Dhaka.

Interviewer: Is your school a government or a private school?

Participant 3: It's a private school. And rank under top ten in BD.

Interviewer: Do you like the English language?

Participant 3: Yes, I enjoy it a lot.

Interviewer: From your perspective, is English language learning important?

Participant 3: Yes, it's very important because it's an international language and it's also beneficial for our future. It gives us many opportunities to communicate with people from other countries.

Interviewer: Do you enjoy your English language learning classes?

Participant 3: Yes, I enjoy my English language learning classes because I enjoy the subject, and it gives me a lot of pleasure.

Interviewer: What kind of materials do your teachers use while teaching?

Participant 3: My teachers use the NCTB textbook and some notes which they provide personally.

Interviewer: Do they use any specific textbooks while teaching?

Participant 3: Yes, sometimes when it's needed.

Interviewer: Do they use any kind of support materials besides the text and notes?

Participant 3: Yes, they provide guidebooks and other support materials that are available in the market.

Interviewer: Does your school and teacher have enough study materials like books, videos, or online tools to help you learn English in a fun way?

Participant 3: Yes, my school provides a lot of things to make English learning fun.

Interviewer: What kind of English textbooks and supplementary materials are used in your school? Are they the same as those used in other schools you know of?

Participant 3: The English learning textbooks in my school are similar to those in other schools, like the NCTB books. But our teachers also give us some extra supplementary materials that are only used in our school.

Interviewer: Does your school have other reading materials like English novels and newspapers?

Participant 3: Yes.

Interviewer: Do your teachers use or encourage you to use them for better English language learning?

Participant 3: Yes, we have a library with many English novels and daily newspapers. Our teachers advise us to read them in our free time.

Interviewer: Do you find your school's English language and English reading materials interesting and helpful for learning English?

Participant 3: Yes, they are very interesting and helpful.

Interviewer: Do you think the study materials in your school are updated regularly to improve English learning or do they stay the same for years?

Participant 3: Yes, our English learning materials are updated regularly. Every year our teachers add some new learning things despite the NCTB books.

Interviewer: How are English textbooks selected by your teachers to conduct English classes?

Participant 3: My teachers provide some guidebooks and support materials besides the textbooks like English novels or other English books like history books and these books are costly to buy. But we need to buy this because teachers sometimes bring those books and tell us to read.

Interviewer: How do teachers recommend study materials for English classes?

Participant 3: My teachers always recommend English novels, newspapers, and other supportive books.

Interviewer: Do they ask you to buy specific guidebooks?

Participant 3: Yes, sometimes they ask us to buy specific guidebooks.

Interviewer: Does the teacher force you to collect the materials selected by your teachers or the school committee?

Participant 3: Yes, sometimes that happens.

Interviewer: Who decides which English textbooks and study materials are used in your school?

Participant 3: I think our honorable principal decides.

Interviewer: Have you ever noticed favoritism or bias in selecting English textbooks or study materials? If yes, can you share an example?

Participant 3: Yes, I have noticed some bias in selecting textbooks, such as choosing from a specific publication.

Interviewer: Can you name one of the publications?

Participant 3: It's Lecture Publication. Sometimes our teachers provide it. It varies from teacher to teacher.

Interviewer: Do you think the English books used in your school are selected based on quality, or are there other reasons behind their selection?

Participant 3: Sometimes it depends on the teacher. Sometimes the books are selected for quality, and sometimes for other benefits.

Interviewer: Have you ever been encouraged or pressured to buy specific books from a certain bookshop?

Participant 3: Yes.

Interviewer: Do you think these benefits students or someone else?

Participant 3: Sometimes it benefits teachers, and sometimes it benefits students or the bookshop owner.

Interviewer: Do you think there are better books for learning English than the ones selected by the teachers?

Participant 3: Yes.

Interviewer: How do you know that?

Participant 3: I think not really, because our teachers usually choose good books. Maybe there's bias, but they are helpful.

Interviewer: Are the English textbooks used in your school different from those used in other schools? If yes, then why?

Participant 3: The NCTB books are the same, but our teachers provide unique notes and sheets that are different from other schools.

Interviewer: Can you share your experience of how English teachers usually conduct English classes, lessons, and teaching practices?

Participant 3: My teachers conduct classes very interestingly and in a fun way.

Interviewer: Do your teachers give communicative tasks in the classroom?

Participant 3: No.

Interviewer: Do your teachers ask you to do group or pair work while teaching?

Participant 3: Yes, sometimes.

Interviewer: Do your teachers use the question-answering method while teaching English in the classroom?

Participant 3: No.

Interviewer: Do they focus on grammar and rules or communication and interaction while teaching?

Participant 3: They always focus on grammar.

Interviewer: Do you practice listening and speaking skills in the classroom? If yes, how?

Participant 3: No.

Interviewer: Have you ever been given tasks that encourage you to speak English in class?

Participant 3: No, never.

Interviewer: Do your teachers prioritize grammar, writing, and memorization over speaking and communication in class?

Participant 3: Yes, mostly they focus on grammar, most of the time we focus on memorizing grammar to do well in exams because our guardians see the marks only

Interviewer: Do your teachers use techniques like role play, picture presentations, or language games?

Participant 3: Yes, sometimes

Interviewer: Do your teachers give you tasks that cover all four skills—reading, writing, speaking, and listening?

Participant 3: No, mostly only reading and writing.

Interviewer: Do you have activities like presentations or reading aloud from English literary texts in the classroom?

Participant 3: No, but sometimes we do read and practice with novels that help with reading and speaking skills.

Interviewer: Do your teachers take speaking tests or assign group work like writing a short story?

Participant 3: Yes, before exams they give writing homework that helps with speaking and writing. But mostly it's individual work.

Interviewer: Do you think communicative or interactive language-based learning is followed in your English language class?

Participant 3: No, our classes are grammar-based. They don't help with real-life communication.

Interviewer: Do your teachers use notes while teaching?

Participant 3: Yes, sometimes.

Interviewer: Do your teachers come to class on time?

Participant 3: Yes, always.

Interviewer: Do you think the allocated time for class is enough to understand the topics?

Participant 3: Yes, the time is enough. Because we do not have that many students in one classroom, teachers can focus on every student.

Interviewer: How do you practice grammatical items in class?

Participant 3: Our teachers teach grammatical rules, and we practice line by line.

Interviewer: Do your teachers teach grammar through writing essays or stories?

Participant 3: No, we learn from guidebooks, not through creative writing.

Interviewer: Do you memorize selected items from the books your teacher suggests?

Participant 3: Yes, I memorize those items.

Interviewer: Do your English teachers check if students understand the topic?

Participant 3: Yes, they ask questions after teaching to help us understand.

Interviewer: Do your teachers give regular homework and check it properly?

Participant 3: Yes.

Interviewer: Do your teachers give extra time if a student has difficulty understanding something?

Participant 3: Yes, always.

Interviewer: Do your teachers evaluate your progress? How often?

Participant 3: Sometimes, not always.

Interviewer: What kind of questions are asked in exams? Are they related to what the teacher taught?

Participant 3: Not always. Sometimes questions are out of syllabus or not discussed in class.

Interviewer: Do your teachers ask questions directly from the book or modify them?

Participant 3: Sometimes they use direct questions, sometimes they change the questions based on other guidebooks.

Interviewer: Do your teachers give suggestions before exams?

Participant 3: It varies from teacher to teacher.

Interviewer: Do you read only those suggested topics?

Participant 3: No, I don't.

Interviewer: Do teachers in your school review topics before the exam?

Participant 3: Yes, if we request them, they do.

Interviewer: How are English exams conducted in your school—written, oral, or both?

Participant 3: All written.

Interviewer: Do teachers evaluate only exams or also participation, presentations, and assignments?

Participant 3: We don't have presentations, but we do assignments and participation.

Interviewer: Are all four English skills taught and assessed in your school?

Participant 3: No, only reading and writing. Speaking and listening are not practiced.

Interviewer: Do you enjoy attending English class every day and why or why not?

Participant 3: Well, I enjoy the English language class because many times our teachers give some interesting work in the class and those are very funny and help to learn English new words, so I don't want to miss that, so I regularly present at the English class.

Interviewer: Do you think the current assessment methods help you develop real-life English communication skills?

Participant 3: No. Because they focus only on reading and writing, we lack communication skills. It's a bad side of our school and the assessment system.

Interviewer: Thank you for the time.

Participant 3: Welcome.

Participant 4

Interviewer: Hello, my name is Galib. So let's start the interview. So please tell me your name.

Participant 4: Hello, Galib. My name is M.D.Sulaiman Hossain.

Interviewer: Okay. Then what is the name of your school?

Participant 4: My school's name is Faridpur Jilla School.

Interviewer: Then what grade are you in?

Participant 4: I am in my 10th grade right now.

Interviewer: Okay. Is your school in a rural or urban area?

Participant 4: It's actually in the urban area.

Interviewer: Okay. Then is your school a government school or a private school?

Participant 4: It's a government school.

Interviewer: Then do you like learning English language learning?

Participant 4: Yes, obviously do.

Interviewer: And from your perspective, is English language learning important and why?

Participant 4: Yes, English language learning is obviously important because English is an international language, and it is spoken all over the world. So, communicating in English helps us to communicate with other people from other countries. So, it's important.

Interviewer: Okay. Then do you enjoy your English language learning classes? Why or why not?

Participant 4: Actually, I don't like that much because they teach us in a very traditional way. Like we don't follow the British or American rules. We don't focus on the pronunciations, vocabularies. It's not very conventional, I guess. It should be modified.

Interviewer: Okay. Then what kind of materials do your teachers use while teaching?

Participant 4: Actually, they only use those textbooks, the notes, and sometimes they have their own printed handouts. That's it.

Interviewer: Then do they use any specific textbook while teaching?

Participant 4: They only use those NCTB textbooks, they don't have the others.

Interviewer: Okay. Then do they use any kind of support materials beside texts and notes?

Participant 4: Sometimes they use some YouTube videos and sometimes some charts. That's it. Nothing more.

Interviewer: Okay. Then does your school and teacher have enough study materials like books, videos or online tools to help you learn English in a fun way?

Participant 4: No, actually. They only teach us in a very conventional way, like what is told in the NCTB books. They don't

have their own innovative books. So, I guess sometimes we feel bored and it's not interesting. So yeah, they can be modified further.

Interviewer: Then what kind of English textbook and supplementary materials are used in your school? Are they the same as those used in other schools you know of?

Participant 4: We only use government-approved English textbooks and a few extra grammar books, and it is actually similar to other nearby schools. They also use similar books as ours.

Interviewer: Then does your school have other reading materials like English novels and English newspapers? If yes, then do your teachers use them or encourage you to use them for better English language learning?

Participant 4: No, there aren't any extra English novels or newspapers and teachers don't encourage us to read them. But sometimes they tell us to read the English newspapers if we get them.

Interviewer: Then do you find your school's English reading materials interesting and helpful for learning English?

Participant 4: Some of them are helpful but most of them feel outdated and boring.

Interviewer: Then do you think the study materials in your school are updated regularly to improve English learning or do they stay the same for years?

Participant 4: No, the materials stay the same for years without any update and modifications.

Interviewer: How are English textbooks selected by your teachers to conduct English classes?

Participant 4: Teachers actually select those books based on school committee decisions and official government guidelines.

Interviewer: Then how do teachers recommend study materials for English classes?

Participant 4: Teachers actually suggest some specific books and notes for classes based on NCTB and sometimes based on some sponsored publishers, like maybe they got some money from them.

Interviewer: Then does the teacher force you to collect the materials selected by your teachers or the school committee?

Participant 4: Actually, they don't force us, but we are bound to buy the books selected by them because there are no other materials or books available here in our area. So, we go and buy them, we don't have other options.

Interviewer: Then who decides which English textbooks and study materials are used in your school?

Participant 4: Mostly the government and the school authority and the senior English teachers decide which books and materials to use.

Interviewer: Have you ever heard or noticed any favoritism or bias in selecting English textbooks for study materials?

Participant 4: No, I haven't noticed any favoritism or bias. Those books have been selected for years so I didn't see anything exceptional.

Interviewer: Then do you think the English books used in your school are selected based on their quality or are there other reasons behind their selection?

Participant 4: No, actually they are not selected for quality. I guess they get sponsored by some publishers and then they select those and tell students to buy them. I really think that quality doesn't matter here—money matters for them.

Interviewer: Have you ever been encouraged or pressured to buy specific books from a certain book shop?

Participant 4: Yes, sometimes we are asked to buy from a certain shop, like the teachers say that shop brought the books earlier than others. It seems to benefit the shop more than the students. Maybe sometimes the teachers benefit too.

Interviewer: Do you think there are much better books for learning English than the books selected by the teachers?

Participant 4: Yes, I have seen better books in bookstores and online also, and some of them are recommended by my friends.

Interviewer: Are the English textbooks used in your school different from those used in other schools?

Participant 4: No, our textbooks are the same as other schools following the same curriculum.

Interviewer: Can you share your experience of how English teachers usually conduct English classes?

Participant 4: Teachers mostly explain lessons and ask a few questions to the students and give us some written tasks in class. And sometimes if we fail to do so, we get punished.

Interviewer: Do your teachers give communicative tasks in the classroom?

Participant 4: No, communicative tasks are very rare in our classes.

Interviewer: Do your teachers ask you to do group or pair work while teaching?

Participant 4: No, we rarely do group or pair work in class.

Interviewer: Do your teachers use question-answering method while teaching English in the classroom?

Participant 4: Yes, teachers mainly use question and answer techniques during lessons.

Interviewer: Do your teachers focus on grammar and rules or communication and interaction?

Participant 4: They only focus more on grammar and rules than on communication.

Interviewer: Do you practice listening and speaking skills in the classroom?

Participant 4: No, listening and speaking practice is very limited in our class, but sometimes we do that in person with friends.

Interviewer: Have you been given any tasks that encourage you to speak English in class?

Participant 4: No, we haven't been encouraged to speak much English in class.

Interviewer: Does your teacher prioritize grammar, writing, and memorization over speaking and communication in the class?

Participant 4: Yes, grammar, writing, and memorization are prioritized over communication.

Interviewer: Do your teachers follow any techniques like role play, picture presentations, or language games?

Participant 4: No, techniques like role play or language games are not used in our classes.

Interviewer: Do your teachers give any tasks that cover all four skills of reading, writing, speaking, and listening?

Participant 4: No, most tasks are focused on reading and writing only.

Interviewer: Do you have any activity like presentations or reading out loud in the classroom?

Participant 4: No, we don't have presentations or any literary discussions. We only have simple classes.

Interviewer: Do your teachers give group tasks like writing a short story together?

Participant 4: No, speaking or group writing tasks are not given. Sometimes they give us individual writing tasks like writing a short story, and I guess it helps us use vocabulary and new words.

Interviewer: Do you think communicative or interactive language-based learning is followed in your English class?

Participant 4: No, our classes don't involve any interactive learning.

Interviewer: Do you think how English is taught helps you use the language in real life communication?

Participant 4: No, it actually doesn't help with real-life communication because it focuses too much on rules.

Interviewer: Do your teachers use any notes while teaching the class?

Participant 4: Yes, teachers use notes while teaching.

Interviewer: What kind of notes do they use?

Participant 4: Teachers mostly use handwritten notes, often taken from grammar books or the guidebooks they follow.

Interviewer: Do your teachers come to class on time?

Participant 4: Yes, teachers usually come to class on time.

Interviewer: Do you think the class time is enough to understand the topic being taught?

Participant 4: No, the class time often feels too short to cover everything properly.

Interviewer: How do you practice grammatical items in your classroom?

Participant 4: We practice grammatical exercises from the NCTB books.

Interviewer: Do your teachers use stories or essays to teach grammar?

Participant 4: No, teachers don't use stories or essays for teaching grammar.

Interviewer: Do you memorize selected items from the suggested books?

Participant 4: Yes, we sometimes memorize selected items suggested by our teachers.

Interviewer: Do your teachers check whether students understand the topic or not?

Participant 4: Yes, sometimes they ask us oral questions or check classwork.

Interviewer: Do your teachers give regular homework and check it properly?

Participant 4: Yes, teachers give homework and check it properly. They also offer extra help if needed.

Interviewer: Is this extra help given in class or outside class like coaching?

Participant 4: No, the extra help is provided in the classroom.

Interviewer: Do your teachers evaluate your progress?

Participant 4: Yes, teachers evaluate us mainly through two term exams each year.

Interviewer: What kind of questions are asked in exams?

Participant 4: Exam questions mostly come directly from the book. They don't modify them much.

Interviewer: Do your teachers give suggestions before the exam?

Participant 4: Yes, they give us suggestions before exams.

Interviewer: Do you read only the suggested topics to prepare for the exam?

Participant 4: Most students read only the suggested topics. But students like us who want to understand English properly also read the whole lesson.

Interviewer: Do teachers review topics before the exam?

Participant 4: Yes, teachers quickly review topics and give suggestions.

Interviewer: How are English exams conducted? Are they written, oral, or both?

Participant 4: The exams are mostly written. There are no oral tests.

Interviewer: Do teachers evaluate performance only through exams or also through participation and assignments?

Participant 4: Performance is mostly through exams. There are no assignments or participation marks.

Interviewer: Do you think the four English language skills are taught through your school's assessment methods?

Participant 4: No, only reading and writing are tested. Listening and speaking are not included.

Interviewer: Do you think the assessment methods help you develop real-life English communication skills?

Participant 4: No, they don't help in developing real-life communication skills. They only focus on grammar and memorization, not understanding or communication.

Interviewer: Okay, then you said the teaching and assessment methods focus on getting marks, not on helping students use English in real life.

Participant 4: Yes, it's only about getting marks. They focus only on memorization, not pronunciation or proper usage. Only reading and writing are prioritized.

Interviewer: Thank you for your valuable time.

Participant 4: Thank you.

Participant 5

Interviewer: What is the name of your school?

Participant 5: It's a Sheikh Russel government high school.

Interviewer: What grade are you in?

Participant 5: I'm in class 9.

Interviewer: Is your school in a rural or urban area?

Participant 5: Basically, it's a boys zila school and you can consider it as an urban area school.

Interviewer: Is your school a government school or a private school?

Participant 5: Our school is a government school.

Interviewer: Do you like English language learning?

Participant 5: A bit. Not much.

Interviewer: Then from your perspective, is English language learning important?

Participant 5: Yes, it's pretty much important for us because English is an international language, basically. And we need to learn this to get a good job and to communicate with others throughout the world. And actually, when we're talking about IT, English is a must. So, I think English is very important in our life.

Interviewer: Then do you enjoy your English language learning classes?

Participant 5: Yes, I enjoy it a lot.

Interviewer: Then jump to the next question. What kind of materials do your teachers use while teaching?

Participant 5: Our teachers usually try to use textbooks and guidebooks.

Interviewer: Do they use any specific textbook while teaching?

Participant 5: Yes, they use specific textbooks of various publications like Panjari, Royal etc.

Interviewer: Then do they use any kind of support materials besides text and notes?

Participant 5: Yes, they use some kind of techniques and some tricks to make us learn. But a bit, I don't think that's enough.

Interviewer: Does your school and teachers have enough study materials like books, videos or online tools to help you learn English in a fun way?

Participant 5: No, the instrument and the materials that we have is not enough. We need more tools. Actually, we need more computer and online based teaching.

Interviewer: Then what kind of English textbooks and supplementary materials are used in your school? Are they the same as those used in other schools?

Participant 5: Yes, they are pretty much the same. But a bit different. To be honest, if you take an example, when our school is using advanced learners for our English, to teach English, but Jogoshika, Shornokoli is using Panjiri and some other schools are using various publications like Akharpatra, Popi guide and others.

Interviewer: Then does your school have other reading materials like English novels, English newspapers?

Participant 5: Yes.

Interviewer: Then do your teachers use them or encourage you to use them for better English language learning?

Participant 5: There is not enough opportunity to read English Novels and English newspapers. We have a school magazine that is being published yearly and that is the only publication and that is the only published thing and that is it.

Interviewer: Then do you find your English school's English reading materials interesting and helpful for learning English?

Participant 5: Yes, they are pretty much helpful, but I don't think that they are sufficient to make us learn in this competitive world. To be competitive, we need more instruments, more tools and we need to compete with other schools.

Interviewer: Then do you think the study materials in your school are updated regularly to improve English learning or do they stay the same for years?

Participant 5: To be honest, the materials in our school have not been updated since 2002. The basic instruments actually and a further update was in 2013. 13 computers are included in our school, but I don't think that is pretty much enough for our 250 students in our school. They are not sufficient. 13 is not enough for 250.

Interviewer: Then how are English textbooks selected by your teachers to conduct English classes?

Participant 5: It basically depends on our teacher who try to make their own opinion on different publications and books, and they basically try to force us to buy these books.

Interviewer: Then how do teachers recommend you for study materials for English classes?

Participant 5: They recommend various types of study materials like guidebooks, notes and that is not much but we follow basically memorized based learning, and they are giving us the memorized based teaching. And they tell us to learn and memorize the answers and write them in the notebook in the exam.

Interviewer: Then does the teacher force you to collect the materials selected by your teachers or the school committee?

Participant 5: Yes, they do, obviously they do.

Interviewer: Then what do you think, who decides whose English textbooks and study materials are used in your school?

Participant 5: Basically, the subject teacher who is taking the class is the main person who selects the book and the materials that we need, and they suggest and sometimes they force us to buy these books and materials.

Interviewer: Then have you ever heard of or noticed favoritism or biasness in selecting English textbooks or study materials? If so, then can you share an example?

Participant 5: Yes, and there is some biasness in selecting our English textbooks and study materials. To be honest, in our school that is Imran sir and the Palash sir who are trying to force us to buy advanced publications and Panjiri that when there is more efficient books than this but they are forcing us to buy and they are making questions they are setting their questions for the upcoming exam from this book. We must buy these books.

Interviewer: Okay, then do you think the English textbooks used in your school are selected based on their quality or are there other reasons behind their selection?

Participant 5: No, it doesn't depend on the quality. It depends on the opinion of our teachers and money that the publications provide to our teacher and the school committee.

Interviewer: Okay, then have you ever been encouraged or pressured to buy specific books from a certain bookshop? If yes, then do you think these benefit students or someone else?

Participant 5: To buy some books from a specific bookshop I don't think that benefits us, but it surely benefits the teachers who recommend us because they get a commission. And you know that's the point that our teacher forced us to buy these types of books and from the specific shops.

Interviewer: Okay, then do you think there are much better books for learning English than the books selected by the teachers? If yes, then how do you know that?

Participant 5: Yes, there are obviously some books that are better for us that our teacher recommended because we came to know by watching our friends and their textbooks that the other publications they are using. Obviously, there is nothing less and there is no opportunity to use other books whatever teachers are recommending so we must do this.

Interviewer: Okay, then are the English textbooks used in your school different from those used in other schools? If yes, then why?

Participant 5: Yes, because our teacher tries to make some differences even the quality is lower than the other, but they try to save their own interest, and they force us to use their textbooks.

Interviewer: Okay, then can you share your experience of how English teachers usually conduct English classes – the lessons and the teaching practices they use?

Participant 5: Yes. The teaching method is basically not modern like what maximum schools in Dhaka and other big cities use. Our rural teachers are too much mandated, and they're trying to use 80s technique – just memorization and answer-type of technique. That's it. There is nothing new, and they conduct their classes all in Bangla.

Interviewer: Then do your teachers give communicative talks in the classroom?

Participant 5: No, not really.

Interviewer: And do your teachers ask you to do group or pair work while teaching?

Participant 5: No. They just give this part, and that's it.

Interviewer: Do your teachers use the question-answering method while teaching English in the classroom?

Participant 5: Sometimes they ask a bit of questions, but this is not possible to ask 60 questions to 60 students for a teacher within 30 minutes. So, this is not possible.

Interviewer: And how do your teachers teach in the classroom? Do they focus on grammar, rules, or communication and interaction between students?

Participant 5: They try to teach us grammar not communication and interaction. They focus on writing on the board, and they try to make us memorize those rules and practice.

Interviewer: Do you practice listening and speaking skills in the classroom?

Participant 5: No. There's no opportunity for us to practice speaking skills in the classroom.

Interviewer: Have you been given any tasks that encourage you to speak English in class?

Participant 5: No, not now. Not till now. I hope we will get something in future.

Interviewer: Then does your teacher prioritize grammar, writing, and memorization over speaking and communication skills?

Participant 5: Yeah. Our teachers prioritize grammar and memorizing. But not on communication skills.

Interviewer: Okay. Then do your teachers follow any techniques in the classroom to teach English, like role play, pictures, presentations, or language games?

Participant 5: No. There are no such activities like that.

Interviewer: Then does your teacher give you any tasks that cover all four skills: reading, writing, speaking, and listening?

Participant 5: No. There's only two possible – reading and writing. That's it.

Interviewer: Do you have any activities like presentations or reading out English literary texts and discussing them with classmates?

Participant 5: No, no, no. There is no activity like presentation with classmates or reading English literary texts in our classroom. There is no opportunity and no possibility still now.

Interviewer: Does your teacher take speaking tests or ask for group work like writing a short story?

Participant 5: Yes.

Interviewer: Then does it help your writing or speaking skills?

Participant 5: They ask for writing a story but not on creativity – they focus on text-based and memorize-based writings from us.

Interviewer: Do you think communicative or interactive language-based learning is followed in your school's English classes?

Participant 5: No. There's no opportunity in our school. It is basically based on reading, memorization, and writing.

Interviewer: Do you think the way English is taught helps you use the language in real-life communication?

Participant 5: Actually, no. It doesn't help us to communicate with others because we can't speak with another person without help or guidance.

Interviewer: Do your teachers use any notes while taking class?

Participant 5: Yes. They use their own hand notes and sheets in our classes.

Interviewer: Do teachers come to class on time?

Participant 5: No. Sometimes they're late, and they leave the class early.

Interviewer: Do you think the allocated time for the class is enough to understand the topics?

Participant 5: No. A 30-minute class is not enough to understand a topic entirely. And our teacher is not that much qualified to teach us within that time.

Interviewer: How do you practice grammar in your classroom?

Participant 5: From our textbooks – not from NCTB. We practice grammar from advanced and various types of publication books that I said early, the suggested books by the teachers.

Interviewer: Do teachers teach grammar by writing a short story or essay using a specific rule?

Participant 5: No. They don't do that type of thing. They just write some grammatical rules on the board, make us memorize them, and give practice as homework.

Interviewer: Do you memorize selected items from the books your teachers suggest?

Participant 5: Yes. We need to memorize what they suggest to us.

Interviewer: Do English teachers check if students understand the topic?

Participant 5: Most of the time it's not possible for them. They don't do that.

Interviewer: Do teachers give regular homework and check it properly? Do they give extra time to help students?

Participant 5: Yes, sometimes they give us homework, but it's not necessary for them to check. They don't give extra time either.

Interviewer: Do your teachers evaluate your progress?

Participant 5: Yeah. Two times a year, in June and December.

Interviewer: Are exam questions related to what your teachers teach in class?

Participant 5: Yes. Maximum questions are from what teachers teach. But around 20% are out of context.

Interviewer: Do teachers ask questions directly from the books they give, or are there changes?

Participant 5: They directly give questions from their suggested books.

Interviewer: Do teachers give suggestions before exams?

Participant 5: Yes. But only to those who are going to their private batches or taking them as tutors. They give extra benefits to them, which is illegal, but they're doing it.

Interviewer: Do you read only the suggested topics for the exam?

Participant 5: No. I don't read only suggested items because I don't think it'll make me a better student in the future.

Interviewer: Do teachers review the topics before exams?

Participant 5: No. They hardly complete the syllabus. Sometimes they leave a bit, and we need to do it at home.

Interviewer: How are English exams conducted written, oral, or a combination?

Participant 5: It's basically written-based exams in our school.

Interviewer: Do teachers evaluate performance through only exams or also participation, presentations, and assignments?

Participant 5: Only written examination. Our curriculum is 100 marks, and everything depends on that. No assignment, no presentation, no participation percentage.

Interviewer: Do you think the four English language skills are being taught through your school's assessment?

Participant 5: No. Only reading and writing are possible through our teaching methods.

Interviewer: Do you think your assessment methods help develop real-life English communication?

Participant 5: No. Our curriculum doesn't focus on reading or listening texts; there's no marks for that. I think nothing in our curriculum highlights or develops this real-life communication skill. Sometimes we need to go for IELTS or spoken courses to become better in English, so we can communicate. So basically, what teachers teach in class is not helpful for real-life communication.

Interviewer: So, you don't think the teaching or assessments in school are enough?

Participant 5: No, it's not sufficient. I don't think they even complete 30% or 40%. The world is moving forward. English is everywhere. Not only reading and writing, but we must also learn communicative English. But communication depends on speaking and listening, and there's no opportunity for that in our assessment methods to develop real-life English communication skills.

Interviewer: Thank you for your time.

Participant 5: My pleasure.

Participant 6

Interviewer: What is the name of your school?

Participant 6: I read in Shornokoli High School in Gopalganj.

Interviewer: And what grade are you in?

Participant 6: I am in class 10.

Interviewer: Is your school in a rural or urban area?

Participant 6: My school is in an urban area.

Interviewer: Is it a Zilla city?

Participant 6: Yes, this is a town. Basically, not like Dhaka, as developed. But this is a small town, Gopalganj.

Interviewer: Then is your school a government school or a private school?

Participant 6: This is a private school. And this is one of the best schools in our district.

Interviewer: Do you like the English language?

Participant 6: Yes, I like it a bit. But not much.

Interviewer: From your perspective, is English language learning important? Why?

Participant 6: Yes, English is very important. Because to go up with this world, we must learn the English language. To cope up with the situation that is likely in jobs, in international visiting, tourist, etc. And especially communication is impossible without learning English. So, this is very important for us.

Interviewer: Then do you enjoy your English language learning classes? Why or why not?

Participant 6: Yes, I like a bit, but not much. To be honest, I don't like that much, but a bit.

Interviewer: Why? Why don't you like it?

Participant 6: Yes, I don't like that much because the process that they learn, that they try to make us learn, is a bit difficult and like a traditional type of learning. Memorize based learning actually. That's why I don't like this much.

Interviewer: Okay. Then the next question, what kind of material do you teach or use while teaching?

Participant 6: Our teachers actually use textbooks, notes, sheets, hand notes and some kinds of marker whiteboards and ETC.

Interviewer: Then do you use any specific textbook while teaching?

Participant 6: Yes, they actually prefer us some publications and their books to teach us in classrooms.

Interviewer: Then do they use any kind of support materials besides texts and notes?

Participant 6: Yes, they use kind of support materials.

Interviewer: Like what kind of support materials are? These are the notes, what texts?

Participant 6: Yeah, they provide us with different types of hand notes and some kinds of sheets and sometimes they suggest it to us before the exam.

Interviewer: Okay. Then does your schools' teacher have enough study materials like books, videos or online tools to help you learn English in a fun way?

Participant 6: Our school doesn't have enough materials like books, but we are compelled to buy some books of their choice, of our teacher's choices. But if you talk about videos and online tools, this is merely impossible for us to think about this type of student.

Interviewer: Okay. Then what kind of English textbooks are supplementary materials used in your school? Are they the same as those used in other schools you know of?

Participant 6: They use pretty much the same but a bit different types of supplementary materials. Like guidebooks that are the same material that is being used in our school and the others. But if you talk about government schools like BinaPani and the model school of our town, our materials are far more advanced than theirs. We have modern computers and some kinds of efficient teachers. But the teaching procedure is not interesting, it's the same as the traditional way of teaching.

Interviewer: Okay. Then does your school have other reading materials like English novels, English newspapers? If yes, then do your teacher use them or encourage you to use them for better English language learning?

Participant 6: Yes. We have the type of materials like English novels and English newspapers but are not enough for three thousand students in our school.

Interviewer: Yes, then do your teacher use them or encourage you to use them for better English language learning?

Participant 6: Yes, our teachers basically try to encourage us so that we can read more English novels and English newspapers. And they try to help us to make the right pronunciation and word meanings.

Interviewer: Do you find your school's English reading materials interesting and helpful for learning English?

Participant 6: Yes, these materials are pretty much helpful for us because we don't have enough opportunities to buy all the types of guidebooks. But in our school, this is enough for all of us to read there for free. And so, the step of materials is pretty much interesting and helpful because our teachers help us more.

Interviewer: Then do you think the study materials in your school are updated regularly to improve English learning or do they stay the same for years?

Participant 6: These instruments and materials are not updated in a few years. I think the last time they updated this before almost five years ago.

Interviewer: And how are English textbooks selected by teachers to conduct English classes?

Participant 6: Our teachers basically choose the NCTB books and to help us, they prefer some kinds of other publications, guidebooks like Advanced, Panjerry, Nobodoot and other supplementary books so that we can learn more.

Interviewer: Then how do teachers recommend you for study materials for English classes?

Participant 6: Yes, our teachers recommend this study materials as per their opinion. So, it varies from teacher to teacher, some

other teachers, advanced and some other teachers, Nobodoot and the other ones.

Interviewer: Then does the teacher force you to collect the materials selected by your teachers or the school committee?

Participant 6: Yes, our teacher forces us to collect the materials that is being selected by our teachers and school committee. Because if we don't buy these books, we can't attend or we can't go up with our classmates. So, we are being forced basically.

Interviewer: Then what do you think? Who decides which English textbooks and study materials are used in your school?

Participant 6: In terms of the study book, teachers decide on the textbook and the materials that is being used in our school. Sometimes our head teacher suggests us our English textbooks.

Interviewer: Then have you ever heard of or noticed favoritism or bias in seeing English textbooks or study materials? If so, then can you share an example?

Participant 6: Yes, obviously. Our old teachers, our senior teachers like Insaaan sir and others who is basically biased on the advanced publications. So, he can't think anything without advanced books. So, we are compelled to buy these books.

Interviewer: Then do you think the English books used in your school are selected based on their quality or are there other reasons behind their selection?

Participant 6: To be honest, there could be more reasons but one main reason to buy one main reason to select these books is that the publications are offering money to our teachers and a bit of commission so that they are forcing us to buy these books.

Interviewer: Then have you ever been encouraged or pressured to buy specific books from a certain bookshop? If yes, then do you think these benefits are students or someone else?

Participant 6: Yes, our teachers sometimes get commission from a specific library. So, our teachers try to make us buy books from this type of library.

Interviewer: Can you share one name of the library?

Participant 6: No, I don't want to share this one.

Interviewer: Then do you think there are much better books for learning English than the books selected by the teachers? If yes, then how do you know that?

Participant 6: Yes, there are much better books than the ones selected by our teachers. Because our other friends who study in other schools sometimes use better books, which are much more efficient than ours. So when we compare these books, it becomes

clear to us. And nowadays, the internet is enough for this type of knowledge.

Interviewer: Are the English textbooks used in your school different from those used in other schools? If yes, then why?

Participant 6: Yes, the books used in our school are different from those in other schools. Because sometimes, teachers in other schools suggest publications that are not familiar to us. Our teachers usually stick to traditional books, but others prefer newly published ones. So, textbooks vary. Ours are more backdated, while other schools use more advanced books. They prefer newly published books—some even from copy and royals' publishers.

Interviewer: Can you share your experience of how English teachers usually conduct classes, lessons, and the teaching practices they use?

Participant 6: Yes, I can share. Our English teachers come to class and lecture in Bangla. They try to make us memorize and give us homework so that we can be more efficient in a particular English topic.

Interviewer: Do your teachers give communicative tasks in the classroom?

Participant 6: Yes, our teacher gives us communicative tasks, like acting out dialogue conversations from our textbooks.

Interviewer: Do your teachers ask you to do group or pair work?

Participant 6: Yes, as I said before, for those conversations and dialogues, we have to perform them in groups or pairs.

Interviewer: Do your teachers use a question-answer method while teaching English?

Participant 6: Yes, they do. First, they make us read a passage and then ask questions from it, and we have to answer.

Interviewer: How do your teachers teach in class? Do they focus on grammar and rules or communication and interaction?

Participant 6: Our teachers focus mainly on grammar and rules. It's a text-based education system, not much on communication or interaction. Though sometimes they try.

Interviewer: Do you practice listening and speaking in the classroom? If yes, how?

Participant 6: There's not much opportunity, but sometimes our teacher asks us to speak English with them.

Interviewer: Have you been given any tasks that encourage you to speak English in class? Why or why not?

Participant 6: Yes, but it's not very effective. There are about 200 students in one classroom. It's not possible to involve everyone within a 40-minute period. So, it doesn't work well.

Interviewer: Does your teacher prioritize grammar, writing, and memorization over speaking and communication?

Participant 6: Yes, our teachers prioritize grammar and memorization more than speaking and communication.

Interviewer: Do your teachers follow any techniques like role play, picture presentations, or language games?

Participant 6: Yes, sometimes they use acting and presentations. It's fun and interesting for us, and it's a more helpful way of learning.

Interviewer: Does your teacher give tasks that include all four skills—reading, writing, speaking, and listening?

Participant 6: No, not all four. Sometimes we read, write, and listen. But not speaking.

Interviewer: Do you have any classroom activities like presentations or reading English literary texts and discussing them in English?

Participant 6: No, there are limitations. Our teachers can't make teaching materials interesting. So, we lose interest.

Interviewer: So, no presentations or reading English texts beyond the textbook?

Participant 6: Only usual classroom activities. Nothing special. Sometimes we memorize poems or textbook materials from NCTB. But only from the textbook, nothing else.

Interviewer: Do your teachers conduct speaking tests or group work like writing a short story together? Does that help your writing and speaking skills?

Participant 6: No, there's no group work like writing stories. We don't get time because the syllabus is huge. So creative speaking and writing aren't possible.

Interviewer: Do you think communicative or interactive language-based learning is followed in your English class?

Participant 6: No, not at all. There's no communicative or interactive learning. It's all memorization based.

Interviewer: Do you think the way English is taught helps you use the language in real-life communication? Why or why not?

Participant 6: No, our education system is not efficient. Memorization-based and text-based learning cannot help us in real-life communication.

Interviewer: Do your teachers use notes while teaching?

Participant 6: Yes, they bring handwritten notes and follow their own methods.

Interviewer: Do your teachers come to class on time?

Participant 6: Sometimes they delay, but most of the time they are on time.

Interviewer: Is 40 minutes enough to understand the topic?

Participant 6: No, 40 minutes is not enough. We need at least 50 to 60 minutes.

Interviewer: How do you practice grammar in class?

Participant 6: We memorize the rules and do exercises from books referred by teachers.

Interviewer: Do teachers teach grammar using stories or essays with specific grammar rules?

Participant 6: No, they don't. They just make us memorize grammar rules and give homework. It's not interesting.

Interviewer: Do you memorize selected items from teacher-suggested books?

Participant 6: Yes, we memorize stories, paragraphs, grammatical rules, and especially model questions before exams.

Interviewer: Do teachers check if students understand the topic?

Participant 6: Sometimes they check, but most of the time they ignore whether we understand or not.

Interviewer: Do teachers give regular homework, check it properly, or give extra time if someone struggles?

Participant 6: No, it's not possible during class time. Sometimes we need to go to their home or coaching center. Some even force us to attend private tuition.

Interviewer: So, your teachers offer private coaching?

Participant 6: Yes, in all district schools, teachers force students to go to their coaching if we want to pass. They sometimes even threaten us with failure if we don't.

Interviewer: Do teachers evaluate your progress? How often?

Participant 6: Sometimes, through monthly exams, but mostly only twice a year—in June and December.

Interviewer: What kind of questions are asked in exams? Are they based on what's taught?

Participant 6: The questions are from model guidebooks. Whatever they teach in class doesn't matter much. Nothing new or creative.

Interviewer: Are the questions directly from the books teachers give? Any changes?

Participant 6: Not much change—maybe a little. But mostly the same as the model questions. Even previous year's questions are repeated.

Interviewer: Do your teachers give exam suggestions?

Participant 6: Yes, especially to those who go to their coaching centers. They get suggestions before the exam.

Interviewer: Do you read only those suggested topics?

Participant 6: No, I don't attend those coaching. So, I don't get suggestions. I try to cover the whole syllabus.

Interviewer: Do your teachers review topics before exams?

Participant 6: No, the syllabus is too large and the course duration too short. Sometimes they can't even finish the syllabus.

Interviewer: Are your English exams written, oral, or both?

Participant 6: Only written. No oral exams.

Interviewer: Do teachers evaluate your English skills through exams only or also through participation and assignments?

Participant 6: Mostly through written exams. There are a few assignments, but not presentations. No online options either.

Interviewer: Do you think the four language skills are taught through your school's assessment?

Participant 6: No, mostly just reading and writing. Speaking is not included.

Interviewer: Do you think the assessment helps with real-life communication skills?

Participant 6: No. Real communication needs speaking and interaction. Our system doesn't help with that. Memorization, guidebooks, and private coaching are ruining our future. We don't have opportunities for real skill development—not even for communication with others in our society, and internationally.

Interviewer: Thank you for your valuable time.

Participant 6: Welcome.

Participant 7

Interviewer: What is the name of your school?

Participant 7: The name of my school is Nijra High School, Gopalganj.

Interviewer: What grade are you in?

Participant 7: I am in class 10.

Interviewer: Is your school in a rural or urban area?

Participant 7: My school is in a rural area.

Interviewer: Is your school a government school or a private school?

Participant 7: This is a government school.

Interviewer: Do you like English language learning?

Participant 7: No, not at all.

Interviewer: From your perspective, is English language learning important?

Participant 7: Yes, this is important, said by most of the people but I don't know why.

Interviewer: Do you enjoy your English language learning classes? Why or why not?

Participant 7: I don't like English classes because this is so hard for me to understand.

Interviewer: Okay, then let's move to the other questions. What kind of materials do your teachers use while teaching?

Participant 7: Mostly they use the NCTB English textbook. Sometimes they write notes on the board, and we copy them.

Interviewer: Do they use any specific textbook while teaching?

Participant 7: Yes, they always use the NCTB textbook. It's the same book every student has to use.

Interviewer: Do they use any kind of support materials beside text and notes?

Participant 7: Not really. Sometimes they give us extra hand notes, but we don't get videos or other materials.

Interviewer: Does the school and teacher have enough study materials like books, videos, or online tools to help you learn English?

Participant 7: No, not much. We don't have projectors or internet in class. Our school doesn't have those modern tools.

Interviewer: What kind of English textbooks and supplementary materials are used in your school? Are they the same as those used in other schools you know of?

Participant 7: The NCTB book is used but mostly used model test guidebooks. I think other schools also use it, but some private schools use extra more books.

Interviewer: Does your school have other reading materials like English novels and English newspapers? If yes, do your teachers use or encourage you to use them?

Participant 7: No. We don't have novels or English newspapers in our school. I have never seen that teachers bring those.

Interviewer: Do you find the school's English reading materials interesting and helpful?

Participant 7: It's okay, but not very interesting. Some stories are nice, but it's hard to understand sometimes.

Interviewer: Do you think the study materials in your school are updated regularly?

Participant 7: No, they stay the same. I have seen my elder brother use the same book a few years ago.

Interviewer: How are English textbooks selected by your teachers?

Participant 7: We are told to use NCTB books. I think the government gives it and teachers choose it by themselves.

Interviewer: They also suggest other books, right?

Participant 7: yes, they suggest buying English guidebooks.

Interviewer: Do teachers recommend specific study materials for English?

Participant 7: Yes. They suggest guidebooks like Panjery, Active and Poppy guide from our local market.

Interviewer: Does the teacher force you to collect the materials selected by them or the school committee?

Participant 7: Yes. They force us a lot to buy these guidebooks to do well in exams.

Interviewer: Who decides which English textbooks and study materials are used in your school?

Participant 7: I think the school follows government rules for textbooks. But our head teacher suggests which guidebook is good and forces us to buy from specific shops like Progothi and Satrovandar in our local area.

Interviewer: Have you ever noticed any bias in selecting English textbooks or study materials?

Participant 7: Yes. Most of the time our teachers tell us to buy books from specific shops. Maybe they have some connection with the shop like a commission basis. Money is the main factor.

Interviewer: Do you think the books selected are chosen based on quality or other reasons?

Participant 7: The NCTB book is compulsory, but guidebooks are chosen for exams. There's no quality in these books. We are just forced to buy them.

Interviewer: Have you ever been encouraged or pressured to buy specific books from certain shops?

Participant 7: Yes. We are told to buy from one shop. I don't think it helps us much. Maybe it helps the shop owner and our teachers.

Interviewer: Do you think there are better books for learning English?

Participant 7: Yes.

Interviewer: How do you know that?

Participant 7: I have seen some English books in my coaching center and friends' schools like Model School and Model Bina Panishonakuli. They use better books.

Interviewer: Are the English textbooks used in your school different from those in other schools?

Participant 7: The main book is the same everywhere. But other schools might use better guidebooks. Maybe they can afford it, or their teachers know more.

Interviewer: Can you describe how English teachers usually conduct classes?

Participant 7: The teacher comes in, reads from the book, explains in Bangla and writes notes on the board. We copy them. Sometimes he skips parts.

Interviewer: Do your teachers give communication tasks in class?

Participant 7: No. Not really. We mostly do grammar and writing.

Interviewer: Do your teachers ask you to do group or pair work?

Participant 7: No. We sit quietly in rows. We don't do any group work.

Interviewer: Do they use question-answer methods while teaching?

Participant 7: No. They don't really ask such questions. There's not enough time, only 30 minutes.

Interviewer: Do your teachers focus more on grammar or communication?

Participant 7: They focus mostly on grammar and translation, not speaking or interaction.

Interviewer: Do you practice listening and speaking in class?

Participant 7: Not much. Only sometimes the teacher reads, and we repeat.

Interviewer: Have you been encouraged to speak English in class?

Participant 7: No. I think teachers believe we can't speak properly, so they don't encourage us.

Interviewer: Do your teachers prioritize grammar, writing, and memorization?

Participant 7: Yes, totally. We memorize grammar rules and answers from the guidebooks.

Interviewer: Do your teachers use any specific techniques like roleplay, picture presentations or games?

Participant 7: No, we don't do that. I heard those things are done in city schools.

Interviewer: Do your teachers cover all four skills – reading, writing, speaking, and listening?

Participant 7: No. Mostly it's reading and writing only.

Interviewer: Do you have activities like presentations or reading English texts and discussing them?

Participant 7: No. We just read silently or listen to the teacher.

Interviewer: Do your teachers give group tasks like writing stories?

Participant 7: No. We don't have speaking tests or group writing tasks.

Interviewer: Is communicative or interactive language-based learning followed in your English class?

Participant 7: No, not at all. It's almost impossible.

Interviewer: Do you think how English is taught helps you use it in real life?

Participant 7: No, not really. We learn to pass exams, not to speak English.

Interviewer: Do your teachers use notes while teaching?

Participant 7: Yes, they bring handwritten notes and write them on the board.

Interviewer: Do your teachers arrive on time?

Participant 7: Sometimes they are late, not always on time.

Interviewer: Is the class time enough to understand the topic?

Participant 7: Not really. The time is short, and teachers go too fast sometimes.

Interviewer: How do you practice grammar in class?

Participant 7: We solve exercises from the guidebook or teacher's notes.

Interviewer: Do you practice grammar through writing stories or essays?

Participant 7: No. They just give us rules and examples.

Interviewer: Do you memorize selected items from the books your teacher suggests?

Participant 7: Yes.

Interviewer: Do your teachers check if students understand the topic?

Participant 7: Sometimes they ask questions, but mostly they move on quickly.

Interviewer: Do teachers give regular homework and check it?

Participant 7: Homework is given, but checking isn't always done properly. They don't give much extra time.

Interviewer: Do your teachers evaluate your progress regularly?

Participant 7: Only during exams, not regularly.

Interviewer: What kind of questions are asked in exams? Are they based on class lessons?

Participant 7: Yes. Mostly from teacher's suggestions. They're memorized, not creative.

Interviewer: Are the questions directly from the books?

Participant 7: Mostly direct questions. No change from model questions or guidebooks.

Interviewer: Do teachers give suggestions before exams?

Participant 7: Yes, always.

Interviewer: Do you read only the suggested topics?

Participant 7: To be honest, yes. Because questions usually come from them.

Interviewer: Do teachers review topics before exams?

Participant 7: Sometimes they do, but mostly they can't finish the syllabus.

Interviewer: Are English exams mostly written or there is oral assessment?

Participant 7: Yes, only written. No oral test.

Interviewer: Do teachers evaluate based on participation, presentation, or assignment?

Participant 7: Only through exams. No presentations or assignments.

Interviewer: Are all four English skills evaluated?

Participant 7: No. Only reading and writing.

Interviewer: Do you enjoy attending in English class every day and why or why not?

Participant 7: No I really don't want to join the English class as it is too boring for me because it just sitting on the table and write the grammar rules only.

Interviewer: Do you think the assessment method helps real-life English communication?

Participant 7: No. Exams only test memorization. It doesn't help us speak or use English.

Interviewer: Thank you for your valuable time.

Participant 7: Welcome.

Participant 8

Interviewer: What is the name of your school?

Participant 8: My school's name is Batiaghata H. Q. Pilot Model High School.

Interviewer: What grade are you in?

Participant 8: I'm in 10th grade.

Interviewer: Is your school located in a rural or urban area?

Participant 8: My school is located in a rural area.

Interviewer: Is it a government school or a private school?

Participant 8: It's a private school.

Interviewer: Do you like learning the English language?

Participant 8: Yes, I do.

Interviewer: From your perspective, is English language learning important? Why?

Participant 8: Yes, I think learning English is very important, especially if you want to pursue a career in the corporate world

or plan to study abroad. Even in Bangladeshi universities, English is often the medium of instruction. So yes, it's important.

Interviewer: Do you enjoy your English classes? Why or why not?

Participant 8: Honestly, I don't enjoy them that much. The teaching methods are monotonous and repetitive. There's no variety or creativity, so it becomes boring.

Interviewer: What kind of materials do your teachers use while teaching?

Participant 8: They mostly use the black-Board to write and recommended guidebooks to teach.

Interviewer: Do they use any specific textbooks?

Participant 8: Yes, they mainly use books authorized by the NCTB. Sometimes they use books written by other writers' tool like guidebooks.

Interviewer: Do they use any supporting materials besides texts and notes?

Participant 8: Not really. They're limited to only those materials.

Interviewer: Does your school have enough study materials like videos or online tools to make learning English fun?

Participant 8: No, we don't have those. Our school mostly relies on offline books and doesn't provide digital tools or videos.

Interviewer: Are the English textbooks and materials used in your school the same as in other schools you know of?

Participant 8: In my area, other schools use similar materials. But my friend who studies in an urban school has very different materials, more modern and varied.

Interviewer: Does your school have English novels or newspapers? Are you encouraged to use them?

Participant 8: We have a library with novels and newspapers, but teachers don't encourage us to read them or use them to improve our English.

Interviewer: Do you find your school's reading materials interesting and helpful?

Participant 8: Not really. They are boring. Teachers just make us repeat the same tasks over and over.

Interviewer: Are the study materials updated regularly?

Participant 8: No, in my experience, they remain the same for years.

Interviewer: How are textbooks selected by your teachers?

Participant 8: Teachers usually choose two books: one authorized by the board and another unofficial one. They rely heavily on those.

Interviewer: Are you pressured to buy those specific books?

Participant 8: Yes, they kind of force us. They say if you don't buy those books, you won't pass the exam.

Interviewer: Who decides which textbooks and materials are used?

Participant 8: I think it's the school committee, although the teachers have some influence too. Both English teachers in our school always choose the same publications.

Interviewer: Have you ever noticed favoritism or bias in book selection?

Participant 8: Yes, there is bias. Some helpful books from third-party writers aren't chosen. Instead, we are given harder books, sometimes with difficult language and jargon.

Interviewer: Are the books chosen based on quality?

Participant 8: Not always. Some books chosen for classroom use are difficult, but the same teachers suggest easier books in their private tuition classes.

Interviewer: Were you ever pressured to buy books from a specific bookshop?

Participant 8: I haven't personally experienced that, but some of my friends have. It seems like some teachers might get commissions from certain booksellers.

Interviewer: Do you think there are better books for learning English than the ones your school uses?

Participant 8: Yes, I believe there are better options. A good book should be fun and make learning easier, not harder.

Interviewer: Are the textbooks in your school different from other schools? Why?

Participant 8: Yes, urban schools use better books. I think it depends on publisher representatives. If they offer deals to teachers, those books get recommended.

Interviewer: How do your English teachers usually conduct classes?

Participant 8: For English first paper, the teacher tells us to read texts from the book and solve the exercises. For the second paper, it's all about memorizing grammar rules and solving grammar-based tasks.

Interviewer: Do your teachers give communicative tasks?

Participant 8: Rarely. Sometimes we're asked to share thoughts in front of the class, but most tasks are written and not connected to real-life communication.

Interviewer: Do they ask you to do group or pair work?

Participant 8: Very rarely.

Interviewer: Do they use the question-answer method?

Participant 8: Yes, mostly.

Interviewer: Do they focus more on grammar or communication?

Participant 8: They focus mostly on grammar and rules, not on communication.

Interviewer: Do you practice listening and speaking in class?

Participant 8: Occasionally. A student might read aloud while others listen and answer, but it's very limited.

Interviewer: Are you ever given tasks that encourage speaking English in class?

Participant 8: Only once we were told that speaking English in class would earn bonus marks. That was the only motivation.

Interviewer: Do your teachers prioritize grammar and memorization over communication?

Participant 8: Yes, absolutely.

Interviewer: Do they use teaching techniques like role play or games?

Participant 8: Not really. Maybe role play once or twice. We don't have multimedia tools, and language games are never used.

Interviewer: Are you given tasks that cover all four language skills?

Participant 8: No. Focus is mainly on reading and writing, not much on listening and speaking.

Interviewer: Do you do presentations or read English literary texts aloud?

Participant 8: We read aloud sometimes and discuss, but we don't do presentations. Teachers often think we're gossiping if we talk in class.

Interviewer: Do group writing tasks help with English skills?

Participant 8: It helps with writing, but not with speaking, since we mostly discuss in Bengali.

Interviewer: Is communicative learning used in your class?

Participant 8: No. I don't feel excited or engaged in our English classes.

Interviewer: Do your English classes help you use the language in real life?

Participant 8: No. We memorize things to pass exams, not to use in real life.

Interviewer: Do your teachers use notes in class?

Participant 8: Yes, sometimes they bring handwritten notes or use annotations in their books.

Interviewer: Are your teachers punctual?

Participant 8: Yes, they are mostly on time.

Interviewer: Is class time enough to understand the topics?

Participant 8: Not really. There are over 100 students in a 40-minute class. Teachers focus on students in front; backbenchers are often ignored.

Interviewer: How do you practice grammar in class?

Participant 8: We learn the rules, memorize them, and solve tasks from the model books.

Interviewer: Do teachers teach grammar through essays or stories?

Participant 8: Sometimes. For example, after teaching tense, we write paragraphs in that tense. It helps a bit, but not for real-life use.

Interviewer: Do you memorize selected items before exams?

Participant 8: Yes. Teachers tell us which model test numbers to focus on, so we memorize them to pass.

Interviewer: Do teachers check if you understand topics?

Participant 8: They usually ask a few students to answer questions. If someone can answer, they assume everyone understands.

Interviewer: Do teachers give homework and check it?

Participant 8: They give homework regularly, but often don't check it, especially if students look sad or unprepared.

Interviewer: Do teachers give extra help if someone struggles?

Participant 8: No. There's not enough time between classes for extra help.

Interviewer: How do teachers evaluate your progress?

Participant 8: Through mock tests and review questions. Sometimes they ask about older topics to see if we remember.

Interviewer: Are there only midterm and final assessments?

Participant 8: Yes.

Interviewer: Are exam questions based on what teachers taught?

Participant 8: Mostly, yes. Though composition questions are sometimes different.

Interviewer: Are exam questions taken directly from the books?

Participant 8: Yes, but sometimes they're slightly modified.

Interviewer: Do teachers give suggestions before exams?

Participant 8: Yes. They give model test numbers and suggest specific topics to memorize.

Interviewer: Do you study only the suggested topics?

Participant 8: Yes, most of the time.

Interviewer: Do teachers in your school review the topics they taught before the exam?

Participant 8: Yes, they try to review the topics before the exam, but, you see, they're given limited time and there are a large number of students. Most of the time, they fail to do that because we're often lagging behind in covering the whole syllabus. Another issue I've noticed is that my school is used as a center for SSC and other board exams. So, during those times, our school is closed. That means our teachers get very limited time to teach or revise topics before exams. Hey try to do it, but most often they can only revise one or two topics – not more than that.

Interviewer: How are English exams conducted in your school? Are they mostly written overall, or a combination of both written and oral?

Participant 8: In my school, English exams are conducted in written format only.

Specifically, we have two types of English tests: one focused on reading, where we're given a passage and tested on reading comprehension, and another part that focuses on writing, like paragraph or composition writing. There's no scope for oral methods of evaluation.

Interviewer: Do your teachers evaluate your performance in English through exams only, or do they also assess participation, presentations, or assignments?

Participant 8: They only evaluate our performance through exams. They don't really arrange any presentations or assignments.

Interviewer: But you have participation marks, right?

Participant 8: Yes, we have marks for attendance, but not for real participation. Usually, most students get full marks in that section – even if they participate or not.

Interviewer: Do you think the four English language skills – reading, writing, listening, and speaking – are being taught through your school's assessment methods?

Participant 8: As I already mentioned, there's only focus on writing and reading skills. Listening and speaking are not included at all.

Interviewer: Do you think the assessment method in your school helps you develop real-life English communication skills? Why or why not?

Participant 8: No, I don't think it prepares us for real-life English communication.

Most of our English lessons are designed to help us pass exams. But if I ever try to speak English on my own, I really struggle. Most of my English language learning actually comes from watching English movies or listening to English songs. I don't think the way we're being taught in class helps with real-life communication.

Interviewer: Thank you for your valuable time.

Participant 8: You're welcome.,

Focused Group Interview

Interviewer: Welcome to today's focus group interview! We have two participants with us today: Participant 9, from a renowned urban government private school, and Participant 10, from a rural school.

Let's start with some basic questions. First, can you both tell me the names of your schools?

Participant 9: My school's name is Adventist Missionary School.

Participant 10: My school's name is Kajolia High School.

Interviewer: Great, thank you! So, let's start with the first question. How does your teacher conduct the class? Can you elaborate? What kind of study materials do they use, and how do you usually get them?

Participant 9: Our English teacher usually starts with a warm-up or a quick recap of the previous lesson at the starting of the class. Then, they introduce the new topic. We use textbooks like Cambridge, advanced English Grammar books, and PC Dash books. Sometimes, he provides printed notes or posts links on our school private group for us to check out before the class. We get most of our materials from school, but sometimes she tells us to buy certain books from a bookstore.

Participant 10: Well, in my school, the teacher follows a more traditional method. He opens the NCTB English book or the guidebooks he suggests that we buy. He starts reading from there, writes some notes on the board, and we just copy them. He doesn't give us topics to read before class, and the materials come mostly from the guidebooks we are told to buy.

Interviewer: That's interesting. Moving on, does your school provide enough study materials, like books, online tools, or videos, to make learning English more engaging? What's your perspective?

Participant 9: Not always in class, but yes, we have a library. Sometimes, we use projectors, and our teacher posts relevant study materials from YouTube in the school private group. But honestly, it's not very regular.

Participant 10: No, we don't have any of that. We only have the books the teacher suggested, just guidebooks. The library is very small, and we don't get access to it much.

Interviewer: How do you usually get your study materials? Have you noticed any favoritism or biases in the selection of books or study resources? Do you think the textbooks used in your school are the best for learning English?

Participant 9: Yeah, I get most books from coaching centers or stores my teacher recommends. Honestly, yes, I've noticed bias. Some teachers make their own books and sell them to us. I don't think these books are the best and they are often just copied from others. And yes, we're kind of forced to buy them.

Participant 10: We're told to buy certain guidebooks like Panjiri or Nobodoot from specific shops, like Progothi or Satrovandar Library. I think there are better books out there, but we don't get access to them because the teachers only specify which books to buy. Teachers don't care much about quality. And yes, we feel pressured to buy from those shops because they have links with the teachers, and they benefit from the sales.

Interviewer: Do you face any challenges for not buying the textbooks that your teachers or school have selected? If yes, what are those challenges?

Participant 9: Yes, if you don't buy the teacher's suggested book, you don't get full support, which means sometimes they can fail us. Sometimes, they only teach from that book, which is the main problem.

Participant 10: The same thing has happened. If I don't buy the books suggested by the teacher, I can't follow the class properly. The questions in the exam come directly from those books. So, without them, I'm in trouble to pass the exam.

Interviewer: How do your teachers usually take English classes? Do they focus more on grammar, memorization, or communication? Do they encourage group discussions or real-life communication?

Participant 9: It's mostly grammar and writing, not much real communication. Sometimes we do group work, but not regularly. I would say it's about 70% lecture and 30% participatory, maybe.

Participant 10: Yes, here is the same for me. It's totally grammar and memorization, fully traditional. Our teacher lectures in Bengali and the fun factor is they teach us English language grammar in Bangla, and we memorize grammar rules in Bangla and the model test questions the teachers give us from their selected books and we just memorize the answers to the model questions for the exam. There's no group work; it's just lecture-based and tells us to memorize.

Interviewer: How much opportunity do you get to practice speaking and listening in your English classes? What kind of tasks are given that include reading, writing, speaking, and listening?

Participant 9: We don't really speak or listen. Maybe one or two presentations a term. The tasks are usually reading comprehension and writing essays, and that's it.

Participant 10: We don't practice speaking or listening at all. It's just reading and writing. Sometimes we read aloud, but nobody really pays attention to it. It's just loud reading.

Interviewer: Are you given any tasks that require creative writing, like storytelling or essay writing, and do you find them helpful for improving your English? Does the teaching method help you practice all four skills like listening, speaking, reading, and writing?

Participant 9: Yes, we get creative writing tasks like short stories or emails, but I don't think it helps with listening or speaking much.

Participant 10: No, we just do essay writing. We memorize the answers from the guidebooks like selected model test papers. We don't practice all four skills, only just reading and writing.

Interviewer: What do you enjoy most about learning English in your school? In your opinion, which teaching practices make an English class engaging and effective?

Participant 9: Like me, I enjoy when we do presentations or read interesting stories. Group discussions make the class more fun and effective. Sometimes our teacher makes us play group games like who can tell new words, sentences or make word meaning from every English letter to learn more words and knowledge.

Participant 10: Honestly, I don't enjoy my English classes much. I think If teachers used videos or allowed us to speak in the classroom it would be better. But there's no opportunity for that. It's all traditional like teachers come, give a lecture from the notebooks, and tell us to memorize the selected model tests, that's it. It becomes so boring. I think any boring class can never be suitable for learning any language or subjects.

Interviewer: What assessment methods does your teacher use for English? Do you think they accurately measure your language skills?

Participant 9: Written exams mostly. No speaking or listening parts. And I don't think it shows our actual language skills.

Participant 10: Yeah, same as participant 9, only written tests. It only shows if we can memorize well.

Interviewer: How are English exams conducted in your school? Do they focus more on grammar, memorization, or real communication skills?

Participant 9: All grammar and memorization. No real-life communication. Speaking and listening are not assessed at all.

Participant 10: Only grammar and memorization. We write what we memorize from the guidebooks that our teachers tell us.

Interviewer: What kind of feedback do you receive after your English exam? Does your teacher explain your mistakes and suggest improvements, or do they just provide marks?

Participant 9: Sometimes our teacher explains the mistakes, but mostly, it's just the marks that matter because our parents focus on the scores, not our improvement in English skills.

Participant 10: Yes, the teachers only give marks. If we ask for explanations, they tell us to visit their coaching center or refer to the books they suggested. Because the questions are direct from those guidebook model tests. There's no proper feedback or explanation.

Interviewer: Do you feel pressured to memorize answers for your exams or assessments rather than learn how to use English in real life? Why or why not?

Participant 9: Yes, if I don't memorize, I can't score well and that's how the system works. Our parents care more about the marks than our actual language skills, so we need to memorize without understanding and for me it's a pressure.

Participant 10: Definitely as participant 10 said, we memorize everything. If we don't, we can't pass the exam. It's all about memorization, not real-life language use because at the end only marks matter.

Interviewer: Lastly, in your opinion, what are the biggest strengths and weaknesses of English teaching in your school? Do you feel the current assessment methods and curriculum are good? If not, what changes would you suggest?

Participant 9: Our strength is we have access to resources that our teachers provide, but the weakness is the lack of real communication. I would suggest adding speaking and listening tests and more interactive tasks like conversations and drama plays or arranging English debate. This would help us communicate better with the world.

Participant 10: I agree. There's no communication. Participant 9 has access to the resources from their teachers but we don't have that. We just memorize. The weakness is that everything is based on memorization. Teachers should be trained in more interactive methods, and we need to focus on communication through group work, games, and real-life language use like debate on a topic at least once a year.

Interviewer: Thank you both for your valuable time. This has been a very informative discussion.

Participants 9: You're welcome.

Participant 10: Welcome.

